

**SELF STUDY REPORT**  
**FOR**  
**1<sup>st</sup> CYCLE OF ACCREDITATION**

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY**  
**INDIRA GANDHI NATIONAL OPEN UNIVERSITY MAIDAN GARHI NEW DELHI**  
**110068**  
**[www.ignou.ac.in](http://www.ignou.ac.in)**

**Submitted To**  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**BANGALORE**

**(Draft)**

## Executive Summary

### *Introduction:*

**Indira Gandhi National Open University (IGNOU)** was **established** by an Act of Parliament (No. 50), in September 1985 to democratize higher education and to reach out to the socially disadvantaged sections of society, hitherto deprived of access to higher education.

- The IGNOU Act is: “*An Act to establish and incorporate an Open University at the national level for the introduction and promotion of open and distance education systems in the educational pattern of the country and for the coordination and determination of standards in such systems*”. (IGNOU Act, 1985, p.1)
- The University offers higher education at affordable costs to large segments of the population by removing barriers to age, entry, place and pace of study and leveraging interaction by offering seamless teaching learning experiences using educational technologies.
- IGNOU is the world’s largest university in terms of student enrolment, which disseminates learning by a diversity of means. It is also mandated to provide continuing education and lifelong learning to the work force.
- It is an **autonomous body** functioning directly under the MHRD and receives financial assistance from it, unlike other Central Universities that receive financial grants from UGC. The President of India is the Visitor of the University.
- The University **functions through a three-tier system** i.e. the Headquarters at New Delhi, 67 Regional Centres (RCs) including 11 Recognized Regional Centres (RRCs), established at state level and a few at district headquarters and 1843 active Learner Support Centres (LSCs), functioning mainly in Higher Education Institutions across the country.
- IGNOU also has an **international presence in 13 countries** through its 21 Overseas Study Centres.
- There are 444 **sanctioned positions** of teachers and 340 of other academics and 1867 non- teaching and 632 technical positions at the University. As on 30th June 2019 there are 260 teachers, 245 other academics, 936 non- teaching and 398 technical persons in position at the University.
- **IGNOU is the only Open University that has been exempted from the University Grants Commission (Open and Distance Learning) Regulations, 2017 and UGC (Online courses or programmes) Regulations 2018.**

### *Vision:*

IGNOU, the National Resource Centre for Open and Distance Learning (ODL), with international recognition and presence, shall:

- strive to work untiringly to achieve its objectives enshrined in the Act- to offer high quality, innovative and need-based academic programmes at various levels, across the country and overseas, and to reach out to the disadvantaged social segments by providing access to higher education at affordable costs;
- provide seamless access to sustainable and learner-centric quality education, skill upgradation and training to all, by using innovative technologies and methodologies and ensuring convergence of existing systems

for human resource development required for national and global development.. The University seeks to emphasize learner-centred and flexible education by introducing modular academic programmes with multiple entry and exit points through its deeply rooted student support network.

- attempt to build a knowledge society through inclusive lifelong education and training and to positively contribute to national development by offering programmes which focus on developing professional skills. The University aims to achieve a mark in the higher education scenario of the country especially in the areas of community education, extension activities and professional development.
- play a more prominent role in areas where its teaching and research are of a demonstrably world-class standard, and will collaborate more extensively with centres of international research excellence. It will strive towards continuous development of methods and strategies for research and development for generation of knowledge in frontier areas, including Open and Distance Learning.

*Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner-centric education, skill upgradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for massive human resource required for promoting integrated national development and global understanding.* <http://ignou.ac.in/ignou/aboutignou/profile/4>

### **Mission:**

IGNOU was established by an Act of Parliament in 1985. The then Education Minister, while introducing the IGNOU Bill in the Lok Sabha, expressed the need to democratize education and to reach out to all those desirous of fulfilling their potential, particularly the socially and the economically marginalized sections. Opportunities for continuing education and lifelong learning had to be provided to the population engaged as work force for which the extant structure was inadequate. Besides, there was a need to use new methods of teaching-learning to replace the existing teacher-centered education system with learner-centric pedagogy.

The Mission of the University, derived from its Act (No.50 of 1985) is ostensibly based on the values enshrined in the Act. IGNOU is expected to play a significant role in national development by widening access to quality higher education and by offering knowledge and skill- based programmes in response to employment and labour market needs by making use of appropriate ICT.

*To this end, the University shall:*

- *Make affordable higher education available to all those aspiring to it regardless of previous qualification, gender, region, religion or caste;*
- *Provide sustainable and high-quality Programmes across disciplines, at different levels, to meet the diverse needs of learners*
- *Effectively use Information and Communication Technologies to support learning, provide a flexible system of education, meet the challenges of access and equity and facilitate development of a knowledge society.*
- *Strengthen the development of national resource centre to set a proactive role model for high quality and learner-centric open and distance learning system.*
- *Share professional capabilities and resources to maintain and coordinate standards of distance education in the country.*
- *Develop networks using emerging technologies and methods with global reach for effective programme delivery.*
- *Forge convergence of all systems and work for seamless education across national boundaries to develop global collaborations and partnerships.*

- *Promote national integration, integrated development of our people and community participation in education and development.*
- *Strive towards continuous development of methods and strategies for R&D for knowledge generation in frontier areas including open and distance learning*

## SWOC

### ***Institutional Strength :***

The ODL system is now a well recognized system, for the design, development and delivery of educational programmes. Large scale intervention of ICT has made it even more technical and dynamic. As a premier ODL institution, IGNOU has trained its academic faculty in designing, developing and delivering multi-media instructional content. **IGNOU is the only University that has been exempted from the University Grants Commission (Open and Distance Learning) Regulations, 2017, and University Grants Commission (Online Courses and programmes) Regulations, 2018 considering objectives of the said Act.** The other major strengths include:

- Meeting the educational aspirations of around 3 million learners from diverse geographies, socio-cultural settings and economic strata;
- Leadership in technology-enabled education;
- Outreach in the remotest corners of the country;
- Large bouquet of over 242 academic programmes (including 46 UG and PG degree programmes) in diverse areas to meet the varied educational needs of the country;
- Internationally acclaimed quality Self Learning Materials (SLM);
- Promoting life-long learning and continuous professional development;
- Pan-India Network of Regional Centres and Learner Support Centres;
- Footprint in 13 other countries through 21 Overseas Study Centres;
- National network of 15 Gyan Vani Radio Stations devoted to enhancing education access all over the country and providing an interactive learning environment;
- National capability for delivering interactive programmes through Gyan Darshan – an educational TV channel;
- Providing academic support through Gyan Dhara – an interactive web radio platform
- e-Gyankosh- a repository of digital learning resources;
- Recognition as Centre of Excellence in Distance Education by Commonwealth of Learning in 1993;
- Award of Excellence for Distance Education material by Commonwealth of Learning in 1999;
- Declared as the largest institution of higher learning in the world in 2010;
- National Coordinator for developing MOOCs for Diploma and Certificate programmes;
- National Coordinator for three SWAYAM PRABHA DTH educational channels
- Active engagement in social and educational upliftment of rural communities by way of adopting villages under Unnat Bharat Abhiyan; and
- Ranked 5th in Swachh Campus Ranking in 2018 and Second Rank in 2019 amongst the cleanest Higher Educational Institutions in the country in the University (Non-Residential) category by the Ministry of Human Resource Development.

### ***Institutional Weakness :***

Some of the areas that the University needs betterment and qualitative improvement are:

- Institutionalization of integrated online database management;

- Integration of different components of interactive multiple-media in courseware;
- Scope for greater engagement of learners with the institutional mechanism;
- Scope for improving the mechanism for monitoring of learner support services and analysis of feedback received;
- Need for tracer studies on learners and quality research studies on the system;
- More continuous professional development of faculty and staff due to phenomenal growth of the system.
- Development of Learning Analytics Framework.

### ***Institutional Opportunity :***

In the emerging scenario, ODL is probably the only sustainable system in the country for increasing the GER through enhancing the access to education to large sections of the society. The University has continuously strived for improving the credibility of the system. The opportunities stem from:

- Rapidly growing demand for higher education;
- Introduction of programmes for upgradation of knowledge and skills ;
- Need for continuous training of a huge workforce;
- Enormous requirement for training of in-service teachers in the country;
- Need for enhancing access to higher education to the employed (with low qualification), drop-outs, adult learners in general and disadvantaged learners in particular;
- Convergence between the open and conventional university systems (and other educational and training organizations) to enhance sustainable access; and
- Scope for imparting education using newer/emerging technologies.
- Institutional and programme accreditation by reputed International Accreditation Agencies for global acceptance of IGNOU Degrees.
- Collaboration with International Institutions/Agencies for promotion of Faculty/Student Exchange.

### ***Institutional Challenge :***

#### **External**

- Issue of ‘Parity of Esteem’ with the conventional system. The culturally conditioned prejudices against ODL have not completely gone away, the enormous contribution made by ODL notwithstanding;
- Acceptability of degrees by employers and educational institutions; and
- Dependence on part-time structures (LSCs) for extending support services.

#### **Internal**

- Ensuring quality under resource constraints;
- Developing mechanisms and capabilities for international standard R&D in diversified areas, pertaining to the ODL system.
- Continuous educational and professional development of faculty and staff, especially for technology-enabled education and training, to meet diverse learner needs;
- Greater penetration into rural areas to cater to the educational and vocational development of rural populations; and
- Developing E-office management system.

### **Criteria wise Summary**

### ***Learner Support and Progression :***

The University follows a multi-pronged, multi-layered strategy to reach out to all segments of the society, particularly those unreached through conventional mode. Pre-admission counselling is provided to the prospective learners to help them choose the right programme and provide guidance and support in submission of their application form online. The University has made special efforts to extend its outreach by establishing Special LSCs in Jails, rural/remote areas, PwD and Transgender. SC/ST learners are provided fee exemption/reimbursement.

The University provides necessary support to its learners throughout the learning cycle, as follows:

- The learners are provided study material in print, digital study material, through e-Gyankosh, (the digital repository of the University) and also through IGNOU e-content App.
- The University has developed “IGNOU Student App” through which learners can access information and services on their mobile phones.
- Induction Programmes are organized at LSC where learners are familiarized with the ODL system and the facilities available to them.
- Induction programmes are also broadcast and telecast through Gyandarshan and GyanVani.
- Academic counselling sessions are conducted in face to face mode by the academic counsellors at LSCs. Additionally, educational programmes and counselling support is provided through Gyan Darshan, an educational T.V. channel that runs for 24 hours a day;
- Interactive Radio Counselling (IRC) sessions conducted by the faculty and invited experts through GyanVani (a network of FM stations). Learners can ask questions right from their homes over telephone during these sessions.
- Internet audio counselling is provided through Gyan Dhara and web-enabled academic support.
- Webinars/ web conferencing services are provided to learners in select programmes.
- The University uses formative/continuous and summative/ term end evaluation for assessing the progress of its learners and evaluation of their performance.
- Formative/ Continuous evaluation is done through self check exercises built into the SLMs and through tutor marked assignments.
- The evaluation of skill based components in professional programmes includes assessment of compulsory field work, practicum, workshops, laboratory based sessions, internship, hands-on training etc.
- The University strictly follows the academic calendar.
- Placement activity, both at the HQs and at RCs is organized by the Campus Placement Cell.

### ***Curricular Aspects :***

IGNOU has endeavored to create curricula that address the tertiary educational needs of all strata of the population and offer programmes for updating, retraining, and personal enrichment.

- The programme proposals based on the assessed or perceived needs are thoroughly examined by the School Board (SB), Planning Board (PB) and Academic Council (AC) to ensure that the University’s Mission Statements are translated into concrete and visible Programme Outcomes and Course Learning Outcomes with courses to enhance employability and competencies and skills.
- Rigorous processes are followed for the design, development and delivery of the curricula, involving subject experts from across the country and internal faculty. The programme proposals are examined by the SB, PB and AC to ensure that the curricula are of high academic quality and consistent with laid down standards.
- The University follows a credit system. To complete one course credit the learner has to put in 30 study hours. The total credits required to complete a programme are determined by the duration of the programme.

- A number of academic programmes of the University are based on a modular structure and provide flexibility in the combination of courses. A learner enrolled in a degree programme can exit the programme at designated exit points and obtain a certificate or a diploma depending on the number of credits accumulated.
- The professional development programmes are designed to enhance employability, incorporating components like project work, field work, internships, practicum, lab based practicals, internships, etc. to cultivate skills, competencies necessary to succeed in the world of work.
- IGNOU has introduced programmes in niche areas to promote social inclusion, upgradation of knowledge, training and up skilling. IGNOU in collaboration with premier institutions has also developed programmes to meet the specific target groups.
- Interactive ICT are being used for enrichment of SLM like GyanDarshan (TV), GyanVani (Radio), and GyanDhara (web radio). SLM can be accessed through e-Gyankosh (Digital repository) and IGNOU e-content App (mobile app).
- The University periodically undertakes revision to update the curricula which is based on feedback from different stakeholders like learners, employers, subject experts, teachers and alumni.

### ***Teaching-learning and Evaluation :***

IGNOU began its offerings in 1987 with two programmes and 4528 learners. During 2018-19, the University was offering 241 programmes (11 Bachelor's and 34 Master's Degree Programmes) with an annual enrollment of 11.49 lakhs (Fresh enrolment and Re-registration) and cumulative learner enrollment of 30 lakhs.

More than 150 Special Learner Support Centres have been set up in different jails across the country catering to the educational needs of 2245 jail inmates (2018-19). Learner Support Centres have been established in remote and rural areas. Presently, 31.63% of the total enrollment in Bachelor's and Master's degree programmes is from rural areas; 39.37% SC/ST/OBC; 0.59% PwD and 42.24% women and transgender learners.

For extending educational opportunities to Defence personnel and their families, 11 Recognized Regional Centres – six for Army, four for Navy and one for Assam Rifles which cater to the needs of 20631 (2018-19) defence personnel.

In keeping with the principles of ODL, the teaching learning arrangement at IGNOU is a judicious mix of Self learning Material (SLM), face-to-face academic counselling, and ICT-based teaching support through GyanDarshan, GyanVani and GyanDhara. The academic counsellors, who provide face-to-face academic support at the LSCs, are identified and empanelled through a rigorous process and provided appropriate orientation. As on 30th June 2019 there are 35386 academic counsellors attached to various LSCs throughout the length and breadth of the country.

The system of student evaluation followed by the University has two major components, namely, formative (continuous) assessment through various mechanisms like Assignments, project work, field work, lab work, seminars, internships etc.; and summative assessment (Term End Examinations) for which the SOPs are in place. The learning outcomes of all the programmes are integrated into the assessment process.

Various processes like admission, re-registration, examination form submission, convocation registration etc. have been made online. An online system for redress of learners' grievances through a dedicated portal, iGRAM (IGNOU Grievance Redress and Management) is also operational.

As on date, IGNOU has well qualified 254 teachers and 233 other academics, recruited and promoted as per UGC Regulations, involved in curriculum design and development and delivery of the academic programmes.

### ***Research, Innovations and Extension :***

The University provides an environment conducive for research, innovation and extension. It collaborates with other agencies, institutions and research bodies for sharing facilities and undertaking collaborative research.

- The Research Unit, created in the year 2008, is the nodal agency for coordination of research degree programmes of the University. Research degree programmes (M.Phil. and Ph. D.) are offered by the University in accordance with UGC Regulations 2016 with amendments from time to time. Research programmes are offered through regular mode.
- Research Unit maintains a database of research scholars and liaisons with other regulatory and statutory agencies coordinates with Schools and other Divisions regarding research degree programmes; maintains records related to admission, registration, payment of fees, scholarships and issues certificates of compliance of norms and standards of regulatory bodies. Admission to research programmes is done in July every year.
- *Indian Journal of Open Learning*, a peer reviewed international journal of the University, provides an opportunity for researchers and scholars to publish in the area of Open and Distance Learning.
- The University promotes innovative practices and quality research through instituting awards for best research papers and innovations. The research potential of the University is evident from the large number of publications in discipline-based and systemic research; consultancies being offered to the Faculty; growing number of aspirants in IGNOU's research programmes and the number of research degrees awarded.
- Workshops and trainings on research methodology and innovative practices are regularly conducted for the faculty and students.
- IGNOU has a dedicated Centre, the National Centre for Innovation in Distance Education (NCIDE) for promoting, supporting, re-engineering and disseminating innovations in the ODL system. The Centre engages in continued search for new and innovative solutions for the IGNOU learners and documentation and dissemination of various innovations in the ODL system.
- The Extension activities of the University are designed to sensitize the learners and other stakeholders towards social and sustainable development issues leading to an inclusive society. The adoption of schemes like Unnat Bharat Abhiyan, Swachh Bharat Abhiyan and Digital India have strengthened IGNOU's mandate of reaching the unreached.

### ***Infrastructure and Learning Resources :***

The University operates through a three tier structure:

#### **Headquarters**

The University Headquarters, spread over 151.32 acres, forms part of Delhi ridge and is abundant with biodiversity.

Total ground coverage by the buildings at the headquarters is approximately 9 acres of the total land of the campus. These buildings house 21 Schools of Studies, 12 Divisions, 9 Centres/ Institutes, 2 Units, 3 Cells and a residential campus consisting of 343 housing units. In addition, the University has 60 flats at Asian Games Village and 6 flats located in JNU (old campus) for its employees. All the 1107 office rooms of the University at the Headquarters are wifi enabled and are equipped with modern ICT facilities and an automated Library and Documentation Division (L&DD). Apart from these there are 62 Seminar halls/ Conference rooms/ Laboratories.

- Construction and Maintenance Division looks after the University buildings and other civil services and monitors construction of Regional Centre buildings.
- ERP software (ODLSOFT) has been implemented for automation of activities related to human resource and finance at HQs.
- IGNOU Website disseminates comprehensive information about admission (Fresh and re-registration), learner database, examinations and student grievance redressal. It provides links to websites of the 56 RC and has facilities for Web-Interactions.



- Electronic Media Production Centre at the HQs has facilities for audio/ video production as well as transmission.
- There is a dedicated Centre for Online Education for advancing the use of ICT, development of e-resources and online programmes.

### **Regional Centres**

- The University has 56 RCs across the country. Ten RCs are functioning from buildings owned by the University while others are housed in rented buildings or space provided by the state government.
- RCs are equipped with audio-video electronic equipment, computers, internet and web conferencing facilities. GyanVani radio stations are functional at some RCs. There are seven Regional Evaluation Centres located at six RCs.

### **Learner Support Centres**

- The University has established Learner Support Centres (LSCs) at other HEIs that have class rooms, laboratories, library and three/ four rooms for office work with minimum area of 400- 600 sq. ft.

### ***Governance, Leadership and Management :***

There is a well placed mechanism of governance to translate the Vision and Mission of the University. It has developed an effective leadership structure by evolving participative and decentralized decision making processes thereby creating a harmonious and inclusive organizational culture.

- The University functions through various statutory bodies namely the Board of Management (BOM), the highest executive body of the University; School Boards; Planning Board; Academic Council; Research Council; and Finance Committee. The Governance section organizes meeting of BOM and its Standing Committees, such as Establishment Committee, Purchase Committee, etc. The composition of the statutory bodies comprises external and internal members to ensure participatory decision making.
- Apart from the above, the Administration Division and its various sections deals with matters related to house allotment space allocation, license fee, payment of electricity bills, property tax, and welfare measures for employees:
  - The Establishment section looks into service matters of non-academic employees of the University
  - The Recruitment Cell looks after the recruitment of administrative and technical posts under Group A, B and C categories.
  - SC/ST Cell monitors the implementation of the reservation policy of GOI and facilitates welfare activities of learners.
  - Rajbhasha Cell looks after the implementation of the official language policy of GOI.
  - The Central Purchase Unit manages the task of purchase of items for the University and annual maintenance contracts of all the equipments procured.
  - Legal Cell takes care of all legal matters of the University including signing of MoUs.
  - Vigilance Cell was established in 1998 to enforce the guidelines laid down by CVC.
  - The Committees for Anti Ragging, Grievance Redressal and Prevention of Sexual Harassment are in place as per the UGC Guidelines.
  - Horticulture cell is entrusted with the responsibility to make it a green campus and also produces organic vegetables.
- The Academic Coordination Division of the University looks after the recruitment and promotion of the teachers and academics of the University.

The University has a Centre for Internal Quality Assurance for promoting quality assurance; developing quality benchmarks/parameters for; coordinating with apex bodies for recognition/ approvals for IGNOU programmes.

### ***Institutional Values and Best Practices :***

IGNOU supports high institutional values and carries out social responsibilities effectively for inclusive learning through the following initiatives:

- access to higher education to the vulnerable, weaker and disadvantaged sections of the society
- fee exemption/reimbursement to SC/ST, jail inmates, transgender;
- customized programmes for rural, backward and remote areas;
- socio-economic rehabilitation of vulnerable, weaker and disadvantaged sections of the society through extension activities;
- Safe and conducive environment for all women employees and learners including child-care facility;
- secure workplace and residential complex ensured through dedicated Security Department;
- accessible environment for persons with disabilities with disable-friendly amenities on the campus;
- Code of ethics for Teachers, academics, non-academic staff, LSC functionaries and students;
- Plagiarism rules are applicable for any academic work including research activities of the learners.
- Periodic seminars and workshops to promote the values enshrined in the Constitution;
- Celebration of national festivals, birth and death anniversaries of great Indian personalities with fervour among the employees and their families.

Distinctive features and best practices of the University are as follows:

- Quality study material relevant locally and globally has received international recognition;
- Pan-India Network of RCs and LSCs including rural, remote and disadvantaged locations such as North Eastern Region (NER), other hilly regions, tribal and coastal areas;
- Technology enabled learner support - Gyan Darshan (TV), GyanVani (FM Radio), GyanDhara (Web Radio); e-Gyankosh (digital repository of the SLM); iGRAM (grievance redressal); Web-enabled Academic Support (WEAS); IGNOU e-content App and online services (registration, payment of admission and exam fee, hall-ticket generation, access to exam schedules, old question papers, results, material dispatch status), etc.;
- Green and eco-friendly campus following environment friendly practices;
- Modern office infrastructure with ICT facilities at HQs and RCs;
- Recognition as Centre of Excellence in Distance Education and Award of Excellence for Distance Education material by COL;
- IGNOU as the largest institution of higher learning in the world by UNESCO;
- National Coordinator - MOOCs for Diploma and Certificate programmes by MHRD; and
- IGNOU ranked 5th in Swachh Campus Ranking 2018 and 2nd in 2019.

### **Profile**

#### **BASIC INFORMATION**

<b>Name and Address of the University</b>	
Name	INDIRA GANDHI NATIONAL OPEN

	UNIVERSITY
Address	Indira Gandhi National Open University Maidan Garhi New Delhi
City	New Delhi
State	Delhi
Pin	110068
Website	<a href="http://www.ignou.ac.in">www.ignou.ac.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Vice Chancellor	Nageshwar Rao	011-29532484	9871441324	011- 29535933	vc@ignou.ac.in
IQAC / CIQA coordinator	Manjulika Srivastava	011-29573434	9582326657	011- 29573433	manjulika@ignou.ac.in

<b>Nature of University</b>	
Nature of University	Central University
<b>Type of University</b>	
Type of University	Unitary

<b>Establishment Details</b>	
Establishment Date of the University	19-09-1985
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		

<b>University with Potential for Excellence</b>							
Is the University Recognised as a 'University with Potential for Excellence (UPE)' by the UGC?				No			
<b>Nature of University :</b>							
<b>Name of Act</b>				<b>Act No</b>			
Created by an Act of Parliament				Indira Gandhi National Open University Act, 1985 (No.50 OF 1985)			
<b>Territorial Jurisdiction of the Open University :</b>							
Jurisdiction over the whole of India and to the Study Centres outside India.							
<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location *</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Indira Gandhi National Open University Maidan Garhi New Delhi	Urban	151.32	76616.76	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA,		

					CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Army Recognized Centre Coleducation, Fort William Hq Eastern Command Co 99 Apo Kolkata 542 908 - West Bengal	Urban	1	2400	BA, BCA, BCOM, BLIS, BPP, BSC, BSW, BTS, CDM, CTE, DCE, DTS, MAH, MEG, MAPC, MHD,MPA, MPS, MSO, MSW, MARD, MSWC, PGDDM, PGDEMA, PGDRD, PGDSLM	04-09-1999	18-08-2018
Regional Centres	Regional Director Ignou Army Recognized Centre Col (education) G.s. Edu. Branch Hq. Western Command Chandimandir - 134107 - Haryana	Urban	1	2625	BA, BCA, BCOM, BLIS, BTS, BPP, CIT, CRD, DNHE, DTS MAH, MAPY, MARD, MCOM, MEG, MHD, MLIS, MPA, MCA, MP, MPS, MSO, PGDRD, PGDSLM, PGDT	04-09-1999	18-08-2018
Regional Centres	Regional Director Ignou Army Recognized Centre Iaep Hq- Central Command Gs (edn) Lucknow - 226002 Uttar Pradesh	Urban	1	2000	BA, BCOM, BCA, BLIS, BPP, CHR, CIG, CTE, MAH, MCOM, MEC, MEG, MHD, MLIS, MPA, MAPY, MPS, MSO, PGDDM, PGDEMA, PGDHE, PGDRD	04-09-1999	18-08-2018

Regional Centres	Regional Director Ignou Army Recognized Centre Coleducation Hq Southern Command Hrdcbeg And Centre 1 Co 56 Apo - 908791	Urban	0.021	54	BA, BCA, BCOM, BLIS, BTS, BPP, BSC, MAH, MAPC, MARD, MCOM, MEG, MHD, MLIS, MPA, MP, MPS, MSO, MSW, MTTM, PGDDM, PGDIS, PGDRD	04-09-1999	18-08-2018
Regional Centres	Regional Director Ignou Army Recognized Centre Coleducation Uttar Kaman Mukhyalaya - 908545 Co 56apo, Hq Northern Command Udampur Jammu And Kashmir	Hill	0.5	2023	BA, BCA, BCOM, BLIS, BPP, CHR, MAAN, MAH, MAPC, MAPY, MARD, MEG, MP, MHD, MPA, MPS, MSO, MSW, MSWC, PGCCCL, PGCGPS, PGDDM, PGDIS, PGDRD, PGDT	04-09-1999	18-08-2018
Regional Centres	Regional Director Ignou Army Recognized Centre Education Branch Hq Southern Western Command Co 56 Apo - 908546 Jaipur Rajasthan	Urban	0.45	2025	BA, BCA, BCOM, BLIS, BSW, BPP, CDM, CFL, CHR, CIG, CTS, DTS, MEG, MAH, MCOM, MHD, MP, MSO, PGDRD	04-09-1999	18-08-2018
Regional Centres	Regional Centre Ignou Navy Recognized Centre Naval	Urban	0.2	60	BA, BCOM, BPP, MEG, MP	03-02-2000	18-08-2018

	Base Hq Southern Naval Command Kochi - 004682 Kerala						
Regional Centres	Regional Director Ignou Navy Recognized Centre Hq Western Naval Command Shahid Bhagat Singh Marg Mumbai - 023 400	Urban	1	100	BA, BCA, BCOM, BLIS, BPP, BSC, CFN, MAH, MAPC, MAPY, MCOM, MEC, MEG, MHD, MPA, MPS, MSO, PGDDM, PGDIS, MP	03-02-2000	18-08-2018
Regional Centres	Regional Director Ignou Navy Recognized Centre Directorate Of Naval Education Integrated Hqs Ministry Of Def. West Block Iind Floor, Wing - Ii,5 R.k. Puram, New Delhi	Urban	1	200	BA, BCOM, BLIS, BSC, MAH, MEG, MHD, MPA, MPS, MSO, MCOM, MP	03-02-2000	18-08-2018
Regional Centres	Captain A G Selvam Regional Director Ignou Navy Recognized Centre Hq. Eastern Naval Command Vishakhapatnam - 014 530 Andhra Pradesh	Semi- urban	0.5	50	BA, BCA, BCOM, BLIS, BSC, MAH, MAPC, MAPY, MCOM, MEC, MEG, MHD, MPA, MPS, MP, MSO, PGDDM	03-02-2000	18-08-2018
Regional Centres	Regional Director Ignou Assam Rifles Recognized Centre Directorate General Assam Rifles (dgar) Laitumukhrah	Hill	0.43	70	BA,BCOM, MPS, MHD, MEG, MAH,, MPA,	20-04-2002	18-08-2018

	Shillong - 011 793 Meghalaya						
Regional Centres	Regional Director Ignou Rc Mbb College Compound Po Agartala College Tilla Agartala - 799004 Tripura	Urban	11.8	1486.448	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	02-04-2001	18-08-2018
Regional Centres	Regional Director Ignou Rc Opp. Nirma University Sarkhej- gandhinagar Highway Chharodi Ahmedabad - 382481 Gujarat	Urban	5	1216	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	22-03-1988	18-08-2018



					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc H No. Yc-10 Rophira Building Chaltlang Dawrkawn Aizawl - 796012 Mizoram	Urban	0.1217	493	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	01-12-2000	18-08-2018
Regional Centres	Regional Director Ignou Rc 3/310, Marris Road Aligarh - 202001 Up	Urban	0.096	360	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	18-01-2008	18-08-2018

					BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc No. 70-46- 30/11, Ward No. 117, Bmtc Old Div. Off., Ground Floor, Adjacent To Ksrte Cwtc, Shanti Nagar, Bangalore - 560027 Karnataka	Urban	0.1744	705.69	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	01-06-1988	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc 3rd Floor, Suman Plaza, Central Jail Road, Bhagalpur, Tilkamanjhi, Bihar 812001	Urban	0.0918	372	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	16-05-2011	18-08-2018
Regional Centres	Regional Director Ignou Rc 12, Aera Hills, Bhopal - 462011 Madhya Pradesh	Urban	0.5	2628	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	05-09-1986	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc C-1, Institutional Area, Bhubaneshwar - 751013 Odisha	Urban	3.5	3177.284	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	12-05-1986	18-08-2018
Regional Centres	Regional Director Ignou Rc 1st Floor, Plaza Ii, Tourism Deptt. Building, Opp. Dr. B R Ambedkar Stadium, Indi	Rural	0.0689	279	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	01-07-2011	18-08-2018

	Road, Vijayapura - 586101 Karnataka				BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc, Sco 208 Sector 14, Panchkula - 134109 Haryana	Urban	0.142	575	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	01-01-2009	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Periyar Thidal, 84/1 Evk Sampathsalai, Vepery, Chennai - 600 007 Tamil Nadu	Urban	0.172	697	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	01-09-1988	18-08-2018
Regional Centres	Regional Director Ignou Rc Kaloor, Cochin - 682017 Kerala	Urban	1	2044.6	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	17-11-1988	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Lalit Narayan Mithila Univ. Campus, Kameshwar Nagar, Near Central Bank, Darbhanga - 846004 Bihar	Semi- urban	0.15	1017	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	06-12-2006	18-08-2018
Regional Centres	Regional Director Ignou Rc Nanoor Khera, Tapovan, Raipur Road, Dehradun - 248008 Uttarakhand	Urban	0.6	650	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	26-03-1999	18-08-2018

					BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Plot No. J- 2/1, Block - B1 Mohan Cooperative Industrial Estate, Mathura Road, New Delhi - 110 044 Delhi	Urban	0.26	1053	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	06-07-1989	18-08-2018



					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Gandhi Smriti Darshan Samiti, Rajghat, New Delhi - 110002 Delhi	Urban	36	2000	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	08-09-2003	18-08-2018
Regional Centres	Regional Director Ignou Rc F-634-636, Palam Extension, Shaheed Ramphal Chowk ( Near Sector 7), Dwarka New Delhi -110077 Delhi	Urban	0.295	1194	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	27-10-2008	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Mandakini Sadan, Basuwadih, Rohini Road, Deoghar, Jasidih, Jharkhand - 814142	Urban	810.3	810.304	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	26-05-2011	18-08-2018
Regional Centres	Regional Director Ignou Rc 5th Mile Tadong, Nh-10-a Below Central Referral Hospital, East Sikkim, Gangtok	Urban	0.0895	362	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	12-01-2000	18-08-2018

	- 737 102 Sikkim				BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc H No. - 71, Gmch Road, Christian Basti, Guwahati - 781005. Assam	Urban	0.194	786.238	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	20-03-1996	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc First Floor, M-5 Block, Manoranjan Complex, Telangana State Housing Board Complex, Mj Road, Nampally, Hyderabad - 500 001 Telangana	Urban	0.149	603	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	02-02-1987	18-08-2018
Regional Centres	Regional Director Ignou Rc Asha Jina Complex North A.o.c. Imphal - 795001 Manipur	Urban	0.0486	197	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	01-12-2000	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Hornhill Complex, C Sector (near Central Sch.) Naharlagun, Papumpare, Itanagar - 791 110 Arunachal Pradesh	Urban	0.0697	282.425	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	16-11-2000	18-08-2018
Regional Centres	Regional Director Ignou Rc 2nd Floor, Rajshekhar Bhavan, Rani Duragavati Vishwavidyalaya Campus,	Urban	0.033	134.98	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	06-09-2005	18-08-2018

	Pachpedhi Jabalpur - 482 001 Madhya Pradesh				BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc 70/80, Sector - 7, Patel Marg, Mansarovar, Jaipur - 302 020 Rajasthan	Urban	0.232	942	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	16-12-1987	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Govt. Spmr College Of Commerce, Aurobindo Block, 1st Floor, Canal Road, Jammu - 180 001 Jammu And Kashmir	Urban	0.1837	743.224	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	31-03-1998	18-08-2018
Regional Centres	Regional Director Ignou Rc Plot No. 439 Pal Link Road Opp. Kamala Nagar Hospital, Jodhpur - 342008 Rajasthan	Urban	0.079	322	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	28-05-2011	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Janambhumi Building Tulsi Narayan Srmah Path Near Nehru Park, Jorhat - 785001 Assam	Urban	0.129	522	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	20-03-2013	18-08-2018
Regional Centres	Regional Director Ignou Rc 06 Subhash Colony, Near Home Guard Office, Karnal - 132001 Haryana	Urban	0.092	528.618	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	25-03-1991	18-08-2018



					BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc I.t.i. Building, Bulepur (dist. Ludhiana), Khanna - 141 401	Rural	4.5	477	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	09-04-2001	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Near Mount Hermon School, Don Bosco Hr. Sec School Road, Kenuozou Kohima - 797001 Nagaland	Semi- urban	0.2	804.54	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	17-12-2000	18-08-2018
Regional Centres	Regional Director Ignou Rc Bikash Bhawan, 4th Floor, North Block, Slat Lake, Bidhan Nagar, Kolkata - 700 091 West Bengal	Urban	0.98	756	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	01-11-1988	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc District Agriculture Office Rd, Behind Womens College, At/po/distt. - Koraput 764020 Odisha	Rural	0.8	3237	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	03-12-2004	18-08-2018
Regional Centres	Regional Director Ignou Rc 5-c/ins-1, Sector-5, Vrindavan Yojna, Telibagh, Lucknow - 226	Urban	2.947	11927.44	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	12-01-1986	18-08-2018

	029 Uttar Pradesh				BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK, CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF, CPABN, C		
Regional Centres	Regional Director Ignou Rc Sikkandar Chavadi Alanganallur Road (behind Jeeva Theater), Madurai 625 018 Tamil Nadu	Rural	0.4591	1858	ACE, ACISE, ACPD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK, CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	18-01-2008	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc 2nd And 3rd Floor Kappeesh Building, M.g. Road, Opp. To Mulund Rly. Station Mulund (west), Mumbai - 400 080 Maharashtra	Urban	0.175	709	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	09-01-2009	18-08-2018
Regional Centres	Regional Director Ignou Rc Gyan Vatika, 14 Hindustan Colony, Amravati Road, Nagpur - 440033 Maharashtra	Urban	0.0911	369	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	23-12-2008	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc C-53, Sector 62 Institutional Area, Noida - 201 305 Uttar Pradesh	Urban	0.26	940.82	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	27-01-2009	18-08-2018
Regional Centres	Regional Director Ignou Rc H No 1576 Near P And T Staff Quarters, Alto Porvorim P.o. -403521 Goa	Rural	0.1457	589.62	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	10-12-2008	18-08-2018

					BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Institutional Area, Mithapur, Patna - 800 001 Bihar	Urban	4	5016	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	04-05-1991	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Kannada Sangha Building Near Syndicate Bank, 18, Tagore Road, Mohanpura, Port Blair - 744101 Andaman And Nicobar Islands	Urban	0.05	204.38	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	27-03-2006	18-08-2018
Regional Centres	Regional Director Ignou Rc Msfc Building, 1st Floor, 270, Senapati Bapat Road Pune - 411016 Maharashtra	Urban	0.1752	709	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	05-03-1991	18-08-2018



					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Bagan Bari Near Dena Bank, Fultala, Murshidabad, Raghunathganj - 742 225 West Bengal	Semi- urban	0.1	405	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	14-01-2009	18-08-2018
Regional Centres	Regional Director Ignou Rc Ignou Complex Housing Board Colony, Kachna Post Saddu	Urban	0.44	865.9594	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	02-01-2004	18-08-2018

	Raipur - 492 014 Chhattisgarh				BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Saurashtra University Campus Rajkot - 360005 Gujarat	Urban	0.0395	140	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	07-01-2008	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Krishna Mall 2nd Floor, Opposite Gst Building, Ashok Nagar, Ranchi 834022 Jharkhand	Urban	0.163	660	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	16-03-2000	18-08-2018
Regional Centres	Regional Director Ignou Rc Laxmi Niwas Koshi Chowk Saharsa - 852 201 Bihar	Semi- urban	0.12	486.53	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	24-06-2011	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Umshing, Mawkyroh Nehu Campus Shillong - 793 022 Meghalaya	Semi- urban	5	2847	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	16-04-1988	18-08-2018
Regional Centres	Regional Director Ignou Rc Chauhan Niwas Buidling, Khalini Shimla- 171002 Himachal Pradesh	Hill	0.092	375	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	03-07-1989	18-08-2018

					BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc 17/12 J C Bose Road Subhas Pally Siliguri - 734001 West Bengal	Urban	0.3125	405	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	18-01-2008	18-08-2018

					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Near Lawrence Vidya Bhawan Kursu Raj Bagh Srinagar - 190 008 Kashmir	Hill	0.26	539.76	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	01-02-1999	18-08-2018
Regional Centres	Regional Director Ignou Rc Rajadhani Complex Opp Prs Hospital Killipalam Karamana Po Trivandrum - 695 002 Kerala	Urban	0.217	881.62	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL,	21-01-2009	18-08-2018

					CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Gandhi Bhawan Bhu Campus Varanasi - 221005 Uttar Pradesh	Urban	0.061	250.508	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	18-01-2008	18-08-2018
Regional Centres	Regional Director Ignou Rc Madhavi Building, 2nd Floor Nut Street (po), Vatakara Kozhikode - 673104 Kerala	Rural	0.013	130.064	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA,	04-01-2011	18-08-2018

					BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc 2nd Floor Vuda Complex, Sector-12, Mvp Colony, Ushodaya Junction, Vishakhapatnam - 530017 Andhra Pradesh	Urban	0.152	618.36	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM,	29-03-2011	18-08-2018



					COF,CPABN, C		
Regional Centres	Regional Director Ignou Rc Skpvv Hindu High School, Premises, 9-76- 18, Kothapet, Vijaywada - 520001 Andhra Pradesh	Urban	0.08	325.625	ACE, ACISE, ACPSD, APVPFV, ASSO, BAG, BAVTM, BBARL, BCA, BCOMAF, BCOMCAA, BCOMFCA, BCOMG, BED, BLIS, BSCG, BSW, BTS, CAFA, CAHT, CAL, CBS, CCITSK CCLBL, CCP, CCR, CDM, CES, CETM, CFAID, CFE, CFN, CHCWM, CHR, CIG, CIT, CLIS, CLTA, CNCC, CNM, COF,CPABN, C	29-03-2011	18-08-2018

## ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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### Furnish the Details of Colleges of University

	Number
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0

Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

<b>Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)</b>		: Yes
<b>SRA program</b>	<b>Document</b>	
NCTE	<a href="#">105565_3920_4_1570432084.pdf</a>	
DEB-UGC	<a href="#">105565_3920_21_1571116430.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	67				134				243			
Recruited	17	8	0	25	44	33	0	77	71	87	0	158
Yet to Recruit	42				57				85			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	Male	Female	Others	Total
Sanctioned				2499
Recruited	1042	264	0	1306
Yet to Recruit				1193
On Contract	548	109	0	657

<b>Technical Staff</b>				
	Male	Female	Others	Total
Sanctioned				579
Recruited	328	63	0	391
Yet to Recruit				188
On Contract	0	0	0	0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total

D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	61	51	0	26	20	0	29	46	0	233
M.Phil.	0	0	0	2	2	0	5	1	0	10
PG	1	1	0	3	0	0	6	6	0	17

<b>Temporary Teachers</b>										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

### Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

### Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Centre for Freedom Struggle and Diaspora Studies	Bahadurshah Zafar Chair	Ministry of Culture
2	Centre for Freedom Struggle and Diaspora Studies	General Shah Nawaz INA Chair	Ministry of Culture
3	Centre for Freedom Struggle and Diaspora Studies	Shaheed Kartar Singh	Ministry of Culture
4	School of Social Sciences	The Dr B R Ambedkar Chair	Ministry of Social Justice and Empowerment and IGNOU
5	School of Social Work	Catholic Bishops Conference of India IGNOU Chair	Ministry of Social Justice and Empowerment
6	School of Translation Studies and Training	Sindhi Chair	National Council for Promotion of Sindhi Language MHRD

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
7	School of Management Studies	IIBF Endowment Chair	Indian Institute of Banking and Finance IIBF
8	School of Management Studies	Bombay Stock Exchange Chair	Bombay Stock Exchange

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	2274	9384	9	0	11667
	Female	1842	5657	8	0	7507
	Others	0	7	0	0	7
Doctoral (Ph.D)	Male	0	21	0	0	21
	Female	0	52	0	0	52
	Others	0	0	0	0	0
Diploma	Male	985	7563	0	0	8548
	Female	1750	19124	0	0	20874
	Others	0	2	0	0	2
Pre Doctoral (M.Phil)	Male	0	1	0	0	1
	Female	0	3	0	0	3
	Others	0	0	0	0	0
UG	Male	70370	241523	0	0	311893
	Female	50936	141602	0	0	192538
	Others	4	67	0	0	71
PG	Male	29467	85135	0	0	114602
	Female	49037	101252	0	0	150289
	Others	7	19	0	0	26
Certificate / Awareness	Male	3941	37376	0	0	41317
	Female	2295	34371	0	0	36666
	Others	0	31	0	0	31

**Does the University offer any Integrated Programs?**

No

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	01-01-1970
Number of UGC Orientation Programs	0
Number of UGC Refresher Course	0
Number of University's own Programs	0

Total Number of Programs Conducted (last five years)	0
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**Details of programmes offered by the Open University (Give data for preceding academic year)**

Sl.No	Programme Level	Name of the Programme	Duration In Month	Entry Qualification	Medium of instruction	Student strength	No.of students admitted
1	PG Diploma	DNHE	12	10+2 or its equivalent	English + Hindi	9999999	7138
2	Awareness	PGDRD	12	Bachelor's Degree.	English + Hindi	9999999	6813
3	Certificate	APDF	2	No formal education, Able to Read and Write Hindi/	Hindi	9999999	253
4	Diploma	CTS	6	10+2 pass or its equivalent	English + Hindi	9999999	1329
5	Under Graduate	BA	36	10+2 or its equivalent	English + Hindi	9999999	227656
6	Post-Graduate	MCOM	24	Bachelor's Degree	English + Hindi	9999999	36509
7	MPhil	MPHILSW	12	Masters Degree	English + Hindi	8	1
8	PhD	PHDDE	36	Masters Degree	English + Hindi	44	32
9	Any Other	ACE	3	Bachelor's Degree	English + Hindi	9999999	61
<b>Total</b>			143			70000045	279792

**Details of Sponsored programmes (if any)**

Sl.No	Sponsored programmes offered	Name of the Sponsoring Agency	Student Strength
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**QIF**

**1. Curricular Aspects**

**1.1 Curriculum Planning Design and Development**

*1.1.1 Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goal*

**Answer:**

IGNOU is mandated to advance and disseminate learning and knowledge by diversity of means to the largest segment of the population and to provide the opportunities of higher and continuing education and professional

development in consonance with national requirements. In order to fulfill its mission and goal IGNOU offers high quality learner-centric quality general and professional education, knowledge, and skill by integrating latest trends and researches, data, resources, perspectives in each subject area to cater to the local, regional, national and global needs of learners. Curriculum development in IGNOU ranges from the areas of core/basic and applied knowledge in social and natural sciences and humanities to professional development, vocational education and skill development. These are approved by the statutory bodies of the university to ensure of conformity of the university's vision and mission.

The structure and content of curricula of programmes in all these areas are designed by experts of national and international eminence. These are futuristic in their outlook as is amply reflected in the Programme Outcomes and the Learning Outcomes articulated programme-wise and course-wise in all domains of learning, namely, cognitive, affective and psychomotor. Regulatory Bodies like the University Grants Commission (UGC), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI) and Nursing Council of India validate the standards of teaching-learning being pursued in different general and professional programmes on offer in the University. The University has adopted 70% of the curriculum proposed by UGC under the Choice Based Credit System (CBCS) for its under graduate programmes. The Diploma in Elementary Education (D.El.Ed) and Bachelor of Education (B.Ed) have been developed as per NCTE norms.

The liberal education programmes in basic areas of knowledge such as the Bachelor's degree programmes in Social Sciences and Natural Sciences (History, Political Science, Sociology, Economics, Public Administration, Commerce, Physics, Chemistry, Mathematics, Life Sciences, Botany, Zoology, Social Work, etc.) and Master's degree Programmes in Social Sciences and Sciences (History, Political Science, Sociology, Economics, Public Administration, Anthropology, Psychology, Commerce, Rural Development, Development Studies, Social Work, Gender and Development, Extension Studies, Home Science, Mathematics, Dietetics, Distance Education, etc.) aim at developing a socially aware citizenry that possesses domain knowledge, critical thinking abilities and the capacity to apply the knowledge acquired to their own lives and for local, regional and national development. Suitable courses aimed at skill development are also offered in these Programmes to enhance employability of learners. A host of Certificate and Diploma programmes offered in areas of applied knowledge such as law, disability studies, human rights, health education, national and foreign languages, agriculture, journalism and media studies, business and finance, computer sciences, child care, food and nutrition, etc. provide opportunities for acquiring domain knowledge as well as the specific abilities and skills required for jobs in these sectors of economy.

The University offers many Bachelor's, Master's, Certificate and Diploma programmes for aspirants or professionals employed in Management, Banking, Accountancy, Computer Sciences, Engineering, Applied Statistics, Power Distribution Management, etc. providing them opportunities for employment/upward mobility by engendering knowledge and capacity building.

There are a host of vocational education and skill development programmes catering to skill development of entry-level work force in areas of food and nutrition, science laboratories, renewable energy, agriculture, integrated pest management, motorcycle repair, power distribution utilities, etc. Programmes are also developed in areas of cyber law, IPR, agriculture policy, patent practice, criminal justice, etc. for updating knowledge, training and upskilling of the workforce. Wherever relevant, IGNOU Programmes have integrated field-based practicum/project work/hands-on training/internships/lab-based practical, etc., which integrate theory into practice and inculcate hands-on skills, to suffice job market expectations and lifelong learning.

Each Programme of IGNOU is structured into several courses to facilitate learning. The Programme content and broad Learning Outcomes along with the instructional methodology and other information including concept maps are presented in Programme Guides created specifically for each programme. Every Course of the Programme is divided into a set of Blocks/modules with each block containing units written in the self-learning format. The Block introduction is used to acquaint learners with the content of the Block and how it would help them achieve the outcomes (in the form of objectives spelt out therein). Each Unit also contains clearly stated expected learning outcomes (objectives) that specifically describe the learning outcomes that are expected to be attained, the knowledge learners are expected to acquire, and apply in relevant context - local, regional, national and international. (<http://www.ignou.ac.in/ignou/aboutignou/icc/ciqa/conceptmap>)

All Programmes of the University follow a rigorous process of approval by the statutory bodies of the University to achieve the vision and mission of the university before being developed and launched. The statutory authorities of the university ensure that that the local, regional, national and/or international relevance. <http://www.ignou.ac.in/ignou/aboutignou/icc/ciqa/relevanceofprog>.

It is also ensured that the mission and goal of the university are translated into concrete and visible Programme Outcomes, Programme Specific Learning Outcomes and Course Specific Learning Outcomes. These outcomes not only help potential employers to assess the level of knowledge, skills and competencies that a learner has acquired but also facilitate economic and social mobility, thereby contributing to national development. Other stakeholders such as the state, community and the individual learners also benefit from the programmes and learning outcomes and act as agents of social change for the larger good of our society and nation.

File Description	Document
Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes	<a href="#">View Document</a>
Minutes of the relevant BoS/ School Board / Academic Council	<a href="#">View Document</a>
Mapping of curricula to Programme Outcomes	<a href="#">View Document</a>
Curricula implemented by the University	<a href="#">View Document</a>

### ***1.1.2 Percentage of Programmes newly introduced by the institution over the last five years***

**Answer:** 5.31

1.1.2.1 Number of new Programmes introduced over the last five years...

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
05	00	00	05	03

File Description	Document
Minutes of relevant Academic Council/ School Board /BoS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Curricula/Syllabi of the new programmes over the last five years	<a href="#">View Document</a>

### ***1.1.3 Percentage of Programmes revised or are under revision over the last five years***

**Answer:** 4.9

1.1.3.1 Total number of Programmes revised over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	2	4	1

File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Details of the revised Curricula/Syllabi of the programmes over the last five years	<a href="#">View Document</a>

**1.1.4 Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)**

**Answer:** 1.6

1.1.4.1 Number of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)

Answer: 13

1.1.4.2 Total number of courses offered by the institution in the preceding academic year

Answer: 815

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>

**1.1.5 Percentage of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years**

**Answer:** 93.06

1.1.5.1 Number of the Programmes on offer have incorporated electronic media and other digital components in their curriculum over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
46	46	46	46	44

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 1.2 Academic Flexibility



**1.2.1 Percentage of programmes adopted/adapted by other HEIs over the last five years****Answer:** 25.68**1.2.1.1 Number of OU programmes adopted/adapted by other HEIs over the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	9	18	18

File Description	Document
Letter of Agreement	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Details of Programme	<a href="#">View Document</a>
Details of HEI(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.2.2 Percentage of degree Programmes in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented out of the total number of programmes. (Data of the preceding academic year)****Answer:** 62.22**1.2.2.1 Number of degree Programmes in which CBCS or ECS implemented**

Answer: 28

**1.2.2.2 Total number of degree Programmes offered in the preceding academic year**

Answer: 45

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.2.3 Average percentage of learners admitted in the Institution through lateral entry based on credit transfer year-wise over the last five years****Answer:** 0.86**1.2.3.1 Number of learners admitted in the Institution through lateral entry based on credit transfer year-wise over the last five years**

Answer:

2018-19    2017-18    2016-17    2015-16    2014-15  
2341        3801        3599        22542      60

File Description	Document
List of programmes having provision for lateral entry	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Credit transfer policy	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 1.2.4 Provision for modular approach for flexible exit to the learners

Answer:

The University has pioneered the modular approach in its pedagogical design, consistent with the mandate. The Objects of the University given in the First Schedule (IGNOU Act, 1985, p. 14) “ ... to provide an innovative system of university level education, flexible and open, with regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and operation of the programmes...” . Act and Statutes of IGNOU can be accessed at the link [http://www.ignou.ac.in/userfiles/IGNOU\\_ACT\(Amended%20till%2024\\_09\\_19\).pdf](http://www.ignou.ac.in/userfiles/IGNOU_ACT(Amended%20till%2024_09_19).pdf)

As per the University policy, programmes in modular approach are designed depending on the need (<http://ignou.ac.in/ignou/aboutignou/division/srd/modularapproch>), and have flexibility in the combination of courses as well as methods and pace of learning, with adequate provision for course-wise registration for various programmes. It is independent, self contained instruction with clearly defined objectives and assessments. A learner enrolled in a degree programme can exit the programme at designated points and obtain a certificate or diploma, depending on the number of credits completed. Each course is allocated a certain credit weightage. Alternately depending on the number of credits earned, a learner with Certificate level can complete a Diploma and a Degree.. One credit is equivalent to 30 study hours. IGNOU has courses which are either of 2 credits, 4 credits, 6 credits or 8 credits (<http://ignou.ac.in/ignou/aboutignou/profile/7/8>). A certain number of courses comprise a programme, which is also described in terms of credits depending upon its level and duration, as given below:

Level of the programme	No. of Credits	Minimum Duration
Certificate/PG Certificate	16-18	6 months
Diploma/PG Diploma	32-36	1 year
Bachelor’s Degree	96-100	3 years
Bachelor’s Degree (General) under CBCS	132	3 years
Bachelor’s Degree (Honours) under CBCS	144	3 years
Master’s Degree	64-72	2 years

For further information, refer Annexure 2 of the “Standards for achieving excellence in the Design Development and delivery of Open and Distance Learning” approved by the Board of Management accessible at [http://www.ignou.ac.in/userfiles/Notification%20on%20Standards%20of%20Excellence%20in%20ODL\\_Sept](http://www.ignou.ac.in/userfiles/Notification%20on%20Standards%20of%20Excellence%20in%20ODL_Sept)

The University provisions the modular approach in the following Programmes:

Sl. No.	Name of the Programme	Total Credits (Duration)	Certified exit with certification on acquisition of credits (Duration)	Name of the of the award given on pre-mature exit
1)	Master of Computer Applications	108 Cr. (3 years)	36 Cr. (1 year)	Post Graduate Diploma in Computer Applications
2)	Master of Science (Counselling & Family Therapy)	64 Cr. (2 years)	32 Cr. (1 year)	Post Graduate Diploma in Counselling & Family Therapy
3)	Master of Social Work (Counselling)	72 Cr. (2 years)	36 Cr. (1 year)	Post Graduate Diploma in Counselling
4)	Master of Arts (Adult Education)	68 Cr. (2 Years)	34 Cr. (1 year)	Post Graduate Diploma in Adult Education
5)	Master of Arts (Women & Gender Studies)	66 Cr. (2 years)	34 Cr. (1 year)	Post Graduate Diploma in Women & Gender Studies
6)	Master of Commerce	72 Cr. (2 years)	36 Cr. (1 year)	Post Graduate Diploma in International Business Operations
7)	Master of Arts (Distance Education)	60 Cr. (2 years)	30 Cr. (1 year)	Post Graduate Diploma in Distance Education
8)	Bachelor of Business Administration (Retailing)	96 Cr. (3 years)	32 Cr. (1 year)	Diploma in Retailing
9)	Bachelor of Business Administration (Retailing)	96 Cr. (3 years)	64 Cr. (1 year)	Advanced Diploma in Retailing
10)	Master of Business Administration	126 Cr. (2 years)	36 Cr. (1 year)	Post Graduate Diploma in Human Resource Management
11)	Master of Business Administration	126 Cr. (2 years)	36 Cr. (1 year)	Post Graduate Diploma in Human

					Financial Management
12)	Master of Business Administration	126 Cr. (years)	(2)	36 Cr. (1 year)	Post Graduate Diploma in Operations Management
13)	Master of Business Administration	126 Cr. (years)	(2)	36 Cr. (1 year)	Post Graduate Diploma in Marketing Management
14)	Master of Business Administration	126 Cr. (years)	(2)	36 Cr. (1 year)	Post Graduate Diploma in Financial Markets Practice

File Description	Document
The list of programmes having modular approach with flexible exit options for the learners	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1 Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the curricula

##### Answer:

University offers a bouquet of courses that follows an interdisciplinary approach in which the students can take courses of their choice and learn at their own pace. For example, the Bachelor of Arts programme which is offered as **Choice Based Credit System** is a broad based programme with a mix of disciplinary, interdisciplinary and skill based courses. It is designed to provide the learners with the information and skills necessary to understand and analyze cross-cutting issues like environment, gender, human values, emerging issues related to demographic changes like urbanization and migration, ethical and moral concerns in society. These concerns are embedded in courses that are categorized as **core, elective, foundation, ability** and **skill enhancement**.

Elective Foundation courses are value-based and are aimed at providing **human values** in education.

Ability Enhancement Compulsory Courses (AECC) are intended to sensitize the learners with **environmental issues** and introduce them to the policies and practices put in place to address environmental concerns at the local, national and global level. The other AECC equip learners and skills of interpersonal communication integral to personal, social and professional interactions. Skill Enhancement Courses (SECs) seek to build specific skills set in some applied functional areas of daily life.

A course on **Environmental Studies** is a **compulsory** requirement in all the **Undergraduate programmes** of the University. Under the earlier Bachelor Degree Programme, two compulsory foundation courses included components of **environmental studies (FST)** and **human values, emerging demographic changes (FSH)**.

Some of the Programmes offered at the Masters level such as *Masters in Gender and Development Studies* and other disciplines in social sciences have exclusive focus on areas such as Gender, Social Justice, Environment and Sustainable Development, Occupational Health and Climate Change.

The University has PG programmes and courses that cover the areas of population studies and emerging demographic trends in areas of population and sustainable development, Sociology of Diaspora which explore the intersection of population issues with areas such as opportunities for livelihoods, **environmental safety** and **sustainable development**.

**Professional ethics** is also an overarching theme which is reflected in UG and PG programmes of Social Work which help the learner to acquire professional skills and knowledge.

*Master of Business Administration* offered by School of Management Studies covers areas like **Ethics and Values** in business organization and integrating the role of CSR in sustainability.

In this way, the Programmes and courses offered by the University are carefully designed not only to provide knowledge about specific disciplines and areas of study, but also to integrate cross-cutting issues pertaining to contemporary areas namely, gender, environment, sustainability, human values, emerging demographic changes and professional ethics. These areas are considered critical in producing curricula that is both socially relevant and responsible and geared towards fostering inclusive values and practices.

File Description	Document
Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula	<a href="#">View Document</a>
List of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>

**1.3.2 Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution over the last five years**

**Answer:** 2896

1.3.2.1 Number of courses imparting awareness/ life skills /soft skills/value-added (credit/ non-credit) have been offered by the Institution

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
605	605	574	562	550

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Brochure or any other document relating to the listed courses	<a href="#">View Document</a>

**1.3.3 Percentage of learners undertaking field work / projects / internships /dissertations / seminars/ extended contact programmes/ practical sessions/ workshops (data for the preceding academic year) across all Programmes requiring such activities**

**Answer:** 76.69

1.3.3.1 Number of learners undertaking field projects or internships in the preceding academic year

Answer: 38395

1.3.3.2 Total Number of learners in such programmes in the preceding academic year

Answer: 50062

File Description	Document
List of learners enrolled in Programme involving field work/ projects / internships etc	<a href="#">View Document</a>
Link to Programme structure(s)	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Handbook/Manual for field work/ projects / internships etc.	<a href="#">View Document</a>

**1.3.4 Average percentage of courses on offer has focus on employability/ entrepreneurship/ skill development over the last five years**

Answer: 36.36

1.3.4.1 Number of courses having focus on employability/ entrepreneurship/ skill development over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
329	329	328	310	291

File Description	Document
Link to programme structure of such courses having focus on Employability/ Entrepreneurship/ Skill development	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>

**1.4 Feedback System**

**1.4.1 Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year**

1) Learners

2) Teachers and other Academics

3) Academic Counselors

4) Subject Experts

5) Employers

6) Alumni

Answer: A. Any 4 of the above

File Description	Document

Institutional data in prescribed format	<a href="#">View Document</a>
Data collection instruments	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.4.2 Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year**

**A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website**

**B. Feedback collected, analyzed and action has been taken**

**C. Feedback collected and analyzed**

**D. Feedback collected**

**E. Feedback not obtained/collected**

**Answer:** E. Feedback not obtained/collected

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>

**2. Teaching-learning and Evaluation**

**2.1 Learner Enrollment**

**2.1.1 Average percentage increase in the enrolment of learners in the Institution year-wise over the last five years**

**Answer:** 30.82

**2.1.1.1 Increase/ decrease in the enrolment of learners in the Institution year wise over the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
76847	110283	93583	248762	149039

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.1.2 Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education**

**Answer:**

The University is mandated to address inequalities in educational opportunity, especially of the disadvantaged groups whose educational disadvantage is linked to poverty, social exclusion, gender, location and disability. The University has evolved some effective and innovative measures for reaching the unreached.

Some of the important efforts undertaken for reaching the unreached are as follows:

- Special drives for motivating potential learners from marginalized communities and creating awareness about the academic programmes offered by the University.
- Following a multi-layered motivation-cum-awareness raising approach, weaving together the knowledge about the Programmes, flexible teaching-learning methods and benefits for employment.
- Setting up of Special Learner Support Centres (SLSCs) to cater to the needs of the SC, ST, women, elderly, transgender, persons with disabilities, persons living in rural and remote areas;
- SLSCs for jail inmates across the country and total fee exemption to enroll in IGNOU programmes;
- Fee reimbursement/fee exemption to learners from SC/ST category under the Direct Benefit Transfer (DBT) scheme - SCSP & TSP Plan; Grant provided by the Government of India;
- Learner Support Centres in Women's Universities and Colleges for women learners who do not opt for co-education;
- Sensitization of Transgenders through special awareness drives to bring them into the mainstream;
- Focused attention to the educational development of the eight states in the North Eastern Region by establishing nine Regional Centres and providing support services through a network of 254 LSCs.
- MeLT (Mobile e-Learning Terminal) vans are being utilized for creating awareness and popularization of IGNOU programmes for rural/disadvantaged areas.
- Adoption of 84 Villages for upliftment of rural communities as part of 'Unnat Bharat Abhiyan'. Regional Centres have been entrusted the responsibility of creating awareness and skill enhancement through IGNOU programmes.
- Access to study materials and multi-media resources of the University in remote and tribal areas through its digital repository e-Gyankosh, IGNOU e-Content App, IGNOU YouTube videos, Audio/Video CD/DVD and other media like GyanDarshan, GyanVani and GyanDhara.

File Description	Document
Documents on efforts taken for reaching the unreached	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.2 Catering to Learner Diversity

### 2.2.1 Average percentage of learners enrolled from rural areas year-wise over the last five years

**Answer:** 31.63

#### 2.2.1.1 Number of learners enrolled from rural areas year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
455437	235320	338791	309812	200286



File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.2 Average percentage of learners enrolled across different socially backward categories year-wise over the last five years**

**Answer:** 39.37

2.2.2.1 Number of learners admitted from the backward categories during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
380113	351662	337199	271532	180126

2.2.2.2 Number of first year students provided prophylactic immunization during last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.3 Average percentage of PwD learners enrolled year-wise over the last five years**

**Answer:** 0.59

2.2.3.1 Number of learners enrolled from different PwD categories year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
3676	6892	3958	3998	3540

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
• Document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
• Any other relevant information	<a href="#">View Document</a>

**2.2.4 Average percentage of learners enrolled across different gender year-wise over the last five years**

**Answer:** 42.24

2.2.4.1 Number of learners enrolled from different gender year-wise over the last five years

Answer:

2018-19    2017-18    2016-17    2015-16    2014-15  
288380    408165    365710    322565    210021

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.5 Average percentage of the enrolled learners who are employed year-wise over the last five years**

**Answer:** 16.7

2.2.5.1 Number of employed learners enrolled year-wise over the last five years

Answer:

2018-19    2017-18    2016-17    2015-16    2014-15  
174047    180763    181919    166222    140520

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.6 Average number of prison inmates enrolled as learners year-wise over the last five years**

**Answer:** 2340.8

2.2.6.1 Number of prison inmates enrolled as learners year-wise over the last five years

Answer:

2018-19    2017-18    2016-17    2015-16    2014-15  
1191    1529    4276    2463    2245

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.7 Average number of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows enrolled as learners year- wise over the last five years**

**Answer:** 18892

2.2.7.1 Number of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows enrolled as learners year- wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
20631	20055	19998	20008	13768

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1 Process followed for development of Self-Learning Material (in Print)

**Answer:**

IGNOU has adopted learner-centered pedagogy wherein curriculum is transacted mainly through Self-Learning Material (SLM) (in print), in which the teacher is built into the text with provision of access devices (structure, learning outcomes, sections and subsections, self-assessment exercise, flowcharts/illustrations etc.) and language used is simple and conversational, to facilitate the learning process and make the learner think, write and do.

#### Steps involved in the development of Self-Learning Material (in Print):

In order to ensure quality, the University has well researched and documented SOP for development and design of a programme duly approved by statutory bodies namely, **the School Board, the Planning Board and Academic Council** (and by the **Research Council** for research degree programmes) as per the provisions under Statutes 9A, 10, & 10A of the IGNOU Act (1985). IGNOU has notified *Standards for Excellence in the Design, Development and Delivery of Open and Distance Learning*. Part III specifically deals with planning, design and development of academic programmes.

([http://www.ignou.ac.in/userfiles/Notification%20on%20Standards%20of%20Excellence%20in%20ODL\\_Sept](http://www.ignou.ac.in/userfiles/Notification%20on%20Standards%20of%20Excellence%20in%20ODL_Sept)

The faculty of a School of Study conceptualizes a Programme and initiates the proposal for preparing a Concept Note for the proposed academic programme to express the rationale and relevance of the proposed programme *vis-à-vis* IGNOU's mandate and vision and mission. The Concept Note is primarily based on need assessment through primary or secondary sources or the need felt by the Ministries of Central or State governments; Non-government organizations; Region Specific Proposals from Regional Centres. The need assessment study is conducted through direct interaction with stakeholders, in the form of survey of prospective learners, employees, employers, teachers/ trainers, industry. The programme proposal takes into account the perceived/assessed need, socio-economic relevance and expected learning outcomes of the programme; level of study; credit weightage; duration; and target group. The proposal is placed before the School Board for its consideration followed by approval of the Planning Board.

The Programme Expert Committee (comprising eminent experts from the field, besides internal faculty) recommended by the School Board, is involved in curriculum design of the proposed programme i.e. framing of learning outcomes of the programme in terms of knowledge and skills to be imparted; eligibility criteria for admission; duration; target group of learners; broad programme structure including courses, various media components; credit weightage; delivery and student support mechanism; and evaluation methodology. The School prepares a draft curriculum design. The detailed Course-wise content is also prepared through a series

of Course specific Expert Committee meetings which is placed before the Academic Council for its approval. Thereafter, internal faculty is assigned the responsibility to coordinate the various Courses.

The printed course materials are prepared on the basis of the detailed curriculum designed for the programme. A Handbook has been developed by the University for this purpose.  
(<http://www.ignou.ac.in/ignou/aboutignou/icc/stride/traning-materials>)

IGNOU has standardized the SLM (print) based on the “credit system” which is in conformity with the UGC (ODL) Regulations, 2017. A “credit” is equal to 30 hours of self study input by the learner, preparation of assignments, interaction in counselling sessions, which is equivalent to the content covered in 15 hours of classroom teaching (<http://www.ignou.ac.in/ignou/aboutignou/division/rsd/lflowchart>). The length of a Course is determined by the credit weightage, which is given below. Each Course is divided into Units. Units are thematically clubbed into a Block (equal one credit) in some Programmes; all Units of a Course are printed in one Module.

Credit Weightage of the Course	Study input	Number of Units	Number of Blocks
2 Credits	60 hours	6-8 Units	2
4 credits	120 hours	14-16 Units	4
6 credits	180 hours	20-24 Units	6
8 credits	240 hours	30-34 Units	8

The Programme Coordinator carefully works out the schedule for the development of Programme and earmarks budget and workforce to ensure completion within stipulated time. The Planning and Development Division allots the Programme Code, Course Codes and Colour Scheme for the Programme and its Courses and Programme fee.

### **IGNOU’s Standardization of SLM in Print**

IGNOU has developed its own house style with regard to its design of SLM in print. All its printed materials, irrespective of the discipline/Programme are prepared in the house style which includes:

#### **(a) Terminology:**

**Programme:** is a combination of Courses. The number of Courses varies in each Programme, depending upon the credit weightage of the Programme.

**Course:** consists of a few printed Blocks/Module, Audio/ Video Programmes, Assignments, Practice Sessions (if required) and Counselling sessions, Project work (if any), Library work etc.

**Block:** is a booklet of 60 to 80 A-4 size printed pages covering one unified theme. Generally, 3-4 Units comprise a Block.

**Unit:** is a Lesson/Chapter of 5000–6000 words or 20–25 printed pages.

#### **(b) Components:**

On the basis of well researched practice, access devices are used to make the materials learner-centred and facilitate to locate and grasp the content. These devices can be divided into three types: those which appear in the beginning; in the main body; and at the end of the Unit.

At the end of each block, there is a feedback form to obtain the feedback from the learners on the SLM.

The course units are developed simultaneously by the external experts and the internal faculty. The external Course writers are oriented with Unit writing and IGNOU's house style. Simultaneously, the Course Coordinator outsources the development of graphics, illustrations, diagrams, etc. and locates other visual content such as photographs, cartoons, etc. for incorporation in the Units.

Thereafter, Units undergo three types of editing namely: content editing, language editing and format editing. The editing is done by in-house faculty members and external subject experts. Finally, proof reading is done and the camera ready copies are taken out and are handed over to the printer for printing.  
(<http://ignou.ac.in/ignou/aboutignou/icc/ciqa/flowchartapprovalacademicprog>)

File Description	Document
Policy document on SLM	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### ***2.3.2 Percentage of programmes where radio has been used for providing instruction in the preceding academic year***

**Answer:** 84.44

2.3.2.1 Number of programmes where radio has been used for providing instruction in the preceding academic year

Answer: 38

File Description	Document
Schedules of the above activities	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### ***2.3.3 Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year***

**Answer:** 73.33

2.3.3.1 Number of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year

Answer: 33

File Description	Document
Schedules of the above activities	<a href="#">View Document</a>

Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.3.4 Average percentage of the learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year -wise over the last five years**

**Answer:** 93.46

2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year -wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
46	46	46	46	44

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Digital repository of SLMs	<a href="#">View Document</a>

**2.3.5 An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills**

**Answer:**

**Institutional Mechanism:**

**Organization of Counselling Sessions**

Based on the credit weightage of the course, theory and practical counselling sessions are organized at the LSC. The Coordinator of the LSC prepares the counseling schedule for all the programmes and its courses.

- The counselling schedule, approved by the Regional Centre concerned, is circulated in advance to the learners and informed through SMS also and the academic counselors and also displayed on the website of each RC.

<http://rcdelhi1.ignou.ac.in/studentcorner/9>

<http://rcvatakara.ignou.ac.in/studentcorner/9>

<http://rcjorhat.ignou.ac.in/studentcorner/9>

**Counselling for Theory courses:**

Attending theory counselling sessions is not mandatory except in some professional programmes.

- The duration of each theory counselling session is of two hours and the maximum number of learners assigned to a group is usually 60.  
<http://ignou.ac.in/userfiles/Manual%20for%20Learner%20Support%20Centres,%202018%20-%20Web.pdf>

- In the fixed seat programmes, for example in B.Ed., B.Sc. Nursing, the number however varies as per norms prescribed by the respective Regulatory bodies. [http://www.ignou.ac.in/userfiles/BScN\\_pros-2020\\_compressed.pdf](http://www.ignou.ac.in/userfiles/BScN_pros-2020_compressed.pdf)

### Counselling for Practical courses:

The programmes with practical components are activated only at such institutions which have the required expertise and physical infrastructure to carry out the practical/skill development sessions therein.

- For practical sessions, fifteen to twenty learners form a batch. The duration of one practical session is 3/4 hours depending upon the credit weightage. Attendance in the practical sessions is mandatory for learners.
- Practicals of Computer Education programmes are conducted on Saturday/Sunday/Holidays and evenings of weekdays. This is mainly due to the large number of laboratory courses in each semester of the BCA and MCA programmes. Practical sessions of other programmes are generally conducted in an intensive way in spells of varying duration- one/two weeks as per requirement of the course and often during vacation period of the host institution as per availability in the institution. [http://rcnagpur.ignou.ac.in/Ignou-RC-Nagpur/userfiles/file/B\\_SC,PGDAC,CPLT%20Practical%20Scheduled%202019.pdf](http://rcnagpur.ignou.ac.in/Ignou-RC-Nagpur/userfiles/file/B_SC,PGDAC,CPLT%20Practical%20Scheduled%202019.pdf), <http://rcdelhi1.ignou.ac.in/userfiles/file/1007%20&%200765-practical.pdf>
- All practical based programmes have resource books/lab manuals to guide the academic counsellors in organizing the conduct of practical sessions, i.e., duration of each session, the requirements of equipment, materials, apparatus, physical tests etc. The practical work has to be properly recorded and the record of work performed and monitored regularly by the counsellor and Coordinator. <http://egyankosh.ac.in/handle/123456789/1067>, <http://egyankosh.ac.in/handle/123456789/1474>

### Organization of Academic Counselling through Electronic Media

Academic counselling is also conducted by the faculty members at IGNOU HQs through the following media:

- **Gyan Darshan Educational Channel:** The University has dedicated 24x7 educational TV channel Gyan Darshan which provides educational programmes on a variety of subjects, which can be accessed all over the country throughout the year without a break. <http://ignou.ac.in/ignou/aboutignou/icc/empc/gyandarshan>
- Live sessions are conducted via satellite through interactive Gyan Darshan Channel (GD-2) from the University studios at EMPC. The schedule for Teleconference is drawn in advance and made available at the RCs/SCs and EMPC through Gyan Darshan Booklet.
- **Gyan Vani:** The Educational FM radio channel of the University is known as Gyan Vani. The broadcasts in English, Hindi and the regional languages/dialects are conducted by local resource persons via FM. However, the live broadcast through Interactive Radio Counselling is provided on radio by invited experts from EMPC studios. Learners can ask questions right from their locations through phone. <http://ignou.ac.in/ignou/aboutignou/icc/empc/gyanvani>
- **Gyan Dhara:** It is an internet audio counselling service launched recently. Students can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone, e- mail and through chat mode. <http://ignou.ac.in/ignou/aboutignou/icc/empc/gyandhara>
- **Internet based support - Webinar/Web conferencing:** Webinars/ web conferencing services are provided to learners in select programmes to enhance the learning experience of the learners.
- **WEAS:** IGNOU also provides web-based academic support to its learners through Web Enabled Academic Support (WEAS) platform (<https://sites.google.com/ignou.ac.in/weas>)

### Strategies for learner participation and engagement:

To ensure learner participation in the counseling sessions and peer group engagement, for development of required competencies and skills, the following strategies are adopted by the University:

### 1. Pre-Admission Counselling:

- Learners are contacted through phone, e-mail, SMS and by post for attending induction session.
- During the induction session, learners are informed about the importance of counselling sessions in ODL system. They are advised by the Coordinator or visiting officials of the Regional Centres that the essence of successful counseling is self learning through SLM at home and detailed subsequent discussion in the counseling sessions.

### 2. During the Counselling:

- The self learning through SLM facilitates the learners to write down points of doubts / clarification/ questions on the blank space right and left side SLM pages. They are further engaged and encouraged by the academic counselors to discuss the topics and seek clarifications etc.
- The learners are further informed by the academic counsellors during counseling and through SMS/e-mail by the RC/LSC about next sessions of the counseling and course/ blocks to be covered.
- Their progression is monitored through self check exercise mandated in the SLMs also.

**3. Post-Counselling:** To examine the development of required competencies and skills by the learners, the University follows continuous assessment methodology and Tutor Marked Assignments (TMAs) are one of the essential components of this process.

- The learners are informed about TMAs and last date for submission;
- Counseling sessions are also utilized by the students for discussion on TMAs.
- The TMAs are evaluated by the academic counselors and detailed feedback is provided through tutor comments.
- The evaluated assignments are returned to the learners before the commencement of examination and tutor comments help the learners to understand their strength and challenges.

## 2.4 Teachers and other Academics- Profile and Quality

### 2.4.1 Average percentage of the sanctioned posts occupied by full-time teachers and other academics respectively year- wise over the last five years

**Answer:** 66.3

2.4.1.1 Number of the sanctioned posts occupied by full-time teachers and other academics respectively year - wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
497	509	520	533	540

File Description	Document
List of the faculty members authenticated by the Registrar of the University	<a href="#">View Document</a>
Details of full time teachers and other academics As per Data Template	<a href="#">View Document</a>

### 2.4.2 Average percentage of full-time teachers and other academics with Ph.D. degree

**Answer:** 85.89

2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree during the last five years



Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
438	442	448	454	459

File Description	Document
Number of teachers and other academics with PhD (As per data template)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.3 Programmes offered which are developed through collaboration with Government / other agencies year-wise over the last five years**

**Answer: 22**

2.4.3.1 Number of Programme developed in collaboration with Government/ other agencies

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
9	4	1	6	2

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	<a href="#">View Document</a>
Copies of MoUs with other agencies	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

**2.4.4 Average percentage of in-house faculty involved in design and development of SLMs of the programmes on offer year-wise over the last five years**

**Answer: 89.27**

2.4.4.1 Number of inhouse faculty involved in developing SLMS

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
241	261	247	246	241

File Description	Document
Minutes of relevant Academic Council/BoS/ School Board meetings	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Credit page of Blocks/ Courses	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.5 Percentage of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year -wise over the last five years**

**Answer:** 0.06

2.4.5.1 Number of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	6	8	10

File Description	Document
Scanned copies of award/ appointment letters	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**2.4.6 Percentage of empaneled Academic Counsellors having more than five years of teaching experience for the preceding academic years**

**Answer:** 89.04

2.4.6.1 Number of empaneled Academic Counsellors having more than five years of teaching experience for the preceding academic years

Answer: 31509

2.4.6.2 Number of accademic counsellors for the proceding academic year

Answer: 35386

File Description	Document
List of Academic Counsellors with details of total teaching experience for the preceding academic year (As per data template)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	
Link for additional information	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms**

**2.5.1 Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination**

**Answer:**

Term-end Examinations (TEE) are conducted twice-a-year, in June and December every year. Students can appear in TEE provided the registration for courses in which they wish to appear is valid and they have submitted the requisite number of assignment(s) by the due date. Submission of Examination form and the payment of examination fee of Rs. 150 is online (Debit/Credit cards).

### Examination Centre

The Learner Support Centre (LSC) is the Examination Centre, but Regional Centres (RCs) can identify additional Examination Centres with due recommendations.

Student is required to fill the Exam Centre code in the examination form. Students are advised to go through the list of LSCs/Examination Centres available online and fill the code of the chosen centre as Examination Centre code. The University reserves the right to allot the same Examination Centre or any other Examination Centre under the same region.

### Date of Submission of Examination Forms

The University has developed an integrated system titled 'IGNOU Students Management System' (ISMS) to support online delivery of services like submission of examination forms (TEE) and management & monitoring of pre- and post-examination activities. The schedule of payment of fees for TEE is as follows:

June TEE	Late Fee	For Dec. TEE	Late Fee
1st March to 31st March	NIL	1st Sept to 30th Sept	NIL
1st April to 20th April	Rs.500/-	1st Oct . to 20th Oct	Rs.500/-
21st April to 30 April	Rs.1000/-	21th Oct to 31 Oct	Rs.1000/ -
1st May to 31st May	Rs.1000/-	1st Nov to 30th Nov	Rs.1000/

### Issue of Examination Hall Ticket

TEE June examination schedule is notified in February/March whereas, TEE December schedule is notified in August/September. The University uploads Examination Hall Tickets to the students at least two weeks before the commencement of TEE. The same can be downloaded by the learner from the University's website.

Students are free to appear for examination, for specific courses or for the whole programme, subject to the norms stipulated in the Programme Guide of the relevant programme, provided that the minimum period of study prescribed for the relevant course/programme has been completed. Students who take admission in some individual courses in January/July Semester as per the provisions of a MOU executed by IGNOU with other University/Accredited Institution, can appear in TEE of June/December, respectively of the same year so as to enable them to complete the pre-requisite course for their degrees/ diplomas from the respective Universities/ accredited institutions. Eligibility for taking exams is decided on the basis of assignment grades, term-end theory examinations and/ or completion of any other type of academic exercises such as Projects/Practical/Dissertation/Internship/Field Work/Campus Extension Programme, etc. prescribed from time to time by March 31st and September 30th for the respective TEE. Project reports, wherever applicable, should have been submitted latest by May 31st for the Term-end June and November 30th for the Term-end December to claim course/programme results with the June and December TEE, respectively.

To ensure smooth conduct of TEE, University takes the following measures:

1. Examination Schedule is prepared well in advance.
2. Examination materials are kept in the safe custody of the concerned Examination Centre Superintendent.
3. Answer scripts are collected after the examination on a day-to-day basis as per the accessibility of the Examination Centres and in some cases, the answer scripts are kept in Police Stations.
4. Examination Centres are identified based on the Centre's experience of conducting examinations for the courses of higher education/examination bodies such as CBSE, NIOS, etc.
5. Examination Centres are given orientation by the respective Regional Centres.
6. University ensures the availability of infrastructure and also all security arrangements in the Examination Centres.
7. University deputes Observers and Flying Squads (as per requirement for surprise checks) to all Examination Centres both at the level of RCs and Headquarters on all days of examination full-time.
8. University follows the norms and guidelines stipulated by the concerned regulatory bodies from time to time for PwD examinees.
9. The University informs the Police authorities along with District/State administration about the examination venues and requests them to be alert in case of any exigency.
10. The blank answer books provided to the Examination Centre for the use of examinees bear the serial number and a number of security features.
11. The Examination Section at HQs maintains the records relating the details of the serial numbers of the answer books sent to different centres.
12. Invigilator verifies hall ticket and identity card of the examinees. The signature of invigilator and centre superintendent is mandatory in every answer script.
13. The answer scripts are received or collected only with the seal intact.
14. Since June 2019 TEE, the dispatch of question papers for the practical examinations has been made online and carry passwords that are time and date sensitive.
15. For Overseas Study Centres, question papers are delivered online through respective Indian Embassies.
16. The University possesses a software for storing the question papers
17. The University has set up seven Regional Evaluation Centres (REC) at different zones for smooth evaluation of answer scripts.
18. To ensure objectivity and transparency in the evaluation, the answer scripts received at one zonal centre are sent to the other centre for evaluation.
19. The punching of marks is done at the level of RECs and sent to Student Evaluation Division at the Headquarters
20. As per UGC guidelines, B.Ed./Openmat/Ph.D. Entrance examinations are now being conducted by National Testing Agency.
21. Case of unfair means are reported by flying squads and are dealt with as per the ordinance.  
(<http://www.ignou.ac.in/userfiles/Ordinance%20on%20Discipline%20among%20Students.pdf>)

### Practical Examinations

Programmes having practical component, B.Sc., BCA, MCA, M.Sc. (Food & Nutrition), M.Sc. (Counselling & Family Therapy), MA (Psychology), B.Sc. (Nursing), BED. The practical examinations are scheduled and conducted at the Examination Centres/LSCs with the required facility. The Student Evaluation Centre at HQs gets the question papers printed and dispatched to the Examination Centres.

Efforts are made to declare the results within 45 days.

File Description	Document
• Schedule of Term End Examination of preceding academic year	<a href="#">View Document</a>

• Any other relevant information	<a href="#">View Document</a>
Manual/ Handbook for conduct of Term End Examination	<a href="#">View Document</a>

### ***2.5.2 Mechanism of the Institution to deal with examination related grievances in a transparent manner***

#### **Answer:**

The Student Evaluation Division of the University has adopted an effective Student Grievance Redressal Mechanism. There is a separate Section to deal with the grievances headed by a dedicated Section Officer under the supervision of a Group 'A' Officer. The University has established i-GRAM (IGNOU Grievance Redress and Management), an online system with a provision to register the grievances by the students and redressing the same by the University online within 3 working days.

The Section deals with the grievances of the students received in the following modes:

1. Grievances registered with i-GRAM (online portal)
2. Grievances submitted in person
3. Grievances received through email
4. Grievances forwarded by the Vice-Chancellors' Office
5. Grievances forwarded by Student Service Centre (SSC)
6. Grievances forwarded by Regional Centres/LSCs/Exam Centres

The SED has different section such as pre-examination section, post-examination section, degree section, assignment section, project section, computer section, RTI Cell, REC Cell, etc. Every section has identified a nodal person for dealing with the grievance cases. The information is also reflected on University website.

The Grievance Cell forwards the grievances to the concerned sections. The concerned sections examine the same and do the needful. The responses are forwarded to the Grievance Cell, who in-turn inform the students or redress the same online or offline, as the case may be. In case of necessity, the concerned sections contact the students directly also through phone or email, if provided in the application, so as to avoid delay in communication.

All the sections maintain the records of earlier communication so that even if the student registers multiple grievances on the same issue, the Section ensures that the student gets responded for each grievance and if any particular aspect is not fully addressed, the same will be addressed fully to the full satisfaction of the student.

Apart from that, the SED deals with the grievances registered directly by the students at CPGRAMS/ Public Grievance Portal consisting of various sub-portals such as President's Secretariat/ PMO/ Directorate of Higher Education, MHRD/Directorate of Public Grievances, etc. A Nodal Officer has been appointed by SED to deal with the PG portal at a single window. The SED holds periodical meetings among the nodal officers so that no redressal of grievance is unduly delayed.

The Grievance Cell is submitting the data relating to number of grievances received, number of grievances settled and also the details of pending cases with reasons are submitted periodically to the higher authorities for monitoring and follow up action. Orientation sessions are also held in between within SED to monitor and improve the grievance mechanism in SED.

The SED is taking all precautions to deal with the grievance cases in time, so that not only any hardship to the students is avoided but also the RTI queries, grievances at PG portal, court cases, etc. are also avoided.

There is also a provision for re-evaluation of answer scripts besides retotalling and providing photocopy of evaluated answer scripts to the learners.

File Description	Document
• Standard Operating Procedures related to Term End Examination related Grievances	<a href="#">View Document</a>
• Any other relevant information	<a href="#">View Document</a>

### ***2.5.3 Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution***

#### **Answer:**

The University has adopted formative assessment system to ensure that learners attain the expected Course Outcomes, **Programme Outcomes**, and **Program Specific Outcomes** through specially designed formative evaluation tools as well as summative evaluation through Term End Examinations (TEE). The tools of formative evaluation include tutor marked assignments, project work, field work, seminars, workshops, lab based practicals, dissertations, extended contact programmes, logbooks, internships etc., which are systematically evaluated and have a weightage of 25-30 per cent in the overall assessment of the course. These tools are designed by the faculty of the Schools.

Formative/ Continuous assessment, keeping in view the requirements of a course, takes place at many levels within IGNOU's teaching learning process. Self check exercises and activities are in-built into the SLM to facilitate the learners to assess their learning and meet the expected learning outcomes. Continuous assessment is also done through specially designed tools which are compulsory and generally carry a weightage of 25-30% in the overall assessment, which include: tutor marked assignments, practical, project, fieldwork journal, dissertation, seminar, workshop, internship, etc.

However, continuous assessment and evaluation in most of the courses is implemented through tutor marked assignments, which are sent separately to all the learners (also uploaded on the University's website) according to a set schedule. All the learners are expected to work on these assignments and submit their responses to their respective Learner Support Centres (LSCs) according to pre-set schedules.

Besides, in the courses having practical components, learners are evaluated on the basis of their performance in their practical work, workshops, seminars, or project work. Project manuals of such programmes are also available on University website, for example Bachelor of Computer Applications and Master of Arts (Economics), etc.

As the handling and evaluation of continuous assessment takes place at the LSC, one of the main functions of the Regional Centre (RC) is constant and effective monitoring of continuous assessment and evaluation at the LSCs and timely evaluation by academic counsellors.

Process of monitoring of continuous assessment includes the following activities:

#### **Preparation Stage at HQs:**

- Preparation of assignments by Schools;
- Uploading the same on the University website;
- Assignment submission schedule;
- Preparation of guidelines for assessment by the evaluator (academic counsellor);
- Supply of answer key for the numerical assignments to academic counsellors;
- Timely access to assignments by learners.

#### **Management at LSCs:**

- Submission of completed assignments by the learners at the LSCs as per the prescribed schedule;
- Issue of receipts to the learners;
- Course wise/ Evaluator-wise segregation of assignments;

- Dispatch to evaluators;
- Receipt from evaluators;
- Dispatch of feedback in terms of global and specific comments by the counsellors to the learners;
- Dispatch of grade/ marks to RC;
- Evaluation of assignments and its return to the learners as per the laid down norms including the time frame;
- Dispatch sample assignment responses to headquarters /RCs for monitoring ;
- Dispatch of monthly evaluation reports to RCs in the prescribed format.

### **Monitoring at RCs and Schools:**

- Correctness of grade/ marks;
- Appropriateness of tutor comments;
- Justification for global comments;
- Segregations of 2 per cent assignments for monitoring by concerned Schools.

The academic section at the RC comprising academics posted at the RC keeps track of the continuous assessment process from uploading of assignments on website by the Headquarters to the receipt of grade list from LSCs. In order to monitor the entire process of assignment evaluation, the Regional Directors take the following course of action:

### **Assignment Monitoring Activities by RCs**

- Monitoring of the Preparation Stage is done through normal communication channels;
- Monitoring of the Management Aspect is done by ensuring that each LSC maintains a register as per the prescribed format, which is checked as and when the RD/DD/ARD visit the LSC;
- The Regional Director ensures that process of evaluation of assignment, from submission by learner to feedback to learners, is completed within the prescribed time- limit, and also that the grade lists are dispatched to the RC in time;
- For this purpose, the Coordinators is asked to send monthly information to the RC in the prescribed format;
- The procedure for monitoring of the academic aspect is as follows:
  - Responsibility of monitoring of assignments is entrusted to Academics posted at the RC.
  - The RC takes the help of discipline –wise senior counsellors.
  - Check appropriateness of the grades with justifications duly elaborated in terms of tutor comments to effect improvement in the learning process;
  - Monitor data entry of the assignments at the RCs for onward transmission to the Headquarters, as per the prescribed schedule of the University;
  - Timely and correct reflection of the grades received, in the grade cards of the learners;
- The RCs send necessary feedback, through the Regional Director, to the LSC Coordinator, the Academic Counsellors, the RSD, SED and the Programme Coordinator of the concerned School;
- Follow-up: Action points for Regional Director for monitoring of assignments are undertaken at the following levels:
  - Coordinators - To emphasize the importance of time management
  - Advice regarding action on evaluation deficiencies
  - Regional Centres continuously monitor the grade/marks to be included in the grade card. Further monitoring is carried out by Headquarters through web conferencing where RC officials are present.

The details regarding monitoring of assignments activities undertaken by the Regional Centre is available in Manual for Regional Centres under Chapter 2- Academic Activities on RSD website of IGNOU.

Empanelment and training of evaluators.

A handbook developed by STRIDE is available on IGNOU website which aims to help the distance educators/trainers to develop professional practices related to the area of assessment and evaluation.

File Description	Document
• Any other relevant information	<a href="#">View Document</a>
Policy documents on Evaluation Methodology	<a href="#">View Document</a>

#### ***2.5.4 Status of automation of Examination division using Examination Management Systems (EMS) along with approved online Examination Manual***

- 1. Complete automation of entire division & implementation of Examination Management System (EMS)***
- 2. Student registration, hall ticket issue & result processing***
- 3. Student registration and result processing***
- 4. Result processing***
- 5. Manual methodology***

**Answer:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### ***2.5.5 Extent of involvement of external teachers and other academics in the evaluation related activities in the preceding academic year:***

- 1. Evaluation of Assignments***
- 2. Evaluation of Projects***
- 3. Preparation of Term End question papers***
- 4. Moderation of Term End question papers***
- 5. Evaluation of answer scripts***
- 6. Examination related duties as invigilator, observer etc.***
- 7. Conduct of term end examinations, practical, projects, internships, seminars workshops etc.***

**Answer:** A. Any 4 and more of the above

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>
Link to list of evaluators	<a href="#">View Document</a>

## **2.6 Learner Performance and Learning Outcomes**

***2.6.1 The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process***

**Answer:**



The University has made definite efforts for designing and disseminating the **Learning Outcome-based Course Framework (LOCF)** comprising Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all academic programmes. The attainment of Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes are integrated into the assessment process.

Further, keeping pace with the emerging ethos of institutionalizing an outcome-oriented higher education system and enhancing employability of graduates, the University has adopted the UGC notified Scheme for development of Learning Outcomes-based Curriculum Framework (LOCF) in the 72nd meeting of the Academic Council held on 30th April 2019. The process of preparing LOCF document for the Degree, Diploma and Certificate Programmes offered by IGNOU has been initiated by revisiting the existing programmes and while developing any new programme. Subsequently, seven programmes were prepared which are presented in this LOCF document.

The University offers a variety of programmes, from research degree programmes to post-graduate, undergraduate, diploma, certificate and awareness/ appreciation programmes, whose duration varies depending on the level of the programme. The learning outcomes of each programme have been stated in common prospectus available on IGNOU website.

The expected programme outcome is delineated in the programme guide, and the course specific expected outcomes are provided in the introductory section of the course itself. Thus the expected learning outcome is planted in the mind of the learners from the very beginning itself. At the micro level each Unit begins with learning objectives that spells out the specific learning outcome that a learner is expected to get after completion of that unit. As the units are thematically schemed in the learning process, that progress from simple to complex, known to unknown, empirical to abstract, and specific to general, the learning objects are also accordingly arranged. Students are encouraged in the SLM not only to be self guided, self directed, but also to be self evaluator of his or her own performance in achieving the learning objectives. In their efforts of achieving such outcomes, they are also provided several examples, illustration and pictorial presentations in the running text. Besides the self check exercises, those are provided at the end of each of the sections, learners are also summed up at the end of each of the units to ensure that the learning outcome is meted out. The learning outcomes of the units are thematically linked to the broad learning outcome of the course and of the programmes.

The University uses formative/continuous and summative/ term-end evaluation for assessing the progress of its learners and evaluation of their performance. Formative/ Continuous evaluation is conducted at two levels i.e. through self check exercises in-built into the SLMs; formative assessment through tutor marked assignments. Summative / term-end evaluation is through Term End Examinations. As feedback is an integral part of learning outcome in the ODL system, learners at IGNOU are provided feedback during the counselling sessions at the Study Centres and on their assignments by the evaluators. The University's handbook aims to help the distance educators/trainers to develop professional practices related to the area of assessment and evaluation available in the SED webpage.

In professional and vocational programmes and programmes requiring field/ skill based competencies, evaluation methodology formative assessment includes, besides assignments, compulsory field work, practicum, workshops, laboratory based sessions, internship, hands-on training etc. which is mandatory and requires minimum of 75% attendance for appearing in the examination. In the case of project work and practical based courses, the learning outcome is ensured through evidence based evaluation like maintenance of log/work books, project reports (wherever applicable) etc. In addition, in some programmes, students are attached to industry/institutions/NGOs etc. to gain real time experience and exposure in the world of work in tune with the learning outcome of the programme concerned.

File Description	Document
Graduate Attributes / Programme Outcomes, Programme	<a href="#">View Document</a>

Specific Outcomes and Course Outcomes	
Any other relevant information	<a href="#">View Document</a>
Other Upload Files	
1	<a href="#">View Document</a>

**2.6.2 Percentage of learners of a selected batch who have successfully completed UG and PG Degree in maximum period of 5 and 4 years respectively**

**Answer:** 41.64

2.6.2.1 Number of UG learners enrolled five years before to the current academic year.

Answer: 187395

2.6.2.2 Number of UG learners completed the degree program within 3 to 5 years.(Out of the enrolled learners mentioned in 2.6.2.1 only).

Answer: 75114

2.6.2.3 Number of PG learners enrolled five years before to the current academic year.

Answer: 176421

2.6.2.4 Number of PG learners completed the degree program within 2 to 4 years.(Out of the enrolled learners mentioned in 2.6.2.3 only).

Answer: 76210

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link to declaration of results	<a href="#">View Document</a>

## 2.7 Learner Satisfaction Survey

### 2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process

**Answer:**

## 3. Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The Institution has a well defined policy for promotion of systemic and discipline based research. Also, explain the assigned budget for research and its utilization, methods for implementation and monitoring.**

**Answer:**

The University focuses both on the systemic and discipline based research. It has a policy in place [<http://ignou.ac.in/ignou/aboutignou/icc/ru/ordinance>] in this regard.

#### 1. Systemic Research:

At the macro level, the University undertakes a third party comprehensive impact analysis of its functioning every ten years. So far, two decadal reviews have been accomplished and the reports are available on the University website

[[http://ignou.ac.in/userfiles/Prof\\_%20R\\_V\\_R\\_%20Chandsekhar%20Rao%20Review%20Committee%20Report.pdf](http://ignou.ac.in/userfiles/Prof_%20R_V_R_%20Chandsekhar%20Rao%20Review%20Committee%20Report.pdf)]  
 [[http://ignou.ac.in/userfiles/M\\_V\\_%20Pylee%20Review%20Committee%20Report.pdf](http://ignou.ac.in/userfiles/M_V_%20Pylee%20Review%20Committee%20Report.pdf)].

The University has Staff Training and Research in Distance Education (STRIDE) dedicated for promoting systemic research in ODL. The Institute brings out Indian Journal of Open Learning providing a dedicated platform for sharing systemic research with national and international fraternity.

At micro level, concerted efforts are made towards systemic research that feeds back into the system for its improvement. The University compiles the statistical analysis of its reach through publications such as:

- Wings of Success : IGNOU Passout (2018) [ISBN No. 978-93-88498-43-2, pages 738]
- Expanding Access to Higher Education through ODL: Vol. I and II (2017) [ISBN No. 978-93-8-86607-08-9, pages 729]
- Nurturing Social Equity through Distance Education (2016) [ISBN No. 978-93-86100-72-6, pages 195]
- Three Decades of Distance Education (2016) [ISBN No. 978-93-86100-71-9, pages 157]

## 2. Discipline Based Research:

The principal objective of IGNOU's Discipline based research programme is to promote theoretically and empirically sound and original research in the sciences, social sciences, humanities, management, and other disciplines offered by the University.

Currently, the Research Degree Programmes i.e. M. Phil. and Ph.D. are offered by the University in 11 and 41 disciplines respectively in accordance with UGC (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2016 and amendments from time to time. The Research Degree Programmes are overseen by the Academic Council (AC), Research Council (RC), School Board (SB), Doctoral Research Committee (DRC) and Research Ethics Committee in accordance with the Research Ordinance and Regulations for conducting the Research Degree Programme. Research ethics are emphasized in the IGNOU policy and unfair practices like plagiarism are dealt with sternly.

The Research Unit coordinates discipline based research in the Schools. It also organizes induction programmes and workshops for the students enrolled in M.Phil./Ph.D. programmes of the University. It facilitates the research scholars who receive research fellowships from various government agencies like ICSSR, UGC, CSIR etc. The University also provides financial support under the 'IGNOU-Research Fellowship' scheme, to 100 full-time research scholars who are not receiving financial assistance from any other source. Every School has a budget for research activities of the teachers. There is an annual award given in every convocation of the University to the best research paper by a teacher. Teachers are also encouraged to take up research project with other organizations. There is a dedicated budgetary provision for the Research Unit in the Annual Budget of the University.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption	<a href="#">View Document</a>
Policy document on promotion of research	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.1.2 Research facilities available to the teachers, other academics and learners of the Institution for pursuing research.**

1. Reference Library
2. Online subscription to research journals
3. Research/Statistical Databases
4. Media Laboratory / studios
5. Science laboratories
6. Computing Laboratory and support for both qualitative and quantitative data analysis including softwares
7. Data curation and sharing facility
8. Language laboratory
9. Central Instrumentation Centre
10. Any other

**Answer:** A. Any 6 and more of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
URLs of the available facilities	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research**

**3.2.1 Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc has been received by the Institution in last five years (INR in Lakhs)**

**Answer:** 1379.8

3.2.1.1 Total grants received by the institution yearwise for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etc

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
6.0	16.57	549.97	332.07	475.19

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.2.2 Average number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years.**

**Answer:** 0.01

3.2.2.1 Number of teachers and other academics having research projects funded by the institution / government and non-government agencies year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	2	5	11

File Description	Document
List of research projects	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Document from Funding Agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	
Link of the funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

**3.3.1 Institution has taken initiatives for creating an ecosystem for Innovation by establishing Innovation Centre/Cell. The institution has also taken innovative initiatives by providing access to diversified learner groups.**

Answer:

#### Innovative Initiatives of the Institution

In order to promote, support and disseminate innovations in Open and Distance Learning (ODL) System, IGNOU has established a dedicated Centre, namely National Centre for Innovations in Distance Education (NCIDE) since 2005 (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/introduction>). NCIDE has taken special initiatives to create an ecosystem for innovations in the University by setting up IGNOU's Innovation Council and Innovation Club@IGNOU at the Headquarters (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/club%40ignou>) and Regional Centres (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/club%40rc>); Incubation and Capacity Development Programmes towards innovations (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/training>); and by instituting awards for promoting and recognizing innovations among students and faculty. IGNOU has been awarding Gold Medals for the best innovations in ODL covering all the Open Universities and Directorates of Distance Education in the country (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/gold-medal>). So far, the Gold Medals for innovation have been awarded to innovators including the faculty of IGNOU, Uttarakhand Open University and KKHOU, Guwahati.

In order to identify, promote and recognize the Innovator students of IGNOU, the Student Innovation Award has been instituted, which is awarded to the best three Innovator students every year on the Foundation Day of the University (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/student%20innovation%20award>). Similarly, the 'Innovative Idea Award' is also instituted and awarded to three Innovator students selected through an All India level Idea Competition.

University focuses on the seven thrust areas namely: i) Development of Innovative Learning Solutions; ii) Development of Innovative Support Solutions; iii) Research and Benchmarking for Quality Management; iv) Documentation and Dissemination; v) Capacity Building; vi) Collaboration and Networking; and vii) Incubation and Nurturing Innovators. Besides recognizing the innovations, University has been mentoring and incubating the budding innovators among faculty and staff of IGNOU by providing technical and academic

support in their pursuit of implementing innovations. NCIDE has worked on some of the innovative projects funded by external agencies like UNICEF and Vigyan Prasar (DST). (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/thrust-area>) Special efforts have been made to create a culture of innovations in the University by developing ICT-enabled Innovations for ODL such as Web-Enabled Academic Support (WEAS) ([http://ignou.ac.in/userfiles/15\\_%20%20Web%20Enabled%20Academic%20Support%20\(WEAS\).pdf](http://ignou.ac.in/userfiles/15_%20%20Web%20Enabled%20Academic%20Support%20(WEAS).pdf)); organizing Conferences/Seminars/ Presentations to deliberate/ brainstorm on innovative ideas, products and practices; capacity development through training programmes; Establishing Innovation Clubs at HQ/RC/Overseas Study Centres levels; Recognition of Innovator Faculty/Staff and students, Exploring student start-ups, etc.

Over the years, several innovative products and Prototypes listed below have been developed, tested and implemented by the University's NCIDE (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/INI>) :

1. NAVDHARANA: An Innovation Management System
2. Virtual Training Lounge
3. Capacity development on Innovation
4. One Decade of Innovations@NCIDE
5. Online Admission and Re-registration System
6. IDEABANK@IGNOU
7. Various Mobile Apps for IGNOU Students
8. Web-Enabled Academic Support (WEAS)
9. Interactive Multimedia Rich Content for different Programmes
10. Navonmesh – A Web Based Platform for Sharing Innovation
11. Web Support Portal for various Programmes like CHCWM and CFE, etc. and for Physics Discipline of SOS

In order to inculcate the culture of innovation at Regional Centres, NCIDE established InnovationClub@RCs. The Clubs organize various kinds of activities to generate new and innovative ideas and carryout innovations in different fields. These activities include brainstorming sessions, seminars, workshops and popular talks on various topics involving students, faculty and staff.

On the recommendations of the MHRD's Innovation Cell, the Institution's Innovation Council (IGNOU-IIC) at NCIDE was constituted on October 15, 2018 (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/iic>). Since then, IGNOU-IIC has organized various kinds of training programmes and workshops for teachers and students on various aspects of IPR, idea generation, innovation, creativity, business plan development, etc. In February-March 2019, IGNOU-IIC organized an All India level Idea Competition followed by the Festival of Ideas at IGNOU.

As a part of documentation and dissemination of innovations, NCIDE has brought out some important publications which are as follows:

- A Bibliography of Innovations in Distance Education,
- Selected Innovative Practices in Open and Distance Learning,
- Creative Sparks of Innovation,
- One Decade of Innovations at NCIDE, and
- A Collection of Innovations and Ideas in the ODL System.

Besides these, University's NCIDE also brings out a monthly e-Newsletter on innovations namely *Ennovate* aimed at publishing news, views and important articles in the field of innovation (<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/e-news>). It provides a platform to the innovators to showcase their innovations and innovative practices.

NCIDE faculty members facilitate other Schools and Departments of the University, for implementing innovative ideas. In addition, the NCIDE faculty has been carrying out research on various aspects of innovations and to identify the areas of innovation. Some of the research studies by NCIDE include: Perception

of Innovation: A Survey of IGNOU Learners; A Study on Students' Perception of On-Demand Examination in IGNOU; Learners Preference for Modes of Counseling, Critical Issues in Distance Science Lab Practical: A Study and A Study on Quick Feedback on the Use of EDUSAT  
(<http://www.ignou.ac.in/ignou/aboutignou/icc/ncide/publications>) .

File Description	Document
The Innovation Centre/ Cell	<a href="#">View Document</a>
Initiatives taken by the institution	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.2 Total number of workshops/seminars conducted year-wise over the last five years

**Answer:** 19

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
7	8	1	3	0

File Description	Document
Report of the event/ link to the material developed	<a href="#">View Document</a>
List of workshops/seminars over the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.3 Innovative content developed in the form of e-modules / e-SLMs / MOOCs for :

- **NMEICT**
- **NPTEL**
- **SWAYAM**
- **e-PG Pathshala**
- **e-SLMs**
- **other MOOCs platform**
- **Institutional LMS**

**Answer:** 231

3.3.3.1 Number of innovative contents developed in the form of e-modules / e-SLMs / MOOCs

Answer:



2018-19	2017-18	2016-17	2015-16	2014-15
14	140	20	31	26

File Description	Document
List of the innovative contents over the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3.4 Number of awards for innovation received by different sections of the Institution.

**Answer:** 10

3.3.4.1 Awards for innovation received by the Institution, its teachers/other academics/ research scholars/students year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	0	2	0

File Description	Document
Scanned copies of award letters	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Award details	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

3.4.1 The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years)

- 1) *Research methodology with course on research ethics*
- 2) *Ethics Committee*
- 3) *Plagiarism Check*
- 4) *Committee on publication guidelines*

**Answer:** E. None of the above

File Description	Document
Notification for Research Ethics Committee	<a href="#">View Document</a>
Minutes of the committee	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of ethics document	<a href="#">View Document</a>

3.4.2 Average Number of M.Phil and Ph.D degrees awarded per teacher year-wise over the last five years.



**Answer: 2.87**

3.4.2.1 Number of M.Phil and Ph.D degrees awarded per teacher year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
229	130	49	123	30

3.4.2.2 Number of teachers recognised as research guides over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
207	211	203	179	179

File Description	Document
List of Ph.D scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of the Research page	<a href="#">View Document</a>

**3.4.3 Average number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals year wise over the last five years**

**Answer: 2.21**

3.4.3.1 Number of research papers published by teachers and other academics of the Institution in the Journals notified on UGC website / peer reviewed journals

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
222	293	232	203	205

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	<a href="#">View Document</a>

**3.4.4 Number of books and chapters/ units in books/ SLMs on an average published by teachers and other academics of the Institution.**

**Answer: 0.3**

3.4.4.1 Number of books and chapters/ units in books/ SLMs published by teachers and other academics of the Institution year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
202	157	135	82	212

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of publications	<a href="#">View Document</a>

**3.4.5 Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution**

**Answer:** 0.16

3.4.5.1 Number of publications on distance education over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
110	146	67	45	55

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link of publications by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	<a href="#">View Document</a>

**3.4.6 Bibliometrics of the publications by teachers and academics over the last five years based on average Citation index in Scopus/ Web of Science or Pub-Med etc.**

**Answer:** 0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**3.4.7 Details of the publications of the teachers and other academics of the Institution year-wise over the last five years to calculate h-index of the Institution based on the Bibliometrics of the publications in Scopus / Web of Science**

**Answer:** 0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**3.5 Consultancy**

**3.5.1 The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency**

**Answer:**

The University recognizes that consultancy is an important domain in a University system. In order to encourage consultancy, the University has a well defined policy on Consultancy (<http://ignou.ac.in/userfiles/Document%20on%20Consultancy.pdf>) since 2004. In 2004, the University introduced Consultancy Services to allow faculty members to keep in touch with their specialization by working on specific problems for the clients by providing them consultancy. The BOM of the University in its 79th meeting held on April 30, 2004 (BM79.4.1) approved the guidelines for acceptance of Consultancy Assignments/Academic Assignments offered to the employees of the University by the International Organizations/other Universities. The 'IGNOU Consultancy Services' was also approved in this regard. ()

The objective of these guidelines was to develop a pool of expertise at the University in areas specific to IGNOU i.e. design and development of Self- Learning Material (SLM) in print, audio and video; multi-media packages; use of technology in education and training; develop/deliver short-term specialized courses; and customized training packages to meet the specific needs of diverse target groups and market, etc.

For Consultancy purposes, the University has a Standing Committee with the Vice-chancellor as its Chairperson; and Pro-Vice-Chancellor; Directors of Schools / Academic divisions; Faculty representatives; Finance Officer; Teachers; Director (International Division) and Director (Academic Coordination Division) as members.

As per the policy on consultancy, total time allowed to a faculty for consultancy assignment ordinarily does not exceed 52 days in a year. The University, subject to its commitments, resources and convenience, provides assistance to individuals involved in consultancy. The professional fee is shared between the faculty and the University in the ratio of 2/3:1/3 basis. The ratio for sharing of fee for number of days beyond 52 days is reversed, i.e., 1/3rd to faculty member and 2/3rd to the University. The total consultancy charges are negotiated with the client in consultation with the IGNOU Consultancy Services and the same is remitted to IGNOU Consultancy Services before the commencement of the Consultancy. A clear roadmap is drawn up and agreed upon with the client. The results of work done by IGNOU faculty in connection with the project/consultancy, incorporated in written reports shall remain the property of the client. The client has the right to terminate the consultancy project, but shall be liable for all reasonable expenses incurred in connection with halting the work already in progress as per the agreed work programme. In the event of any dispute or difference between the parties, such dispute or differences is resolved amicably by mutual consultation. If such, resolution is not possible, the unresolved dispute or difference shall be referred to an outside arbitrator to be nominated by the Chairman, IGNOU Consultancy Services for a reasoned award. All such disputes should be settled within the jurisdiction of Delhi.

File Description	Document
Policy document on consultancy	<a href="#">View Document</a>
Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>

### 3.5.2 Revenue generated by the Institution from consultancy

**Answer:** 1291000

3.5.2.1 Revenue generated from consultancy provided by teachers and other academics of the Institution year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
993000	0	0	0	298000

File Description	Document
List of teachers and other academics providing consultancy	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>

### **3.5.3 Revenue generated by the Institution by conducting training programmes/ seminars/ conferences/ through sponsorship, etc.**

**Answer:** 15.2

3.5.3.1 Revenue generated by the Institution from training programmes / seminars/ conferences/ etc. through sponsorship, etc, year-wise over the last five years (INR in lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2.67	8.60	0	2.28	1.65

File Description	Document
Schedule of the training programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of account indicating the revenue generated through training	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **3.6 Extension Activities**

**3.6.1 The impact of the extension activities of the Institution in sensitizing the learners and other stake holders to social and sustainable development issues leading to inclusive society over the last five years**

**Answer:**

Integration of all sections of the society, especially the marginalized and the ones with special needs are integrated into the educational system. IGNOU uses extension activities to sensitize learners/stakeholders to social and sustainable development such as:

#### **1. Unnat Bharat Abhiyan (UBA):**

Under UBA through its adopted villages, the following extension activities are undertaken:

- **Sanitation and Hygiene:** Improved sanitation, Household and Personal Hygiene, Hygiene of Shared Water Resources, Waste Water Management, Animal Husbandry, Food Hygiene, Promoting Nutrition etc.
- **Water Conservation and Clean Potable Water:** Rain water harvesting, Drinking Water, prevention of water contamination, Distribution System (piped/bottled water), Water Reserves and bodies, etc.
- **Credible Primary Health:** Access to Primary Health Centres, physician and allied health workers; Reproductive, Maternal, Newborn, Child and Adolescent Health, Immunization, etc.
- **ICT in Training and Rural Development:** Development of village information network in the areas of health, sanitation, sustainable agriculture, education, watershed management and Training and

Development of Panchayat functionaries through SWAYAM and SWAYAM PRABHA.

- **Entrepreneurship and Skill development:** Skill Development and Competency Enhancement of Handloom weavers in Handloom clusters.

<http://rcbhubaneshwar.ignou.ac.in//Ignou-RC-Bhubaneshwar/userfiles/file/unnat%20bharat%20abhiyan.pdf>

## 2. Disadvantaged Clientele:

- The University has made focused efforts to extend the outreach of the University to places and people *hitherto* unreached by providing opportunities of Higher Education to SC/ST/ Women/ Handloom weavers, farmers, Jail Inmates etc. During the 2018-19, 424 Learner Support Centres (LSC) have been established, out of which 29 are Special LSCs catering to the educational needs of the disadvantaged population.
- It has initiated skill development programmes in the backward and remote areas and in the minority dominated areas including the North-eastern region.

## 3. VISAKA

"Aao Ham Digital Ho Jaaye" activity was undertaken by the University for sensitizing the students and general population towards cashless transaction as per GoI guidelines to make people aware of other means of transaction than cash. It was launched with the objective to orient at least 20 families by each e-Kranti Volunteer (learners of IGNOU). Every RC trained around 100 e-Kranti Volunteers.

[http://rcnagpur.ignou.ac.in/upload/photo/58DigitalTransactions-MangurdaVillage20191104131748\\_1.jpg](http://rcnagpur.ignou.ac.in/upload/photo/58DigitalTransactions-MangurdaVillage20191104131748_1.jpg)

## 4. Swachh Bharat Summer Internship Programme

Under the guidance of MHRD, 'Swachh Bharat Summer Internship Programme' was launched as one of the extension activities of University. IGNOU learners were motivated to proactively participate in the internship programme through press release, SMS alert, Study Centre wise campaigns, Social Media etc. Students interested to join the programme were registered and reports on the activities conducted during the internship period are uploaded on the MHRD website. Successful students were awarded summer internships.

<http://rcjaipur.ignou.ac.in//Ignou-RC-Jaipur/userfiles/file/Detail%20report%20on%20Swacch%20Bharat%20Summer%20Internship%202018.pdf>

## Impact

1. Increase in enrolment of SC, ST, Women students.
2. Transforming lives of Jail Inmates through free education.
3. Changing educational landscape in the adopted villages under UBA.
4. Awareness and value addition to life in the areas of healthcare, agriculture, nutrition etc. in the general public especially in rural areas.
5. Encouraging Social Work and Rural Development amongst students undertaking project work/research projects.

File Description	Document
Activity Reports	<a href="#">View Document</a>
Brochures of the activities	<a href="#">View Document</a>
Any other relevant information 5	<a href="#">View Document</a>

**3.6.2 Number of awards and recognition received for extension activities from Government /recognized bodies year-wise over the last five years**

**Answer: 3**

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	0	0

File Description	Document
Scanned copy of the award letters	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Awards for extension activities	<a href="#">View Document</a>

**3.6.3 Total number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations over the last five years .**

**Answer: 38**

3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations year-wise over the last five years.

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	9	5	7

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.6.4 Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD Act, etc. year-wise over the last five years**

**Answer: 5717**

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
825	860	867	2320	845

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities for research, programme development and faculty exchange year-wise over the last five years

Answer: 7

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	1	0	2

File Description	Document
Scanned copies of collaboration document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 3.7.2 Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc over the last five years

Answer: 38

3.7.2.1 Number of linkages with institutions / industries for faculty exchange, learner exchange, programme development, internship, field trip, research, establishing Chairs, etc year-wise over the last five years .

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	17	9	9	2

File Description	Document
MoU of the collaboration (s)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 4. Infrastructure and Learning Resources

#### 4.1 Physical Facilities

**4.1.1 Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.**

**Answer:**

The University has adequate infrastructure at the Headquarters and Regional Centres (RCs) across the country. Select Higher Education Institutions act as IGNOU's Learner Support Centres (LSCs) whose infrastructure and services are utilized by IGNOU on payment basis. These LSCs are managed by IGNOU.

The Headquarters of the University is situated in a sprawling campus of 151.32 acres and houses the Schools of Studies, Divisions, Cells, Centres and Units, and other facilities, as detailed below:

1. There are **ten Academic and 14 Administrative Blocks**, housing 21 Schools of Studies, 12 Divisions, 8 Centres, 4 Cells, 2 Units and one Institute. All the Academic and Administrative Blocks are connected by Local Area Network (LAN).
2. The Schools have provision for the office of the Director, rooms for faculty and seminar/conference rooms. All the rooms are provided with computer printer, LAN connectivity and Internet. Other office equipments are also provided.
3. There is a separate **Vice Chancellor's Office Block** which houses the offices of the Vice Chancellor (VC) and Pro-Vice Chancellors (PVCs). It has a Conference room and a Board Room for holding meetings/conferences; rooms for other academic and administrative staff; two Visitors' lounges; pantries and common washrooms on each floor. The VCO Block is fitted with CCTV cameras and has internet/intranet connectivity. The Board Room and Conference Room are well equipped.
4. There are **two Guest Houses**; one having 12 double rooms and 28 single rooms and two dining halls. The International Guest House has three functional double rooms.
5. The University has a fully automated **Central Library**, well-equipped with books, journals, reports, theses, IGNOU archives, other study material and e-resources in diverse disciplines with remote login facility to authorized users. It has designated reading areas for research scholars and other learners as well as visiting faculties. The office of the Librarian and other staff is equipped with furniture and office equipment. The University has acquired the institutional membership of the DELNET, National Digital Library of India (NDL), e-Shodhsindhu and Shodhganga. All rooms in Library Block have WiFi connectivity, computers and peripherals.
6. **Seven Laboratories** (Physics, Chemistry, Life Sciences, Geology, Geography, Food Processing, and Spanish Language) are functional at the Headquarters.
7. The **Convention Centre** houses an auditorium with 500 seating capacity with a stage and two green rooms with attached washrooms, Control room, Foyer, Display area, five Seminar rooms, a VIP lounge; office rooms and common washrooms.
8. There are **four Warehouses** for stocking the printed study material.
9. There is **state-of-the-art Electronic Media Production Centre (EMPC)** with high-end electronic equipments for production of audio/video programmes and transmission facilities through radio and TV. Dedicated educational channels, **GyanDarshan and GyanVani** are transmitted by EMPC.
10. For Online programmes, the **Centre for Online Education (COE)** has two multimedia labs for developing multimedia e-content (audio, video, animations, graphics etc.) and **SWAYAM/SWAYAMPBHA** content. COE also has an IT equipped seminar hall with seating capacity of 120 persons.
11. The **Computer Division** and **COE** also have two 'Data Centres' hosting major online applications and services of the University. The University has 2.14 Gbps bandwidth connectivity at Headquarters and 1.35 Gbps at its RCs.
12. To handle the huge financial transactions, the University has a dedicated Bank branch at its Headquarters and **dedicated accounts for all its RCs. The Headquarters also have a dedicated Post office** to handle the dispatch of 2.5 crore blocks to its learners annually.
13. The University has an **Electric Power sub-station** having 66 Grid-station to feed University and surrounding locality.



The University campus has (i) **residential complex with 342 houses**, (ii) **shopping complex**, (iii) **Health Centre**, (iv) **Parks and playgrounds**. The University also has 60 flats at the **Asian Games Village, Delhi** and six flats in **Old JNU Campus, Delhi**.

The total area of permanent institutional buildings, residential buildings and facilities is 34932.832 sqm; 33594.700 sqm and 627.957 sqm, respectively. The net total ground coverage of permanent buildings is 32048.406 square meters. The net total covered area of permanent buildings (FAR) is 69155.489 square meters. Apart from the above, there are temporary buildings, covering ground area of 17747 square meters with covered area of 21747 square meter. The total ground coverage of the buildings is approximately 12.5 acres.  
<http://ignou.ac.in/ignou/aboutignou/division/ad/photogallery>

### **Infrastructure Facilities at Regional Centres:**

The University has 56 Regional Centres (RCs) spread across the country. The 10 RCs at Ahmedabad, Bhubaneswar, Bhopal, Kochi, Jaipur, Madurai, Patna, Shillong, Lucknow and Raipur are housed in own building constructed by the University while rest are housed in rented premises. The construction of own buildings at 14 RCs, located at Agartala, Aizawl, Bangalore, Jammu, Jodhpur, Karnal, Nagpur, NOIDA, Pune, Port Blair, Rajkot, Trivandrum, Vijayawada and Itanagar is under process as per IGNOU norms for construction of RCs. (<http://www.ignou.ac.in/userfiles/RCBUILDINGpLAN.pdf>)

Each RC has rooms for the Regional Director, other academics, administrative staff, stores, seminar room, Helpdesk for students, a library with books, SLM, audio/video CDs etc. As IGNOU uses ICT extensively for support services, the RCs are equipped with audio-video electronic equipment, internet and web conferencing facilities, computers and printers and other office equipment. GyanVani radio stations are also functional at many RCs.

The University has established seven Regional Evaluation Centres; one at Headquarters and six at RCs having their own buildings. <http://ignou.ac.in/ignou/aboutignou/division/rsd/photogallery/rc>

### **Infrastructure Facilities at Learner Support Centres (LSCs):**

LSCs established at identified HEIs through an MOU, are the first point of contact with the learners. The minimum infrastructure of LSCs consists of:

1. Classrooms with requisite furniture;
2. 3-4 rooms dedicated for office work with covered area of minimum 400-600 sq. ft.
3. Laboratories; and
4. Library facilities.

The University pays for hiring of staff, maintenance of infrastructure and use of facilities.

<http://ignou.ac.in/ignou/aboutignou/division/rsd/photogallery/lsc>

The University also has established 21 Overseas Study Centres with the approval of the Government.

File Description	Document
Geo-tagged photographs of campus and all other infrastructural facilities	<a href="#">View Document</a>

Annual report of the Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **4.1.2 Average percentage of expenditure incurred for infrastructure augmentation**

**Answer:** 7.44

4.1.2.1 Expenditure incurred for infrastructure augmentation and total expenditure excluding salary year -wise over the last five years (INR in lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
991.71	3736.88	3772.14	2277.33	979.19

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Budget allocation for infrastructure	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

#### **4.1.3 Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Answer:** 21.49

4.1.3.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
8598.84	6782.14	6440.42	3833	9142.9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and Statements of Expenditure	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### **4.2 IT Infrastructure**

##### **4.2.1 Percentage of the rooms and seminar halls of the Institution Headquarters IT enabled as on date**

**Answer:** 95.55

4.2.1.1 Number of classrooms and seminar halls with ICT facilities at HQ

Answer: 1117

4.2.1.2 Total number of rooms and seminar halls at HQ

Answer: 1169

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged Photographs of IT infrastructure facilities at	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**4.2.2 Percentage of the rooms and seminar halls of the Regional Centres (RCs) IT enabled as on date**

**Answer:** 68.8

4.2.2.1 Number of classrooms and seminar halls with ICT facilities at RCs

Answer: 483

4.2.2.2 Total number of rooms and seminar halls at RCs

Answer: 702

File Description	Document
Photographs of infrastructure facilities at a few RCs	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>

**4.2.3 Percentage of the rooms of the learner support centres are IT enabled as on date**

**Answer:** 41.73

4.2.3.1 Number of classrooms and seminar halls with ICT facilities at LSCs

Answer: 5320

4.2.3.2 Total number of rooms and seminar halls at LSCs

Answer: 12750

File Description	Document
Photographs of infrastructure facilities at a few LSCs	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **4.2.4 Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc**

##### **Answer:**

The **Computer Division (CD)** at the Headquarters is responsible for procurement and maintenance of computer and networking hardware, development and maintenance of software, maintenance of the website and providing Internet/Intranet services. The Centre for Online Education (COE) provides online services viz. digital repository, webcasting, web conferencing, online programmes etc. The combined infrastructure includes:

##### **Data centre 1A & 1B, CD**

2 caches of 16 blade servers, 9 Servers (computing and storage), 1 Network storage of 5TB, 1 router, 1 Network Firewall (UTM), 1 IPS, 1 Core Network Switch, 4 aggregation switches, 24 access Switches. Campus is connected with wired network with virtual LANs and also with Wireless connectivity (WiFi) spread across connection.

##### **Data centre 2, Room No 101, CD**

5 Servers, 3 Network Storage Servers, 1 Network Firewall, 6 WiFi Access Point, 4 POE Power Switch, 5 L2 Network Switch, 65 LAN Connectivity, UPS facility.

##### **Other infrastructure at Block 17, COE**

1 Smart TV 32 Inch, 1 LCD TV 49 Inch, 2 Display Projector, 1 HD Professional Camera, 1 SD Professional Camera, 2 Wireless Lapple Mic, 8 CCTV Camera, 1 CCTV NVR, 1 Multimedia Projector Full HD Resolution, 68 All in one computer with 4 GB RAM and 1 TB HDD, 3 Scanners with 1200 DPI resolution, 10 Laptops with 16 GB RAM and 1 TB HDD, 2 Biometric Attendance Machine, 4 Desktop with 6 GB RAM and 1 TB HDD, 15 Printers

Conceptualized Student Requisition Cell has been created at the headquarter with 35 computers. It facilitates online admission processing. The storage and computer capacities at the data centre are regularly augmented as per requirement. Further, periodic maintenance activities are carried out to ensure efficiency in providing services. An AMC of Rs. 50 Lac (approx.) annually is spent towards the computing, storage, network devices.

The entire University Campus at the Headquarters is connected through a Local Area Network (LAN). Periodic maintenance and upgradation (Routers and Switching devices) is carried out so that users are able to get uninterrupted access to the services. An amount of Rs. 18 Lac (approx.) annually is paid towards the internet connectivity of 140 Mbps.

ODLSOFT - an ERP covering operations related to finance, HR and payroll and inventory is operational at the Headquarters. The database is updated regularly by the stakeholder Divisions. (<http://ims.odlsoft.ac.in/>). **The entire ERP solution is now being migrated to the state-of-the cloud-based application hosted on the SAMARTH system.**

Regional Centres and Learner Support Centres can access the e-platform for supporting student lifecycle-related operations through secure login and are provided role-based access. The software is updated twice every year, before the commencement of each admission cycle. (<http://ignou.ac.in/ignou/footer/RC-Services>)

The Website of the University is hosted on its own server. Each Regional Centre has its webpage. The content of the website is updated both centrally and by Regional Centres, who have been given access to the content of their respective web pages. (<http://ignou.ac.in/>)

The **Centre for Online Education (COE)** has an independent data centre with servers, storage, network and security infrastructure. The infrastructure is augmented from time to time and has annual maintenance contract (AMC) for the hardware and software.

COE hosts the eGyanKosh repository (<http://egyankosh.ac.in>) of learning resources of the university which is updated at regular intervals as and when new course content are developed or revised. IGNOU e-Content App is available in the Google Playstore (<https://play.google.com/store/apps/details?id=ac.in.ignou.Viewer>). The App is periodically updated to provide easy access to online services and updated e-content.

COE also maintains and updates the IGNOU Online Programme (IOP) portal (<https://iop.ignouonline.ac.in>), Learning Management System (LMS) (<http://rgcw.ignouonline.ac.in/rgcw/>), web radio GyanDhara (<http://www.ignouonline.ac.in/gyandhara/>), webcasting of Gyan Darshan Channel (<http://www.ignouonline.ac.in/gyandarshan/>), Online Indian Journal of Open Learning (IJOL) portal (<http://journal.ignouonline.ac.in/iojlp>), web conferencing facility (<http://classroom.ignouonline.ac.in/system/login?domain=classroom.ignouonline.ac.in&next=%2Fadmin%3Fdomain%3Dclassroom.ignouonline.ac.in&set-lang=en>). Most of these services are running on open source applications which are updated/ upgraded with the release of new versions. Some of the applications are developed in-house which are also regularly updated.

The process of empanelment of Academic Counsellors has also been made online. The portal is updated as and when new courses are offered or old courses are withdrawn. (<http://rsd.ignou.ac.in/OACEHome.aspx>)

The Admission and re-registration process of the University has been initiated online, allowing applicants to submit their applications anytime, and from anywhere. The University has upgraded to cloud-based Online Admission portal – SAMARTH, hosted by MHRD (<https://ignouadmission.samarth.edu.in/>) and Re-Registration portal (<https://onlinerr.ignou.ac.in>) **which** are updated twice every year, before the commencement of each admission cycle.

The University has also developed a new Recruitment Portal hosted on the SAMARTH platform.

File Description	Document
Scanned copy of agreement	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### ***4.2.5 Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution***

**Answer:** 3534

4.2.5.1 Internet connection (s) in the Institution (Leased line) in terms of the available bandwidth in MBPS for the current year (as per actual)

**Answer:** 3534

File Description	Document

Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>

#### **4.2.6 Facilities for audio, video and e-content development are available and are in use at the Institution**

##### **Audio- video and e-Content production facilities:**

1. **Audio / video studios**
2. **Outdoor shooting equipment /Outdoor audio recording**
3. **Post production unit / Editing unit**
4. **Duplication unit**
5. **Graphics workstation**
6. **Direct Reception Sets (DRS)**
7. **Set Scenic unit**
8. **Make-up unit**
9. **E-Platform**
10. **Workstations with broadband connectivity**
11. **Cloud space**
12. **Licensed software**
13. **Uninterrupted web connectivity**
14. **IT security system**
15. **Any other**

**Answer:** A. More than 10 of the above

<b>File Description</b>	<b>Document</b>
Relevant photographs of the facilities for audio, video e-content production	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **4.2.7 Number of transmission facilities (Channels) available as on date in the Institution**

**Answer:** 19

##### **4.2.7.1 Number of Radio channels available as on date in the institution**

**Answer:** 15

##### **4.2.7.2 Number of TV channels available as on date in the institution**

**Answer:** 4

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format File	<a href="#">View Document</a>
Links to photographs of the facilities available	<a href="#">View Document</a>

#### **4.2.8 The level of automation of different aspects of Institution including the features of Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs)**

**Answer:**

The University has digitized most of its operations at all levels, including those associated with student lifecycle, bringing about transparency and efficiency in the overall management of the University:

**A) Automation of processes associated with learner support**

**Admission:** The process of admission and re-registration (registration in subsequent semester/year of a programme) has been made online. Applicants now register on the online admission portal, submit their application, upload documents, make online payment, get the confirmation of their admission online and download their QR Code-based student identity card from the portal. The same facility is available for re-registration.

**Post-admission services:** Requests for change of study centre, regional centre or courses (wherever applicable) are processed online by Regional Centres. Students can see their registration status on the website, status of requests made for change of address, study centre, regional centre, status of assignments submitted, examination result, grade card status etc.

**Examination form submission:** Students submit their examination form on the examination form submission portal, make online payment, get confirmation of submission and later on download their examination hall ticket from the portal.

**Registration for Convocation:** Students can register for Convocation online and pay the requisite fee online.

**Online Grievance Management System:** Students can submit their grievance on the online portal iGRAM (IGNOU Grievance Redress and Management) and track the response. The portal facilitates follow-up measures by generating reports on grievances received and resolved.

**App-based support:** The IGNOU e-Content App allows access to digital form of study material on the mobile, thus promoting 'anywhere, anytime learning'.

**Discussion Forum based Student Support Service:** School of Gender and Development Studies provides direct learner support services for MAWGS and PGDWGS programmes through Discussion Forum based platform (<http://wgforum.ignouonline.ac.in/>) through COE. The forum provides learning resources **and assignment to the learners and also answers general queries pertaining to the programmes.**

**B) Automation of processes associated with RC and LSC operations**

**Empanelment of Academic Counsellors:** The process of empanelment of academic counsellors is fully online. Prospective academic counsellors submit their applications for empanelment online, which are examined by the faculty of the School concerned. Upon approval of application, the letter of empanelment is generated online.

**Transmission of evaluation data by RCs and LSCs:** RCs and LSCs and have been provided with secure login accounts for online transmission of assignment evaluation data, project evaluation data, practical examination data etc. to the Headquarters.

**Database Access:** Regional Centres have been provided with secure login for accessing/ downloading student data of their Region from the Central database of the University.

**Online Question Paper Delivery System (OQPDS):**OQPDS is an in-house developed platform by COE for creation of Question Paper Bank and Printing and Delivery of Question Papers (QP) to the IGNOU exam

centers.(<https://oqpds.ignouonline.ac.in/>. Due to security reasons, this Secure Sockets Layer (SSL) enabled link is made active only during the period of examination)

**Web conferencing:** Weekly meetings of all the Regional Centres are arranged with the Headquarters using the Adobe Connect web conferencing application (<http://classroom.ignouonline.ac.in/system/login?domain=classroom.ignouonline.ac.in&next=%2Fadmin%3Fdomain%3Dclassroom.ignouonline.ac.in&set-lang=en>).

### C. Automation of Administrative and Financial Processes

**ERP Implementation:** An ERP software – ODLSOFT has been implemented at the Headquarters for automation of activities related to human resource and finance at and its use by various Schools, Divisions, Centres, Units and Cells. ODLSOFT supports the following processes:

**HR:** Workforce Administration, Position Management, Recruitment, General Administration, Leave Management, Global Payroll, Loans and Advances, Pension, Medical reimbursement, LTC, Children Education Allowance, etc.

**Finance:** General Ledger, Budgeting, Accounts Payable, accounts Receivable, Inventory, Purchasing, Asset Management, Project Costing, Investment, Bank Reconciliation, etc.

**Recruitment Portal for Academic and Non-Academic positions:** Cloud-based service is enabled through the SAMARTH project for IGNOU staff recruitment process of Academic and Non-Academic positions. Using this portal, the applicants can submit their application online and the review/ screening processes are done by the Divisions/Schools concerned as per application workflow.  
<https://ignount.samarth.edu.in/index.php/site/login>

File Description	Document
Automation system	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 4.3 Learning Resources

#### 4.3.1 Learner Support Services established at the different levels by the Institution (Three tier/ Two tier)

##### Answer:

The learner support services are crucial to the success of and Open University system.

- There is a three-tier structure, *i.e.*, at the Headquarters, the Regional Centres (RCs), mostly in the State capitals and District headquarters, and the Learner Support Centres (LSCs) at the third level, opened mainly in Higher Education Institutions, *i.e.* Universities and Colleges offering similar programmes of equivalent level as in conventional mode.
- The **Regional Services Division (RSD)** is the Nodal Division for providing learner support within the country.
- The **RSD** was operational zed since the inception of IGNOU as an exclusive division at the headquarters, for managing the operations of RCs and LSCs. The policies and guidelines for effective learner support services are conceptualized and formulated by the Student Services Committee which is a policy making body <http://www.ignou.ac.in/ignou/aboutignou/division/rsd/notification> located in the RSD. RSD manages and coordinates the support activities through a network of 56 RCs, 11 Recognized Regional Centers and more than 3000 LSCs across the country.



- The RCs comprise the middle level of the support services structure and act as the nodal office of the university in the region and manage the functioning of LSCs within its jurisdiction. It supervises the academic activities being performed at the LSCs under its operational area and ensures their provisions to the learners as per university norms and guidelines. The RCs are have been entrusted with the following core responsibilities:
  - creating awareness through promotion and publicity of IGNOU programmes;
  - delivery of programmes;
  - organization of staff development programmes;
  - resource centre for the region;
  - pre-admission counselling;
  - attending to learner queries and grievance redressal;
  - supervision coordination of induction meetings at LSCs;
  - monitoring conduct of counseling sessions (both theory and practicals) at LSC;
  - monitoring of assignment evaluation at LSCs;
  - supervision of the conduct of term end examinations at exam centers;
  - conduct of convocation at local level;
  - alumni registration;
  - placement services for passed out learners;
  - other extension activities.
  
- The third level is the LSC, where teaching learning is transacted through academic counselling (tutoring) sessions for both theory and practical courses with the support of the academic counsellors empanelled from amongst the faculty of the host institution (HEI). Practical sessions are arranged at select LSCs in specialized laboratories as per programme requirements to provide hands on learning experience for the learners enrolled in practical/ skill based programmes. In addition, the LSCs are entrusted to perform the following:
  - provide support services such as informing, advising and counseling to the learners;
  - promotion and publicity of IGNOU programmes;
  - pre- admission counseling;
  - organization and conduct of induction meetings;
  - conduct of academic counselling for theory and practical courses;
  - evaluation of assignments;
  - conduct of term end examination;
  - organizing course related workshops and seminars; and
  - providing library support to the learners.

The University has brought out Manuals for Regional Centers and Learner Support Centers for standardizing the operational procedures for smooth and effective functioning.

Databases are maintained for effective management of learner support at all levels.

- Apart from aforementioned classifications At the Headquarters learner support is also provided through some operational divisions, at the Headquarters such as:
  - Student Registration Division (SRD), <http://ignou.ac.in/ignou/aboutignou/division/srd/introduction>
  - Student Evaluation Division (SED), <http://ignou.ac.in/ignou/aboutignou/division/sed/introduction>
  - Material Production and Distribution Division (MPDD), <http://ignou.ac.in/ignou/aboutignou/division/mpdd/introduction> and
  - Electronic Media Production Division (EMPC), <http://ignou.ac.in/ignou/aboutignou/icc/empc/introduction>.
- The Student Services Centre (SSC), (<http://ignou.ac.in/ignou/aboutignou/icc/ssc/introduction>) functions as a Single Window support at the Headquarters for addressing learner grievances and queries related to various support services, like admission, evaluation, non-receipt of study material and others.

- The SSC attends to learners' queries in the face-to-face mode, through telephone and emails. It is the nodal office for grievance redressal through the dedicated online portal iGRAM <http://igram.ignou.ac.in/> of the University and other portals such as Prime Minister's portal, RTI, MIS portal, etc.

Keeping in tune with the advancement in information and communication technology (ICT) the following ICT enabled support is also provided to the learners:

- Educational programmes on a variety of subjects through GyanDarshan - the an educational channel of India, to enhance learning processes. The channel runs for 24 hours a day <https://www.ignouonline.ac.in/gyandarshan/>
- Education and Conduct of counseling through Interactive Radio Counseling (IRC) sessions conducted by the faculty and invited experts through GyanVani (<http://ignou.ac.in/ignou/aboutignou/icc/empc/gyanvani>) a network of FM radio stations. The sessions are aired from EMPC studios at the HQs. Learners can ask questions right from their homes over telephone. These sessions are regularly conducted for an hour on Sundays and aired through its network of radio stations across the country. To facilitate the learners the schedule of GyanVani and GyanDhara is uploaded on the IGNOU website.
- For selected Programme of study, Counselling support service through GyanDhara (Internet Audio). Learners can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone, e- mail and through chat mode. <http://ignou.ac.in/ignou/aboutignou/icc/empc/gyandhara>
- Webinars/ web conferencing services, Web Enabled Academic Support (WEAS) platform (<https://sites.google.com/ignou.ac.in/weas>) are also provided to learners in selected online programmes to enhance the learning experience of the learners. As mentioned above grievance redressal is also provided through a web based portal to the IGNOU learners.
- Web based online platform is also provided for receiving various learners queries.
- IGNOU also provides web-based academic support to its learners through WEAS platform (<https://sites.google.com/ignou.ac.in/weas>)
- IGNOU has a dynamic website which has a dedicated Learner Zone <http://ignou.ac.in/ignou/studentzone>) that contains exhaustive information and links to useful resources which is accessible to the vast learner population.
- IGNOU has its International Division for providing learner support services to learners overseas. [http://ignou.ac.in/userfiles/Current%20Operational%20OSCs\\_101219.pdf](http://ignou.ac.in/userfiles/Current%20Operational%20OSCs_101219.pdf)

File Description	Document
List of support services provided at Headquarters, Regional Centres, Learner Support Centres	<a href="#">View Document</a>
Organizational chart of support services available	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 4.3.2 Number of learners on an average enrolled at LSCs in the preceding academic year

**Answer:** 54498.03

##### 4.3.2.1 Number of learners enrolled at LSCs in the preceding academic year

Answer: 994044

##### 4.3.2.2 Total number of LSCs in preceding year

Answer: 1824

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Enrolment details of the preceding year RC wise	<a href="#">View Document</a>
Distribution of learners LSC wise	<a href="#">View Document</a>

#### ***4.3.3 Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year***

**Answer:**

Academic counselling is the most important component in the teaching-learning process in the ODL system as it provides the essential human interface to the IGNOU learners who are separated by location from their teachers and peers.

- Face-to-face Academic counseling is provided by the approved and empanelled academic counsellors (subject experts) at Learner Support Centres (LSCs) and is a regular practice. Academic counseling also is provided to learners through ICT enabled support from the Schools of Studies located at IGNOU headquarters, <http://ignou.ac.in/userfiles/Manual%20for%20Learner%20Support%20Centres,%202018%20Web.pdf>.
- The face-to-face academic counseling sessions are organized and conducted throughout the academic year at the Learner Support Centres (LSCs) to facilitate learning and also for motivating learners' engagement with the SLM for:
  - acquisition of required knowledge and skills;
  - clarification of doubts and overcoming difficulties encountered during their course of study;
  - provision of continuous evaluation for assessment and feedback on progress made;
  - development of required competencies and imparting skills through practical and hands on training.
- Academic counselling sessions were conducted at nearly 2000 LSCs functioning under the Regional Centres of IGNOU. <http://ignou.ac.in/ignou/aboutignou/division/rsd/activities/detail/206>
- The sessions were conducted for 12,56,887 learners attached to the various LSCs of the University. As per the data template, 3,32,187 theory sessions (for theory courses: duration of 2 hours each) and 1,22,873 practical sessions (duration of 4 hours each) for practical courses were organized and conducted at the LSCs by empanelled academic counsellors in accordance with the UGC (ODL) Regulations, 2017. Payment norms have been devised for conduct of Theory and Practical counseling sessions. (<http://www.ignou.ac.in/ignou/aboutignou/division/rsd/paymentnorms>). Budget proposals are received from RCs and consolidated by RSD for release of quarterly grant to RCs for payment to LSC for conduct of counselling sessions.
- Out of the total 33 Master's Degree programmes, 8 programmes are professional in nature (such as Master of Business Administration, Master of Computer Applications, Master of Social Work, Master of Science (Food & Nutrition), Master of Library and Information Sciences, Master of Tourism & Travel Management, etc.) and 25 are Masters' degree programmes in traditional and niche areas. For Master's degree programmes, 1,32,793 theory and 33,582 practical counseling sessions were conducted in that year.
- Of the 12 Bachelor's degree programmes on offer, four are professional degree programmes (such as Bachelor of Education, Bachelor of Computer Applications, Bachelor of Library and Information Sciences; Bachelor of Business Administration) and the rest are traditional programmes. For Bachelor degree programmes 1,60,627 theory and 72,348 practical counselling sessions were conducted
- For diploma level programmes 21,140 theory sessions and 9,211 practical sessions; and for certificate level programmes total 17,627 theory sessions and 7,732 practical sessions were conducted at the LSCs.

- Further, 1,22,873 practical sessions were conducted at LSCs having specific infrastructure and equipment in respect of the requirement of practical courses. For example, for practical in Computer Science programmes i.e. BCA and MCA the sessions were conducted in the computer labs equipped with required hardware and software facilities. One machine was assigned for two learners for a batch of 20 learners per session. For BCA learners' one machine was shared for two learners for practical related activities whereas individual machine was provided for MCA level learner for a batch of 20 learners per session. In addition to academic counsellors, machine room operators and lab attendants are also present to assist in the process.
- Practical courses of B.Ed. programme were conducted at LSCs to impart the essential competencies and skills for effective teaching through individual and group activities.
- Practical courses of Psychology and Science based programmes were conducted in the Psychology and Science labs respectively. These labs are equipped with all the required equipment and desired infrastructure necessary for conducting the practical sessions.
- Counselling sessions for Practical courses were conducted in batches of 14-20 learners. In addition to the academic counsellors, lab based practical were assisted by lab attendants.
- Counselling sessions for Practical courses of Health Sciences programmes were conducted at the identified hospitals (Skill Development Centres) to provide hands-on training and acquiring of competencies focusing on the learning outcomes of the respective programmes. In addition to the above, academic counselling was also conducted throughout the year through electronic media namely: radio GyanVani, television GyanDarshan and internet based audio service GyanDhara. Students could ask questions from their locations over phone. The counselling schedules were available on the IGNOU, website.

<http://www.ignou.ac.in/userfiles/Web%20Link%20of%20RC%20Wise%20LSC%20F%20to%20F%20Counseli>

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Monitoring reports of LSCs	<a href="#">View Document</a>
Expenditure incurred on counselling sessions	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### 4.3.4 Average percentage of annual expenditure on library year-wise over the last five years

**Answer:** 0.66

##### 4.3.4.1 Annual expenditure on library year-wise over the last five years (INR in lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
122.88	178.66	301.42	238.26	191.45

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>

### 4.3.5 Library is automated using Integrated Library Management System (ILMS)

#### Answer:

The University's Library and Documentation Division (L&DD) had initiated the process of library automation in 1990 using an integrated Library Management software LibSys covering all housekeeping operations of the Library that includes acquisition, technical processing, circulation and serial control. As the Package was proprietary product of Libsys Ltd, the L&DD spending money on its annual maintenance for regular updates and troubleshooting.

Since March 2018 the L&DD decided to migrate from commercial ILMS Libsys which became obsolete to KOHA an Open source ILMS. By November 2018 1,52,170 records were migrated from Libsys to KOHA along with user interface (UI) customization as per the institutional requirement. The complete process was done in-house. As on date there are total number of 1,95,060 bibliographic records available in Koha. With the implementation of the KOHA software the L&DD has achieved 100% of automation covering all types of library activities and services such as acquisition, cataloguing, circulation, serial control, web OPAC, Patron, Advance search, Reports, Tools etc. Though Koha is an open source software, it is a true **enterprise-class ILS** with comprehensive functionality viz. multilingual, powerful search engine, compliant with all library standards and protocols. The applications and tools in Koha are world class and compliant with all web and mobile technologies making it platform independent.

#### Apart from Library automation other services provided by the library are:

##### Inter Library Loan through DELNET

DELNET is offering inter-Library loan & Document Delivery Services to its member libraries IGNOU has the membership for DELNET.

##### E-Resources for Campus & Remote Access

IGNOU Library currently provides access to over 75000 e-journals through own subscription as well as access through INFLIBNET's ESS Consortium. There are also a few e-books and e-databases. All these resources can be accessed 24X7 both inside the campus and anywhere through remote access password. About 245 theses have been uploaded on SHODHGANGA portal.

##### Anti-Plagiarism Software (URKUND)

URKUND is an automatic text-recognition system made for detecting, preventing and handling plagiarism. Library has been provided access to this tool by the UGC's INFLIBNET Centre. Teachers have been provided to URKUND so that they can check their papers and student's thesis using the system. Library also organizes periodic training sessions for students and researchers about how to use the system. All Ph.D. theses need URKUND report by the Library before its submission to the Research Unit. Over 200 theses have been processed through URKUND software.

##### Digitalization of Question Papers

Library has converted question papers of different University examinations into digital form since 2008. Over 2.5 lakhs pages have been digitized so far.

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. Learner Support and Progression

### 5.1 Learner Support

#### 5.1.1 The Institution promotes its programmes for the prospective learners through various activities

#### Answer:

Reaching the unreached and enhancing access at all levels through increased enrolment in various programmes is an avowed goal of the University and all possible avenues are utilized to achieve it. The **promotion and publicity** of IGNOU programmes for prospective learners is a continuous process, which is reflected in various activities at IGNOU Headquarters, its Regional Centres (RCs) and Learner Support Centres (LSCs) as outlined below:

#### 1. IGNOU Headquarters:

The significant promotional measures adopted at the **IGNOU Headquarters** are as follows:

- **Publicity materials** such as **Information Brochures, pamphlets, posters** spelling out the **programme outcomes, eligibility, fee, prospective employment opportunities, etc.**, are prepared by the **Schools of Study** whenever a new programme is launched and till such time as the Programme is established. These are **circulated widely** directly from the Headquarters in **schools, Colleges, Universities, among prospective employers** (both in government and private sectors), **for promoting the programme and reaching prospective learners. As a promotional activity, IGNOU also shares the success stories of its alumni and interviews with them through various channels including the IGNOU website to inspire prospective learners to join IGNOU.**
- **Publicity through newspapers, IGNOU website, FM channels and other media** is one of the major responsibilities of the **Public Information Unit (PIU)** located in the IGNOU Headquarters, which releases advertisements pertaining to admissions, prepares and disseminates press releases (to both print and electronic media) related to the launch of new academic programmes, and programmes on offer, events and activities in the Schools, Divisions and Centres of the University, circulates University News (digitalized news circulation) and other related notifications in order to share information with wider audiences and motivate prospective learners to join the IGNOU programmes that suit their needs.
- **Awareness programmes** including interviews with Experts regarding various features of IGNOU programmes on offer are broadcast through Gyan Darshan - television channel and Gyan Vani - FM radio channel throughout the year and, in particular, at the commencement of each **admission cycle**.
- **Publicity and promotion of IGNOU programmes** is a major feature of the **University website**, which provides useful and exhaustive information for all stakeholders in general and **prospective learners** in particular, in user-friendly format. Important announcements and notifications related to launch of new programmes, eligible prospective learner groups for which the programmes are intended, student support facilities available to them, fee waivers (to SC/ST categories of learners), and fee exemptions, employability aspects, and all useful information for prospective learners is **shared prominently** on the IGNOU website. Admissions are prominently publicized at the commencement of each academic session. Programme specific details about the admission procedure, programme learning outcomes, online registration, evaluation process, academic calendar, etc. are shared through the Common Prospectus and appropriate links to other relevant information. Live (on-line) and off-line coverage of various promotional activities undertaken by the University is also available through webcasting on the University website.
- **Use of Social Media like Facebook, Twitter and Instagram for publicity and promotion of IGNOU programme.**
- A dedicated **Student Support Centre (SSC)** has been established by the University not only to attend to the queries and clarifications regarding admission process, programme specific academic requirements and help redress academic grievances of existing students but also to **proactively apprise** prospective learners of relevant programmes specific to their educational and employability needs, **share promotional materials** related to various programmes as well as information about the University activities (including placements, etc.) with them.

## 2. Regional Centres of IGNOU:

One of the main functions performed by the **Regional Centres (RCs)** is to create awareness and sensitize the **potential learner groups** about the programmes being offered by IGNOU in their region. RCs adopt the following important measures for promotion and publicity :

- **Conducting awareness drives and holding meetings** at different locations in small towns, remote and tribal areas of the region. Reaching out to prospective clientele in different strata of society with emphasis on disadvantaged groups through special publicity measures;
- **Preparing promotional material** and distributing at different places with potential prospective clientele, for example, Schools, ITIs, training centres, etc. Distribution of publicity material as well as news item / promotional features etc. through newspapers in the local area is a regular activity undertaken throughout the year;
- **Organizing Open House Meetings** to acquaint people with IGNOU's programmes and procedures;
- **Organizing admission camps, seminars, symposia, workshops and collaborating** with institutions for sensitizing and spreading awareness about the university programmes and its delivery mechanisms .
- **Organizing pre-admission sessions and career guidance programmes** for prospective students/parents/visitors;
- **Promoting and popularizing IGNOU programmes** through visits to institutions and liaison with state governments and voluntary organizations;
- **Information dissemination and addressing the queries of prospective learners through a Help desk and a dedicated "May I Help You" counter;**
- Using **Community Radio/AIR and Doordarshan** for creating awareness and disseminating information about IGNOU and its programmes;
- **Adopting villages** under Government of India schemes/programmes like *Unnat Bharat Abhiyan* to facilitate awareness building in the rural clusters of the country about IGNOU and its open and flexible academic delivery of programmes;
- **Participating in book fairs and exhibitions** to disseminate information and distribute promotional materials about IGNOU; and
- **Maintaining dedicated websites at the RC** for promotion and publicity of IGNOU programmes in the respective region.

## 3. Learner Support Centres (LSCs)

The LSCs contribute to the publicity and promotion of IGNOU programmes, in the following ways:

- **Arranging promotional activities** within the LSC campus in the form of **meetings of the alumni with prospective learners**;
- **Organizing press conferences**, writing articles in local publications, **issuing press releases** in local dailies to disseminate information about the programmes the University;
- **Conducting workshops** with local schools and Community leaders;
- **Providing links** of IGNOU and its activities **on the website of the host institutions**;
- **Informing learners** regarding updated procedures, norms, policies and programmes of the University; and
- **Use of Academic Counsellors** as brand ambassadors of IGNOU.

File Description	Document
Relevant information on activities undertaken	<a href="#">View Document</a>



### **5.1.2 Activities undertaken by the Institution for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support Centers**

#### **Answer:**

The Open and Distance Learning (ODL) system of education is a comparatively unfamiliar system of education for those who have studied in the conventional system. Typical prospective learners (including first generation learners, housewives, and dropouts) require information about the system and pre-admission counselling as well as post-admission support. In response to these requirements, the University has put in place a formal and robust system for pre-admission counselling and induction of newly enrolled learners.

The following activities are undertaken for providing pre-admission counselling services to prospective learners and induction of newly enrolled learners at Headquarters, Regional Centres and Learner Support Centres of the University:

#### **Pre-Admission Counselling**

**At Headquarters:** A dedicated **Student Service Centre (SSC)** provides information and attends to all queries of the prospective learners as well as the general public, pertaining to the University and its academic programmes, through email, telephone, post and in person. **Prospective learners are counselled** about the programmes that would meet their needs and life goals, eligibility criteria for admission, methodology of teaching-learning, three-tier system of student support services, examination system, etc. Programme Coordinators and Faculty in Schools of Studies also counsel interested prospective learners about respective programmes.

**At Regional Centres:** A **Student Support Cell** at all 56 Regional Centres of the University, is responsible for providing pre-admission counselling to the prospective learners and organizing events in the Region for this purpose. An officer at the Regional Centre is specifically assigned the responsibility of responding/attending to the queries of prospective learners and guiding them promptly and properly. Regional Centres have **‘May I Help You’** counters for providing information about programmes, and guidance about their suitability to all interested visitors. Further, organizing **pre-admission counselling drives** to reach the unreached and address queries of potential learners at a variety of institutions such as schools, colleges and other organizations is a major activity undertaken by the Regional Centres.

**At Learner Support Centres:** One of the major activities of LSCs is to provide admission related information and guidance to prospective learners. **‘Self- help Corners’** / **‘May I Help You’** counters, etc. are established at LSCs, especially during the time of admission. Respective RCs organize meetings of LSC functionaries to ensure that every LSC under its jurisdiction is equipped to provide requisite information and counselling to prospective learners. The activities of pre-admission counselling conducted at LSCs are closely monitored by the RCs.

Information, support and guidance pertaining to the following aspects, but not limited to, of the University and its academic programmes and student support services are provided during pre-admission counselling:

- Concept and philosophy of ODL including the inbuilt flexibility in terms of place, pace and duration of the programme offered by the University;
- Providing guidelines to learners about choosing combination of courses in a Programme and course weightage;
- Information about the LSCs under the RCs for specific programmes;
- The time period for confirmation of admission /re-registration;
- Expected date within which the learner is likely to receive confirmation of admission;
- Programmes of study and details of fee, duration, eligibility and flexibility with regard to completion of study;
- Instructional methodology followed by the University;
- Recognition and validity of IGNOU degrees / diplomas / certificates;



- Provision of scholarships, fee concessions, fee reimbursement;
- Future prospects of jobs, advanced studies from IGNOU or avenues in other higher education institutions.

### **Conduct of Induction Meeting for newly Enrolled Learners**

**At Headquarters:** Once the admission process is over, the Regional Services Division and the Schools of Studies of the University undertakes the activity of inducting the newly enrolled learners in various programmes in a big way. The University uses its state of the art electronic media facilities – Gyan Darshan (television channel) and GyanVani (FM radio) – to conduct induction programmes for the newly enrolled learners particularly in relatively low enrolment programmes.

**At Regional Centres:** For programmes which are offered in and around a particular Regional Centre, induction programme for the newly enrolled learners are organized at the Regional Centres.

**At Learner Support Centres:** The Learner Support Centres are the main centres of activity related to the Induction Programme which is organized in face-to-face mode. In view of the importance of proper induction of the newly enrolled learners into the system, the University has made it **mandatory for every LSC to organise induction programmes**, which are attended by the LSC functionaries and officials from the RC concerned.

The following is the sequence of activities related to the induction programme organized by LSCs under the overall supervision and guidance of RC:

#### **Pre-Induction Activities at LSC:**

- Sorting out Course-wise number of the learners of admission data received from RC;
- Preparation of Counselling schedules as per norms and prescribed formats;
- Getting counselling schedules approved by the RC;
- Uploading the approved counselling schedule on LSC and RC website;
- Scheduling the date of induction meeting in consultation with RC;
- Facilitating availability of study material to the learners;
- Preparation and dispatch of invitation/welcome letters, providing information about IGNOU and importance of the induction meeting;
- Sending SMS alerts and reminders to ensure participation of all stakeholders; and
- Orienting the learners about the importance of going through the programme guide of their programme before coming for the induction meeting.

#### **Activities during Induction Meeting:**

- Introduction to the Programme and the support services provided by the LSCs followed by interaction with students;
- Address by the head of the host institution or any person of academic eminence;
- Visits of the learners to library, classroom, laboratory and other important facilities available at LSC, in particular and host institution, in general.
- Separate meetings with academic counsellors are also arranged with the learners.
- An additional session is organized to explain the programmes having practical /field work/project components.

File Description	Document
Relevant information on activities undertaken	<a href="#">View Document</a>

### 5.1.3 The status and process of online admission including payment of fees

#### Answer:

**The admission process of the University has been made completely online.** Applicants willing to join any programme are required to register by creating their user ID and password on the Online Admission Portal before submitting their application. After registration, they can submit the online application form along with the details of Programme, Regional Centre and Study Centre chosen for the purpose. They are also required to upload scanned copies of their academic credentials to prove their eligibility. The fee can be paid through Credit/Debit Card/Net Banking using the **Online Payment Gateway**. Submission of application is instantly acknowledged through SMS.

The online applications submitted by applicants are scrutinized at the **Centralized Student Registration Cell (CSRC)** located in the Student Registration Division. Admission of applicants found eligible is confirmed online, after which the applicants receive SMS/email confirming their admission. Other important details like their enrolment number, study centre address, links for downloading the digital study material etc. are also communicated along with confirmation of admission. In case any deficiency is noticed in the application, the applicants are informed about the same through SMS/email, advising them to remove the deficiency. The applicants can track the progress of their application during the entire process, making it completely transparent.

After confirmation of admission students can download their **QR Code-based student identity card** from the online admission portal after logging in. The student identity card is tamper-proof, as the name/photo/signature of the student as stored on the Online Admission Server of the University can be checked by scanning the QR code. They can also download the fee receipt from the Portal.

The process of **re-registration** (students registering for subsequent semester/year of a Programme) has also been made completely online. Students receive alerts/reminders through SMS for timely submission of **online re-registration forms**.

Requests for **cancellation of fee are processed online and fee is refunded online** as per the Refund Policy of the University.

The response of the students has been overwhelming as the online system is more convenient for students with 24x7 availability. However, considering the fact that there are disadvantaged communities and areas whom/where accessing online may be difficult, the University has kept a small window for offline admissions open.

All the Regional Centres of the University facilitate the students in submitting online applications.

Similar online admission facility is provided for Online Programmes and International Students on the **SAMARTH** portal which is a cloud-based platform.

File Description	Document
Online Admission and related activities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 5.1.4 Strategy followed by the Institution for dispatch of study material to learners

#### Answer:

The University has a dedicated Division that deals with production and distribution of study materials, namely the Material Production and Distribution Division (MPDD)

<http://www.ignou.ac.in/ignou/aboutignou/division/mpdd/introduction> which is one of the first Divisions to be set up in the University, as printed material is the most important component in the learning package.

The dispatch of the study materials is centralized and the Division has the responsibility to distribute study materials to its freshly enrolled and re-registered learners. The Division dispatches annually approximately 2.5 crore blocks (printed booklets) to its registered learners.

<http://ignou.ac.in/ignou/aboutignou/division/mpdd/material>

The University has two dedicated well equipped and termite proof Warehouses to store printed study materials before they are dispatched. The University uses two strategies for easy identification of study materials (i) alpha-numeric code and (ii) colour code. The alpha-numeric code denotes the level of the programme, discipline, and nature of the course.

Study material is stacked in the warehouse course-wise. MPDD maintains an inventory of printed study materials course-wise which is fully computerized to facilitate maintenance of stocks, periodic stock verification, packaging and timely dispatch.

The colour codes and course codes help the work force to arrange the study materials location-wise and preparation of packets course wise ready for dispatch.

<http://www.ignou.ac.in/ignou/aboutignou/division/mpdd/activities/detail/330>

The study material is dispatched in customized packets through India Post. Each packet contains postal barcode and the barcode is available on IGNOU website (Study material status).

The student can track the packet through India Post website with the help of postal barcode. On each packet, the sender's address is of the respective Regional Centre so that in case the packets are undelivered due to incomplete address/wrong address/change of address/non-availability of addressee, the same is redirected to the Regional Centre from where the learner can collect directly in person.

The study materials are also distributed through alternate modes from Regional Centres and Learner Support Centres depending upon the requirement.

A dedicated and dynamic study material status is placed on the University's website which enables the learners to see the dispatch status right from the processing level till the delivery of the same.

There is a dedicated Post Office in the IGNOU Campus to facilitate dispatch of study materials to individual learners all over India. To further speed up the process the study materials are also dispatched to the Regional Centres in bulk to distribute the materials to the learners residing within that city. For Delhi based learners, the facility of collecting study materials is available at the Headquarters.

There is also a dedicated inquiry mechanism at all Regional Centers including a Learners' Service Cell at MPDD that addresses queries received through email and also public grievance portals and in person.

The management and supervision is done by a team of permanent staff consisting of both administrative and specialized technical staff.

File Description	Document
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Material dispatch related activities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **5.1.5 Modes employed by the University to attend to learners' queries**

**Enlist the approaches given below, used by the University to attend to learners' queries:**

1. **Automated interactive voice response system**
2. **Call centre**
3. **Online Help Desk**
4. **Social media**
5. **App based support**
6. **Chat Box**
7. **E-mail Support**
8. **Interactive radio counselling**
9. **Teleconferencing**
10. **Web-conferencing**
11. **Student Services Centre/ Inquiry Counter**
12. **Postal communication**
13. **Any other (please specify)**

**Answer:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other	<a href="#">View Document</a>

### **5.1.6 Number of modes employed by the Institution to provide academic counseling services to its learners**

1. **Face to face counselling sessions**
2. **Interactive radio counselling**
3. **Online LMS based counselling**
4. **Teleconferencing**
5. **Web-conferencing**
6. **Laboratory based counselling**
7. **Internship**
8. **Workshops**
9. **Field study**
10. **Seminar**
11. **Extended Contact Programme (ECP)**

**12. Enhancement of Professional Competency (EPC)****13. Any other (please specify)**

**Answer:** A. Any 8 or more of the above

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link to counselling schedules for current year	<a href="#">View Document</a>

**5.1.7 Average percentage of grievances received at HQ and redressed year wise over the last five years**

**Answer:** 98.67

**5.1.7.1 Number of grievances received at HQ and redressed year wise over the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
269112	187390	226091	179379	258287

**5.1.7.2 Total number of grievances received at HQ and redressed year wise over the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
271272	189840	229255	181362	263837

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web link to Grievance Redressal Mechanism Committee for learners	<a href="#">View Document</a>

**5.1.8 Reaching out to special learners like persons with disabilities, prison inmates, employees of defense or security forces, transgenders, SC / ST, minorities, women; learners from rural and remote areas etc**

**Answer:**

The University is mandated to reach the unreached and marginalized sections of the society. To address the varied needs of different target groups, the University extends its outreach by opening Special Learner Support Centres (SLSCs). To cater to the needs of special target groups, following efforts have been made:

- Recognized Regional Centres (RRCs) for armed forces and paramilitary personnel and their family members have been established and are located at the Regional Command headquarters. At present, there are 11 RRCs: 6 for Army, 4 for Navy and 1 for Assam Rifles operating through their own network of 84 LSCs to provide learner support services to this particular target group. The functions of RRCs are facilitated through a single window system located in the Regional Services Division of IGNOU HQs.
- Educational opportunities to jail inmates in the district and central jails located across the country have been provided. Beginning with the LSC in Tihar Jail, New Delhi in 1994, there are 163 IGNOU Special

LSCs set up in jails across India. University exempts admission fee and facilitates teaching learning activities by providing study materials and academic counselling support.

- Learner Support Centres (LSCs) for women have been established in Women's universities and colleges to facilitate women learners who do not opt for co-educational Regular LSCs. Educational requirements of the women coming from minority communities are also met at these Centers.
- The University reaches out to transgender persons through awareness campaigns encouraging them to enroll in IGNOU programmes. During the admission periods special awareness campaigns are organized for them by the Regional Centres.
- Fee reimbursement/fee exemption to learners from SC/ST category under the Direct Benefit Transfer (DBT) scheme - SCSP & TSP Plan; Grant provided by the Government of India;
- Setting up of SLSCs to cater to the needs of the SC, ST, women persons with disabilities and persons living in rural and remote areas. To give focused attention to the educational development of the eight states in the NER, IGNOU has established nine Regional Centres and provides support services through a network of 395 LSCs.
- Awareness camps for weavers' community were organized across the country by the Regional Centers. Many of them have taken admission in the Programmes offered by IGNOU especially the Bachelor's Preparatory Programme. RC Varanasi enrolled more than 2000 students from the weaver community.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
List of Special Learner Support Centres	<a href="#">View Document</a>

**5.1.9 Percentage of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other year wise over the last five years**

**Answer:** 31.5

**5.1.9.1 Number of learners with disadvantaged group benefitted by financial support**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
107713	49886	125621	89541	3912

**5.1.9.2 Total number of learners of disadvantaged group enrolled**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
286736	260359	250157	185053	180246

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>



**Answer:** 78.97

5.2.2.1 Number of newly enrolled learners registered for term end examination in the preceding academic year

Answer: 429305

5.2.2.2 Total number of learners enrolled in the preceding academic year

Answer: 543652

File Description	Document
Web-link of examination schedule	<a href="#">View Document</a>
List of programmes on offer	<a href="#">View Document</a>
List of learners (only newly enrolled)registered for term end examinations	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>

**5.2.3 Percentage of learners enrolled in the preceding academic year (only newly enrolled) have appeared for term end examination**

**Answer:** 61.85

5.2.3.1 Number of newly enrolled learners appeared in the preceding year

Answer: 336245

5.2.3.2 Total number of learners enrolled in term end examination in the preceding year

Answer: 543652

File Description	Document
List of programmes on offer	<a href="#">View Document</a>
List of learners (only freshly enrolled)who have passed term end examination	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link of examination schedule	<a href="#">View Document</a>

**5.2.4 Percentage of learners enrolled in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination**

**Answer:** 34.83

5.2.4.1 Number of freshly enrolled learners passed in the preceding year

Answer: 189336



## 5.2.4.2 Total number of freshly enrolled learners in term end examination in the preceding year

Answer: 543652

File Description	Document
List of programmes on offer	<a href="#">View Document</a>
List of learners (only freshly enrolled)who have passed term end examination	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Web-link of examination schedule	<a href="#">View Document</a>

## 5.2.5 Number of placement drives conducted by the institution for the learners year wise over the last five years

Answer: 28

## 5.2.5.1 Number of placement drives conducted by the institution...

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
14	3	1	6	4

File Description	Document
Reports of the campus placement drives	<a href="#">View Document</a>
Institutional data in prescribed format File	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5.3 Alumni Engagement

## 5.3.1 Percentage of passed out learners enrolled in Alumni Association

Answer: 0.5

## 5.3.1.1 Number of passed out learners enrolled in alumni association

Answer: 10000

## 5.3.1.2 Total number of passed out learners of the OU since inception till preceding year

Answer: 2000000

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>

## 5.3.2 The Alumni Association facilitates its members by the following

1. *online enrolment for its membership*
2. *online networking amongst its Alumni members*
3. *online payment of fees*
4. *donation by Alumni*
5. *any other*

**Answer:** E. None of the above

File Description	Document
Institutional data in prescribed format File	<a href="#">View Document</a>

**5.3.3 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years**

**Answer:**

The Alumni related activities of the University are conducted at IGNOU Headquarters, New Delhi (<http://ignou.ac.in/ignou/aboutignou/icc/cpc/introduction>) including placements for its heterogeneous and dispersed learner population who have successfully completed their programmes of study at the University. The alumni of the University are registered through, an Alumni Registration Form (<http://ignou.ac.in/ignou/aboutignou/icc/cpc/Registration%20Portal>). Currently, the University has a network of 10,000 alumni and which is continuously increasing.

### **Contribution of Alumni to the development of the Institution**

The alumni of the University significantly contribute in the following ways:

- Facilitating and organizing placement drives by coordinating with different recruiting agencies and industries;
- Acting as an interface between the industry and the students / alumni. During the last five years (2014-19), the Alumni of the University facilitated in 28 placement drives and 2223 learners have been absorbed into various organizations;
- Brand Ambassadors of the University propagating ODL philosophy and facilitating potential learners to join the University;
- Conducting counseling sessions as LSCs as Academic Counsellors and participating in the evaluation process.

### **Action Taken for Strengthening Alumni Association and Network**

The University is further strengthening the Alumni Association of the University so that the resourceful alumnus and their affiliating companies may be identified for helping the students for their suitable placement. Some of the significant activities undertaken by the University in this direction are:

- Dedicated web portal for IGNOU Alumni;
- Regional Alumni network at the Regional Offices of the University;
- Collaborating with the Alumni towards skill development and competency enhancement.

File Description	Document

## 6. Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance, perspective plans and stakeholder's participation in the decision making bodies leading to institutional excellence**

#### Answer:

The Vision and Mission of the University are enshrined in the IGNOU Act, 1985 and reflected in the objectives of the University. The Vision and Mission of the University were approved in the 72nd meeting of the BOM . The Vision of IGNOU is:

*“Indira Gandhi National Open University, the National Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill upgradation and training to all, by using innovative technologies and methodologies and ensuring convergence of existing systems for massive human resource required for promoting national development and global understanding” .<http://www.ignou.ac.in/ignou/aboutignou/profile/4>*

The Vision and Mission of the University are reflected in all aspects of its functioning as outlined below.

#### 1. Academic and Administrative Governance:

The **Vision** of the University for ‘*providing seamless access to quality education*’ is reflected in the **policies framed** by the statutory bodies for academic and administrative processes and activities including *the types of programmes (higher education, skill and professional development), methods of instruction, modes of delivery, norms for learner support services, expansion of outreach for last mile connectivity*. **IGNOU implements its Vision of convergence of existing systems** for massive human resource required, through resource sharing, collaboration and convergence with the HEIs and other institutions . The **Vision of using innovative technologies and methodologies** is realised through *substantial use of electronic media and ICTs* in the teaching-learning processes and day-to-day governance.

#### 2. Perspective Plans:

The Planning Board oversees the *overall planning of the University* and sets the future directions **in keeping with the Vision of generating human resources** required for promoting national development . Long-term plans (2-5 years) are attuned to the emerging educational and training needs of the nation in accordance with the Vision and Mission of the University, short-term (100 days) and mid-term (365 days) plans ensure that the University activities are scheduled to attain its goals in a time-bound manner.

#### 3. Stakeholder's Participation in Decision making:

*For ensuring its vision of international recognition and presence*, the University has *renowned experts as members in all its statutory bodies and substantial presence of internal members and other stakeholders* in the statutory bodies, which is also a manifestation of participatory decision making . Deliberations held regularly with various sections of the University community including RCs and LSCs and channels for communication with learners ensure continuous inputs of stakeholders in decision making .

#### 4. Institutional Excellence:

*The Vision of providing quality education, skill upgradation and training to all* is reflected in the *multiple media self-learning materials of IGNOU acknowledged worldwide for their high quality* . The University also promotes excellence in research . The ever-growing population of diverse learners on IGNOU's rolls in its major programmes, expanding network of LSCs, use of multiple media (radio, TV, internet, apps, online education), help to disadvantaged sections through Scholarships and fee-waivers, and constant endeavour to attain institutional excellence are a testimony to its commitment to its Vision and Mission .

File Description	Document
Vision and Mission documents approved by the statutory bodies	<a href="#">View Document</a>
Report of achievements which led to institutional excellence	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.**

**Answer:**

The goal-oriented effective leadership of the University is reflected in its commitment to achieving its objectives of **access, equity and quality** through decentralization of academic, administrative and financial functions and powers, and participative decision making. This is effected through a **three tier** organizational structure – **Headquarter** (Schools, Divisions, Centres and Units), **Regional Centres (RCs)** and **Learner Support Centres (LSCs)** .<http://www.ignou.ac.in/ignou/aboutignou/division/rsd/3tlearnersupport>

The academic leadership (Vice Chancellor, Pro-Vice Chancellor, Directors of Schools and Centres, Heads of Divisions and Units) of IGNOU consciously engenders **collective leadership** and **participatory decision making** in its functioning and ensures **complete transparency** by involving all stakeholders in various statutory bodies/Committees. This leadership approach is reflected in the following institutional practices in the University:

**1. Decentralisation**

**The commitment of leadership to decentralisation** is reflected in the functioning of the University's **Statutory Bodies** (*Board of Management, Finance Committee, Planning Board, Academic Council, Research Council, School Boards*) and their **Standing Committees** (*Establishment Committee, Student Services Committee, Grievance Redressal Committee, etc.*), which draw upon the collective wisdom and diverse experiences of national experts and internal members in framing and implementing policies .[.http://www.ignou.ac.in/ignou/aboutignou/authority/member/detail/4/ram\\_nath\\_kovind-4862](http://www.ignou.ac.in/ignou/aboutignou/authority/member/detail/4/ram_nath_kovind-4862)

**Decentralization is promoted by the leadership** by *encouraging and facilitating autonomy and flexibility in the development and implementation of academic programmes* as delineated below:

- 1. Academic Programme Development: Schools of Studies** are the foci for all academic matters. Directors of Schools and Programme Coordination Teams comprising Faculty members manage all activities related to the Programme. The **School Board** takes decisions on all aspects of Academic Programmes . Research Degree Programmes are implemented under the guidance of Doctoral Committees . The Centres of the University such as National Centre for Disability Studies and National Centre for Innovation in Distance Education cater to specialized requirements of the University.
- 2. Academic Programme Implementation:** The leadership manages effectively the **decentralized three tier structure** of the University comprising **Headquarters, RCs** and **LSCs** for implementation and delivery of Programmes, which involves providing academic and administrative support to learners for pre-admission counseling, academic counseling, evaluation, placement, etc.

**Financial decentralisation** is reflected in delegation of financial powers to the Officers of the University . **Considerable autonomy is accorded by the leadership** to different units (including RCs) of the University in deciding the budgets and expenditure of budgeted funds for specific activities .

File Description	Document
Information / documents pertaining to leadership	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 *The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables*

#### Answer:

The **Planning Board** is responsible for approving strategic plans and monitoring the University's development in accordance with the Vision, Mission and Objects of the University. The annual and long-term strategic plans spell out specific **objectives, deliverables**, financial, infrastructural and human resource requirements for Schools/Divisions, RCs, and LSCs *vis-a-vis* development of new Programmes, revision of Programmes/courses, enhancing access and equity, augmentation of infrastructure and facilities including ICTs, increase in workforce, expansion of student support network, increasing the reach, etc. The practices followed by the University for development, deployment, monitoring and assessment of its strategic plans are:

#### 1. Methodology Adopted for Developing Strategic Plan:

Long-term plans (2-5 years) are formulated **with inputs from Schools and Divisions responsible for development, delivery and implementation of all activities pertaining to teaching-learning**. Accordingly, short-term (100 days) and mid-term (365 days) plan documents specifying **quarterly/annual targets and achievements** for Schools/Divisions/Centres/Units and RCs are also prepared (<http://ignou.ac.in/ignou/aboutignou/division/pdd/Major%20ReportsPublicationsPolicyDocuments>).

All proposals and activities are juxtaposed against the University's goals, optimization of resources, appropriateness, value addition, etc. and approved by the relevant statutory body **before** being implemented to ensure that the plans are aligned with the University's goals. (<http://www.ignou.ac.in/ignou/aboutignou/authoritys/26>).

#### 2. Mechanism for the Deployment of the Strategic Plan:

The strategic plans approved by the statutory bodies are communicated to respective Schools/Divisions/Centres/Units for implementation. **Action Taken Reports** are sought by the Statutory bodies to keep a close watch on the process of deployment.

The strategic plans for Academic Programmes deployed by the Schools of Studies are in a series of distinct phases reflecting: (i) **Programme Proposal**, (ii) **Programme Development**, and (iii) **Programme Launch**. Each phase requires the approval of statutory bodies (<http://www.ignou.ac.in/userfiles/New%20Guidelines%20on%20Approval%20&%20Launch%20of%20Acaden>). Similarly, planned activities for Divisions/Centres/Units are deployed with appropriate timelines.

#### 3. Monitoring and Assessment of the Deliverables:

The mid-term and short-term plans as well as 'quarterly and **annual outcome budgets** are the mechanisms adopted by the University for monitoring and assessment of the deliverables in all activities (<http://ignou.ac.in/userfiles/annual%20outcome%20budget%202019-20.pdf>). These are collated with inputs from Schools and implementing Divisions and the progress is monitored against given criteria. The targets assigned to RCs and LSCs and their performance are monitored on a regular basis by the Regional Services Division (RSD) at Headquarters and **monthly reports** are generated. (<http://ignou.ac.in/ignou/aboutignou/division/rsd/monthlymonitoringreport>)

The Standing Committee of the Board of Management (BOM), namely, the **Student Support Services Committee** monitors the implementation of the strategic plans at RCs and LSCs

(<http://ignou.ac.in/ignou/aboutignou/authority/committee/7/5055>). The Planning and Development Division collates all information in respect of monitoring and presents the deliverables in the **Annual Report** which is approved by the **BOM** and subsequently placed before the **Parliament** every year (<http://ignou.ac.in/ignou/aboutignou/division/pdd/annual%20report>).

File Description	Document
Perspective / Plan and deployment documents	<a href="#">View Document</a>
Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc**

**Answer:**

#### **1. Organizational Structure of the Institution:**

The President of India is the Visitor of the University. The Board of Management, the Academic Council, the Planning Board, the Research Council, the Schools of Studies, and the Finance Committee constitute the Authorities of the University. The Vice-Chancellor is the principal academic and executive officer of the University. The Pro-Vice-Chancellors, Directors of Schools, Registrars, Finance Officer are the other Officers of the University. In addition, there are several **Divisions/Centres/Units/Cells** and **Committees** at various levels for implementation of the University's policies and decisions .

The powers and functions of the Authorities, Officers and other functionaries of the University are stipulated in the IGNOU Act, Statutes, Ordinances and Regulations.

#### **1. Effectiveness and efficiency of functioning:**

The policies, administrative setup, appointments, service rules, procedures, etc. are geared towards effective and efficient functioning of the University as outlined below:

**Policies:** The policy of **synergy with the national higher education system** and **resource sharing** followed by IGNOU for effective use of national resources for teaching-learning; the policy of **sharing of expertise** in Programme development and resources in delivery for enhanced efficiency; the **policy of digitalization** for content development and delivery, student support and administrative activities for greater reach and effectiveness .

**Administrative setup:** The administrative set-up is **decentralized** and **geared to deliver time-bound outcomes**. In addition to the Administration Division, specific Divisions with clear responsibilities and deliverables have been created at Headquarters for major **learner-centred** activities such as **Student Registration, Material Production and Distribution, Student Evaluation** headed by **Registrars** to ensure prompt and timely delivery of services to learners. A country-wide network of 56 Regional Centres, each headed by a Regional Director, is in place to further enhance the responsiveness and efficacy of the University.

**Procedures:** Clearly spelt out rules and procedures for conduct of meetings of statutory bodies, establishing and monitoring national and international Study Centres, purchasing library books as well as other goods and services are implemented. The GFRs are followed in all financial activities (4). Well laid down procedures and Manuals for developing SLMs, conducting research degree programmes, student registration and evaluation,



re-evaluation, as well as for training of functionaries such as Programme/Course Coordinators, Regional Directors, LSC Coordinators, Academic Counselors, etc., aid in standardization, and uniform implementation .

**Appointments, service rules**, etc.: Appointments in the University are made strictly as per the provisions of the IGNOU Act and Recruitment and Promotion Rules approved by the Board of Management . The appointment and promotion rules of the University for the relevant cadre(s) are in conformity with the UGC regulations. The service conditions, and disciplinary measures are governed by well established **service rules, leave rules** and **regulations** . The Establishment Committee oversees the service matters and the Grievance Redressal Committee of the BOM addresses the grievances of the employees .

File Description	Document
Minutes of the meetings of various bodies / relevant committees	<a href="#">View Document</a>
Annual Report of the preceding academic year	<a href="#">View Document</a>
Organogram of the Institution	<a href="#">View Document</a>

### 6.2.3 Areas of operation of Institution which has e-governance implementation

#### 1. Planning and Development

#### 2. Administration

#### 3. Finance and Accounts

#### 4. Student Admission and Support

#### 5. Examination

**Answer:** A. Any 4 or more of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 6.3 Faculty Development or Empowerment Strategies

#### 6.3.1 The institution has effective welfare measures for teachers, other academics and non-academic staff

**Answer:**

The University has some of the best welfare measures schemes for its employees, a few of which are as follows:

**1. Health Services:** The University has empanelled a large number of specialized and superspecialized hospitals and diagnostic laboratories across the country to provide health services at CGHS or IGNOU rates, to all its employees including superannuated and their dependents for both outdoor and indoor treatments. The

University also has an arrangement under which the employees can avail cashless outdoor consultancy services with a **panel of doctors** all across the country. Further, a fully operational **Health Centre** at its Headquarters provides free health consultancy by a panel of doctors from different streams of medicine like **allopathy, homeopathy and ayurveda**. The Health Centre also provides sample collection facility for diagnostic tests suggested by the doctors on the University's panel. In addition, the health services have been extended to all the contractual employees of the University through **Employees State Insurance (ESI)** scheme whereby they avail medical services in the hospitals under ESI scheme. The premium for the ESI scheme is paid by the University on behalf of these employees. The University, in collaboration with reputed hospitals / medical service providers, regularly organises **Health Awareness Camps** and free health checkups for its employees.

**2. Housing:** The University Headquarters has a sprawling residential complex having (i) 342 houses, (ii) shopping complex, (iii) Medical Health Centre, (iv) Parks and play grounds. In addition, the University also has 60 flats at the Asian Games Village, Delhi and six flats in Old JNU Campus, Delhi. **Thus about 410 families of IGNOU staff reside in IGNOU's own residences.**

**3. Schooling for Wards:** The University has made special efforts to obtain permission from Kendriya Vidyalaya Sangathan to allow IGNOU employees to get their wards admitted in the Kendriya Vidyalaya located in JNU campus under Central Government employees quota.

**4. Transportation:** The University provides free shuttle bus service operating from the campus to the main road / nearest metro station / bus stand at stipulated timings. Free shuttle bus services within the campus are also provided during office hours at regular intervals. In addition, subsidised transport is provided to the wards of employees going to Kendriya Vidyalaya located in JNU campus.

**5. Crèche:** The University has set up a *Crèche* facility for the benefit of its staff.

**6. Parks:** The University campus is aesthetically landscaped. The residential campus has several parks and playgrounds for recreation, sports and cultural facilities of children and residents .

**7. Shopping Complex, having** grocery stores, dairy shops etc in the campus.

**8. Hygiene and Security:** The University has outsourced the housekeeping job to provide and maintain a clean campus with the help of a large number of house keeping staff. Further, a large number of dedicated Security staff maintains round the clock security at the campus.

**9. Other Amenities** include a nationalized bank, post office, canteens, and horticulture farms along with a sales counter for chemical-free horticulture produce.

<http://ignou.ac.in/ignou/aboutignou/division/ad/Welfare%20Measures%20for%20IGNOU%20Employees%20>

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Policy document on welfare measures	<a href="#">View Document</a>
List of beneficiaries of welfare measures	<a href="#">View Document</a>

**6.3.2 Average percentage of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years**

**Answer:** 0.48



6.3.2.1 Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	0	0	0

File Description	Document
Institutional data in prescribed format file	<a href="#">View Document</a>

**6.3.3 Total number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff year wise over the last five years**

**Answer:** 11.8

6.3.3.1 Number of professional development or administrative training Programmes organized for teachers/ other academics / non-academic staff year-wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
14	15	7	18	5

File Description	Document
Schedules of programmes organized for teachers, other academics and non-academic staff	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), year-wise over the last five years.**

**Answer:** 16.01

6.3.4.1 Total number of teachers and other academics attended PDPs year wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
55	129	112	84	35

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
Letters to teachers and other academics attending PDPs over the last five years (Data Template)	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

CIQA report summary	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**6.3.5 Average percentage of non-academic staff attended training Programmes, year-wise over the last five years**

**Answer:** 6.49

6.3.5.1 Total number of full time non-academic staff attaneding PDPs year wise over the last five year

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
92	112	54	168	22

6.3.5.2 Number of full- time non-academic staff..

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1334	1361	1387	1410	1437

File Description	Document
Letters to non-academic staff attending administrative training programmes	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
CIQA report summary	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**6.3.6 Institution has Performance Appraisal System for teaching and non-teaching staff**

**Answer:**

The University has well laid down policy of performance appraisal system for teachers, other academics and non-academic staff.

**1. Teachers and Other Academic:**

The performance appraisal system for teachers and other academics of the University for Career Advancement is, in accordance with the Ordinances on (i) Career Advancement Scheme (CAS) of Teachers, and (ii) Career Advancement Scheme (CAS) of Academics, respectively. These Ordinances based on VI Pay Commission and UGC guidelines, are approved by the Board of Management (BOM) and the Visitor of the University (<http://ignou.ac.in/ignou/aboutignou/division/ad/r%2526rules>). The CAS Ordinances for teachers and academics, as per VII Pay Commission, are in the pipeline.

For promotion under CAS, a teacher / academic submits Performance Based Appraisal System (PBAS) proforma, in accordance with UGC template, supported by all credentials as per the Academic Performance Indicator (API) guidelines set out in the Regulations, and duly authenticated by the Director/Unit Head.

The promotions of teachers and academics are made on the recommendations of a Screening-cum-Evaluation Committee / Selection Committee as per the statutory provisions. The recommendations are placed before the BOM of the University for approval. The University maintains the updated Seniority lists of teachers ([http://ignou.ac.in/userfiles/List%20of%20Teachers%20including%20basic%20pay%20as%20on%2021\\_01\\_20](http://ignou.ac.in/userfiles/List%20of%20Teachers%20including%20basic%20pay%20as%20on%2021_01_20)) and other academics ([http://ignou.ac.in/userfiles/List\\_of\\_Academics\\_0220.pdf](http://ignou.ac.in/userfiles/List_of_Academics_0220.pdf))

### 1. Non-academic staff:

Performance appraisal for non-academic staff of the University is followed systematically for all upward mobility based on the assessment of the employee's Annual Performance Appraisal Report (APAR) which has to be submitted to the respective Reporting Officer and which is concurred by the Reviewing Officer. Employee's performance is assessed on a 10 point scale and Confidential Report (CR). An overall grading of 1 or 2 on this scale is to be adequately justified in writing by way of specific failures. Similarly, an overall grade of 9 or 10 is to be justified in writing with respect to specific accomplishments. The general range (3 to 8) of performances are categorised into average, good, outstanding.

The University has adopted the Recruitment and Promotion Rules, 2010 (Central Government Employees) for all its non-academic Group A, B & C employees excluding the officers of the University covered under Section 9 of IGNOU Act. The Departmental Promotion Committee (DPC) of the University follows the instructions issued by GoI from time to time on procedure to be adopted for promotion, adherence to R & P Rules and number of existing and anticipated vacancies. The appointing authority considers the recommendations of the DPC. The period of service which qualifies for promotion under these rules is completed years of continuous service only. In addition, the non-academic employees also avail the benefit of MACP scheme, as per VI Pay Commission, for promotions. (<http://ignou.ac.in/ignou/aboutignou/division/ad/r%2526prules>) The University maintains the updated Seniority List of different cadres of non-academic employees. (<http://ignou.ac.in/ignou/aboutignou/division/ad/senioritylistnonacademic>)

File Description	Document
Performance appraisal policy of the Institution	<a href="#">View Document</a>
Document on promotion/CAS for teachers, other academic and non-academic	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits over the last five years

#### Answer:

The University has an efficient and effective mechanism for both internal and external audit, for ensuring prudent financial management and compliance to Financial Code.

- Internal Audit:** The Internal Audit of the University is conducted annually by the **Internal Audit Cell** set up in Finance and Accounts Division of the University, which has been functioning as per the provisions of **Financial Code** of the University (<http://ignou.ac.in/userfiles/Finance%20Code.pdf>). The Internal Audit Cell is responsible for conducting **audit of all the Schools of Studies, Divisions, Institutes, Centres, Units and Cells at the Headquarters, 56 RRCs and 07 RECs** spread across the country. Audit of these Units is periodically conducted by Internal Audit Cell and the Inspection Report containing Audit observations is issued to the concerned Unit(s) for compliance. The University also gets the internal audit of some Units done by competent CAs.
- External Audit:** The IGNOU Act, 1985 as well as the Financial Code stipulates that there shall be an **External Audit by the office of the Director General (Audit) Central Expenditure (DGACE)**, New Delhi twice a year for transaction audit and audit of annual accounts of the University. Accordingly, the DGACE conducts transaction audit every year and Inspection Report is issued by them. The Inspection

Report contains the audit objection of the current year and also the status of all outstanding paragraphs of the previous Inspection Report(s). The Finance & Accounts Division of the University replies to these audit objections on the basis of inputs from the concerned unit of the University and settles the audit objections. The University submits replies to 'audit paragraphs' to the DGACE. During the last 5 years, 192 'audit paragraphs' were settled after satisfying the external audit team of DGACE, during the course of their regular audit, about proper compliance to the observations/objections raised in those 'paragraphs'.

The **Annual Accounts of the University are prepared each year** in the format approved by the **Comptroller and Auditor General (CAG) of India**. These accounts are **placed before the Finance Committee** (<http://ignou.ac.in/ignou/aboutignou/authoritys/21>) **and the Board of Management (BOM)** (<http://ignou.ac.in/ignou/aboutignou/authoritys/1>) before being presented for audit to the DGACE every year. Based on the audit of Annual Accounts done by DGACE, CAG issues Audit Report along with the comments of the University which is placed before the Finance Committee and the Board of Management (BOM) of the University. After **the approval of BOM**, it is **submitted to the MHRD, Govt. of India** for being placed before the **Parliament of India**. A brief of the audited Annual Accounts of the University is included in the Annual Report of the University. In order to ensure transparency, the University places the audited Annual Accounts in public domain at its official website (<http://www.ignou.ac.in>). The audited Annual Accounts of the University for the last five financial years, *viz.* 2014-2015, 2015-2016, 2016-2017, 2017-2018 and 2018-2019 can be accessed at <http://www.ignou.ac.in/ignou/aboutignou/division/31/annual>

File Description	Document
Policy on internal and external audit mechanisms	<a href="#">View Document</a>
Financial audit reports over the last five years	<a href="#">View Document</a>

#### 6.4.2 Institutional strategies for mobilization of funds and optimum utilization of resources

##### Answer:

The University is a self sustained institution which generates most its financial recourses of its own, majority of which comes from the fee of the students besides planned and developmental grants received from Ministry/HEFA Loan. Since most of financial resources are generated internally, hence the University is committed towards optimum utilization of its resources.

The University mobilizes funds primarily from internal resources through student fees (programme fee, change of medium/LSC/Electives, examination/re-evaluation fee etc.), Central/State Governments for Collaborative Projects, professional fee from training and capacity building and sharing of IGNOU SLM with other HEIs. And external planned Grants from Ministry/HEFA Loan.  
([http://www.ignou.ac.in/userfiles/Resource\\_Moblisation.pdf](http://www.ignou.ac.in/userfiles/Resource_Moblisation.pdf))

The University follows two-tier strategy for optimal utilization of its financial and human resources *viz.* at planning level and at execution level.  
(<http://www.ignou.ac.in/userfiles/OPTIMAL%20UTILIZATION%20OF%20RESOURCES.pdf>)

The institutional strategies for resource mobilization and its optimum utilization are further classified in the following four categories and these are: Financial, Human Resources, Academic and Infrastructure.

**Financial Resources:** University follows fee rationalization strategies to maximize its internal resources and cost effective measures on expenditures for its optimum utilization. Shifting towards digital SLMs from printed SLMs, Online Admissions through internet payment gateway, progressive shifting towards TV-Radio based counseling from face to face counseling, restructuring the Regional Centres and LSCs and their staff pattern are some of strategies adopted by the University towards optimum utilization of financial resources. Financial

resource mobilization through fee collection for the previous year (2018-19) was 569.47 crores which accounted for more than 70 per cent of the total receipts.

**Human Resources:** The University has over 495 Teachers/ Academics and over 1250 Administrative/ Technical resources. Their services are being optimally utilized by merging different independent units/ cells into the Divisions/ Schools and restructuring staff pattern at the Regional Centres based on enrollment pattern. It is significant to note that almost negligible recruitment at Teachers, academic and Administrative level has taken place in last five years and University has managed its operations existing pool of the staff.

**Academic Resources:** The University has flexible and inter compatible programme and course structure wherein courses of one programme can opted as electives in other programmes. Besides, University has also upgraded its certificate level programmes into diploma/PG Diploma level and thus optimally utilizing its available academic resources. Web based applications for institutional image building and extensive use of Facebook and Twitter for institution-students linkages have been established.

**Infrastructure:** The University has its Headquarters at New Delhi and 56 Regional Centres (RCs) in the States/ UTs. In last five years, some of the RCs have moved from rented building to its own campuses. Few of the RCs have been allocated land and remaining RCs are either functional from own building or reduced their carper areas (reduced rental expenditures) depending upon the enrollment pattern and thus optimally utilizing its infrastructure resources. The infrastructure reallocation has also been implemented at the University Headquarters for optimal utilization of available office space.

File Description	Document
Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council	<a href="#">View Document</a>
Procedures for optimal resource utilization	<a href="#">View Document</a>

#### **6.4.3 Average percentage of expenditure by the Institution on learner support services year-wise over the last five years**

**Answer:** 71.71

##### 6.4.3.1 Total expenditure on learner support services

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
22038.59	24493.1	23620.33	20123.82	23791.43

File Description	Document
Statement of expenditure over the last five years	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

#### **6.5 Internal Quality Assurance System**

##### **6.5.1 Details of the activities of CIQA listed below:**

**1. Number of Programme Project Reports (PPRs) prepared**

**2. Number of workshops/ seminars organized on quality related themes**

**3. Number of innovative practices implemented for quality enhancement**

**4. Number of initiatives undertaken for system based research**

**5. Number of feedback mechanisms developed for different stakeholders**

**6. Activities undertaken for recognition and accreditation of the Institution**

**7. Any other activity**

**Answer:** A. More than 5 of the above

File Description	Document
Reports of the activities	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**6.5.2 Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc**

**Answer:**

IGNOU has taken various initiatives for quality improvement in all areas of its activities like the learner performance, teaching-learning, assessment process and learning outcomes, feedback collection, administrative reforms and financial management etc. As impact analysis for quality improvement needs timely review of the university performances, collection and analysis of huge array of data, the University from time to time, has come out with decadal reviews and significant publications encompassing various types of data base. Towards this data endeavour in the period under reference IGNOU has developed important documents

**The Three Decades of Distance Education (IGNOU – (2016)** highlights the impact of the policies and strategies espoused by the institution from time to time and exhibit trends of the enrollment pattern in various programmes offered by IGNOU and underlines the outcomes of various policy decision taken by the university impacting the growth of enrollment in the programmes. **The Nurturing Social Equity Through Distance Education (2016):** elucidates the overall growth rate of the enrollment of learners from marginalized section of society such as female, SC/ST/OBC/PwD category, urban/rural, employed/unemployed etc. **The work Expanding Access to Higher Education Through ODL (2017) present** year-wise growth rate of student in enrollment in each programme at each Regional Centre. Regional Centre, share of each Regional Centres in the total enrollment of IGNOU till 2016. It also highlight the most sought-after programmes at each Regional Centre. **The Wings of Success: IGNOU Pass-outs (2018)** highlights pass-out rates of students in credit-based academic programmes of IGNOU and provides insights into the average time taken by the students in successful completion of the programmes. The above mentioned document can be accessed from the IGNOU website.

IGNOU after getting feedbacks from various formal and informal mechanisms from students, academic counselors, experts and other stakeholders have regularly revised and updated study materials with up to date data, findings and perspective, introduced innovative teaching-learning process, integrated of ICTs and new delivery mechanisms

- The university has put in place an effective arrangement for the online registration of over 7 lakh students per academic session.
- The university has introduced online delivery of programme and provides 15% fee exemption for exercising such option.
- All SLMs of IGNOU are also available to the learner through egyptankosh - an e-repository (5)



- Recently, the SLMs are also made available to the learners through IGNOU e-content App available in Google Playstore.
- All the video programmes are available in the Youtube channel.
- The electronic media like Gyandarshan, Gyanvani are reactivated to support the learners. Besides telecasting pre-recorded programme, interactive Radio Counseling and Teleconferencing etc are used to facilitate two-way communication between teacher and learner.
- To suffice to students' need IGNOU has also established special Programme Centers in collaboration with local institution across the country. e.g. the School of Agriculture has established more than 135 Programme Centres across the country .
- To serve the students IGNOU has a dedicated **Student Services Centre (SSC)**, Learners have **direct access** to the Programme Coordinators, **Student Zone** of the University website, **IGNOU Student App** facilitates for learners, **Sugamya Pustakalaya for learners with special needs, quick online delivery of SLMs in digital form**, through an APP and e-Gyankosh, facilities of **re-evaluation** of answer scripts, **Placement Cells for IGNOU pass outs**. Even the grievance redressal mechanism have been digitized for easy access and tracking.
- IGNOU has introduced effective system of Student Grievance Redressal. The SSC Answers queries received via fax, regular post, emails, SMS, Whatapps, telephone call and on line portal. The student grievances have also been linked to iGRAM portal of the MHRD to redress their grievances more transparently and efficiently.
- It has initiated skill development programme in the backward and remote areas and in the minority dominated areas The university has also made special initiatives for the North eastern part of the country
- **Fee Exemption:** IGNOU has been providing the opportunity of fee exemption to students belonging to Scheduled Castes and Scheduled Tribes.
- **Programme for Jails Inmates:** In order to enhance the outreach of education among jail inmates, IGNOU is providing free education in various programmes at 163 Study Centres in Jails under 45 Regional Centres of IGNOU spread across the country.
- **Special Study Centres for Disadvantaged People:** The Regional Services Division (RSD) have made focused efforts to extend the outreach of the University to places and people *hitherto* unreached and to bring about qualitative improvement in Students Support Services. During the last one year, 424 Learner Support Centres (LSC) have been established, out of which 29 are Special LSCs catering to the educational needs of the disadvantaged population.
- IGNOU acts as National Coordinator for the SWAYAM project of MHRD for design and development of courses at Diploma and Certificate Levels. IGNOU has produced 14 under SWAYAM which are duly approved by the statutory body, the Academic Council. At present 5th cycle of their offer is going on in this January'2020 session.
- IGNOU has introduced the Quick Response Code (QR Code) for effective design and delivery of SLM to learners By embedding QR codes which includes generating and assigning of QR codes to various Open Educational Resources (OERs) like audio / video content, eBooks, presentations, virtual labs, podcasts etc., and contextually placing them in the Self Instructional Material (SIM) learners can enhance the learning experience. It provides an alternative access format for students who need additional support in reading and writing. <http://www.ignou.ac.in/ignou/aboutignou/school/socis/publications>.
- To provide flexible solution with seamless integration of diverse processes and to provide effective access of information to all the stakeholders of the University in collaboration with the Delhi University SAMARTH Project Team (IIC, UDSC) IGNOU has initiated Samarth is a cloud-based University Management system. The entire development is based on open architecture with the philosophy of Open Source. Integrated ICTs and innovation in academic programme development and delivery
- IGNOU has also introduced facebook, twitter and whatsapp services for the students to make their learning experiences and information flow smooth and timely.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

Documents / information on the process and results of Impact Analysis [View Document](#)

## 7. Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of initiatives undertaken by the Institution year-wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.**

**Answer:** 10

7.1.1.1 Total number of initiatives undertaken by the Institution

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	3	2	1

File Description	Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	<a href="#">View Document</a>
List of initiatives undertaken by the Institution	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.2

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Answer:**

The University shows gender sensitivity through various initiatives and actions for creating secure and healthy atmosphere which is free from sexual harassment, intimidation and exploitation for all including women students and employees. The University formulated a policy to address sexual harassment at workplace in accordance to the provisions contained in the Handbook on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal). To ensure implementation of policy to address Sexual Harassment and to provide redressal through a fair mechanism, the University has constituted three Committees like Regional Centre Committees against Sexual Harassment (RCCASH) for the Regional Centres, IGNOU Committee against Sexual Harassment (ICASH) for the IGNOU Headquarters and Apex Committee against Sexual Harassment (ACASH) as the appellate body for dealing with cases of sexual harassment at the workplace. The aggrieved persons can registrar their complaint with the Committee by submitting an application on the prescribed format. (<http://ignou.ac.in/ignou/footer/sexual%2520harassment>)

In addition to this, the University has a School i.e. School of Gender and Development Studies (SOGDS), dedicated to developing inter-disciplinary programmes and courses that critically analyze gender issues prevalent in our society and provides direction for creating a gender neutral society. The School envisions itself to have been constituted for attainment of a fair and equal society by focusing on knowledge creation,



knowledge dissemination, critical thinking, research, training, sensitization and advocacy. Gender sensitization of all learners, across genders is done through special lectures and events.

Further, in conformity with the Government of India's policy on the need for a Crèche for the children of working mothers as stipulated in NEP-1986, IGNOU has provided Crèche facility to its employees at its headquarters (<http://ignou.ac.in/ignou/aboutignou/division/ad/creche>) since 1990. It is in this light that IGNOU has been giving yearly grants for the development and the maintenance of activities related to the Crèche. The IGNOU Crèche functions as a registered society called Staff Children Development Society (SCDS) and functions as a day care centre for infants; play school for toddlers of the age group 2 to 4 years; and after school care of older children up to age 12 years. As per the Act of the society, the affairs of the Crèche are managed by an elected Committee. The Committee is elected by the members of the General body of the society for a period of 2 years.

Further, the University provides a safe and secure environment to all its employees and learners. Security guards are posted for 24-hours on duty at all departments and all avenues of the University campus, including the residential complex at Maidan Garhi and Asian Games Village. The University has implemented Token system for the outsiders. The visitors need to make an entry at the gate and a Token is given to him/her which has to be returned at the gate while making an exit from the University. The Whole Campus including the Residential Complex is well lit at night. The security guards keep a vigil in whole of the area. The entry of the outsiders in the campus is restricted in the night. (<http://ignou.ac.in/ignou/aboutignou/icc/sd/introduction>)

File Description	Document
Specific facilities provided for women as listed above	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Notification of Committee of Prevention of Sexual Harassment at Workplace	<a href="#">View Document</a>
Minutes of the meeting of the Committee	<a href="#">View Document</a>

### ***7.1.3 Disabled friendly amenities are available in the Institution***

***1) Lifts***

***2) Ramps***

***3) Rails***

***4) Rest Rooms***

***5) Scribes***

***6) Braille sign boards***

***7) Braille Software/facilities***

***8) Audio books***

***9) Sign language facilities***

***10) Accessible website***

***11) Accessible study material***

**12) Any other similar facility (Specify)****Answer:** A. Any 7 or more of the above

File Description	Document
List of amenities available in the institution for PwD	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Access audit report, if available	<a href="#">View Document</a>
Link to photos and videos of amenities for PwD	<a href="#">View Document</a>

**7.1.4 Green practices are being implemented in the Institution over the last five years**

1. *Smoke free campus*
2. *Plastic free campus*
3. *Paperless office*
4. *Rainwater harvesting*
5. *Waste management*
6. *Renewable energy initiatives*
7. *Energy efficiency practices*
8. *Any other*

**Answer:** A. All of the above

File Description	Document
Photographs of green initiatives	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Audited reports of details of green initiatives and expenditure	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 The institution has taken measures to set up a 'green campus' over the last five years**

1. *Landscaping of the campus*
2. *Maintenance of natural forest area*
3. *Planting of tress*
4. *Development of farms on campus*
5. *Planting of ornamental plants*
6. *Planting of potted flowering and foliage plants*
7. *Re-cycling of agro-waste into compost*
8. *Created rainwater harvesting trenches*
9. *Recycling of sewage water*
10. *Any other*

**Answer:** A. All of the above

File Description	Document
Photographs of green campus	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>
Award for the green campus	<a href="#">View Document</a>
Audited reports of expenditure details of initiatives taken for a green campus	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives**

**1. Green audit**

**2. Energy audit**

**3. Environment audit**

**4. Clean and green campus recognitions / awards**

**5. Beyond the campus environmental promotion activities**

**Answer:** C. Any 2 of the above

File Description	Document
Reports on environment and energy audits	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**7.1.7 Stakeholders code of conduct exists in the Institution**

**1. Teachers and other academics**

**2. Non-academic staff**

**3. LSC functionaries**

**4. Learners**

**Answer:** A. All of the above

File Description	Document
Institution code of conduct for teachers and other academics	<a href="#">View Document</a>
Institution code of conduct for non-academic staff	<a href="#">View Document</a>
Institution code of conduct for LSC functionaries	<a href="#">View Document</a>
Institution code of conduct for Learners	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**7.1.8 Core values of the Institution displayed on its website**

**Answer:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**7.1.9 Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years**

**Answer:** 18

7.1.9.1 Number of activities organized year wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
12	1	0	2	3

File Description	Document
Reports of activities	<a href="#">View Document</a>
Photographs of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**7.1.10 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise over the last five years**

**Answer:** 78

7.1.10.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
50	15	6	3	4

File Description	Document
Reports of activities conducted for promotion of universal values	<a href="#">View Document</a>
Photographs of activities	<a href="#">View Document</a>
Institutional data in prescribed format file	<a href="#">View Document</a>

**7.1.11 Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities**

**Answer:**

The University celebrates all national festivals with great fervor imbibing the spirit of patriotism and social cohesion among the faculty, staff and students. The birth and death anniversaries of the Great Indian personalities are also celebrated by the University at its headquarters, all its Regional Centres and Learner Support Centres. While all IGNOU fraternity participates in the main function, different Schools, Divisions and Regional Centres also organize activities and a variety of programmes at their own level. The main function organized at the headquarters is telecast on GyanDarshan along with broadcast on GyanVani FM Channels of the University. These functions are also made available through Webcast on GyanDhara and eGyankosh.

1. The Independence Day [1] is celebrated with great fervor at the University Headquarters and all its Regional Centres. The National Flag is hoisted by the Head of the Institution. The University has one of the tallest national flags erected in the lawns outside the Vice Chancellor's office at the Headquarters where the celebration takes place.
2. The Republic Day [2] is celebrated with great grandeur at the Headquarters and all the Regional Centres
3. To commemorate the Birth Anniversary of Father of the Nation, Mahatma Gandhi [3] IGNOU observes Swachh Bharat on 2nd October every year. A number of activities such as Swachhta Pledge, Swachhta Rally, cleaning of the office premises and surroundings, plantation activity, cleaning of toilets and drains, garbage collection and disposal, hand washing campaign, health and hygiene talks, etc. are conducted at the Headquarters, Regional Centres and Learner Support Centres.
4. The University celebrates the Constitution Day [4], Unity Day [5], Education Day [6], Literature Day [7], and Good Governance Day [8] commemorating the Birth Anniversaries of Dr. B.R. Ambedkar [9], Sardar Patel, Maulana Azad, GuruDev Ravindra Nath Tagore, and Sh. Atal Bihari Vajpayee, respectively. On the occasion of Birth Anniversary of Swami Vivekananda [10], Munshi Prem Chand [11] and other personalities, the University organizes lectures, workshops, seminars and sensitization programmes for the employees and students on these occasions. Drawing and painting competitions for the employees' children are also held as part of the celebration.
5. The International Yoga day [12] is also celebrated at IGNOU Headquarter and all Regional Centres along with the rest of the world on 21st June. Lectures on the benefits of yoga, live yoga demonstrations by eminent Yogacharyas are conducted.
6. The International Disability Day [13] is observed on 4th December. The National Centre for Disability Studies, IGNOU organizes different activities such as essay writing, poster and painting and slogan competitions, etc.
7. The University celebrates the International Women's Day [14] on 8th March, every year organized by the School of Gender and Development Studies. On this occasion, invited lectures by eminent women personalities is organized along with different activities such as seminar, plays and other educative programmes for students.
8. National Consumer Day [15] and National Voter's Day [16] are also observed by the University as a part of awareness endeavour.

File Description	Document
Reports of activities	<a href="#">View Document</a>
• Photographs of activities	<a href="#">View Document</a>

**7.1.12 Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words**

**Answer:**

The University maintains transparency through an inbuilt system ensuring availability of information to all stakeholders.

- Board of Management (BOM), encompasses representatives from Government, ODL experts, Teacher and Academic representative, Directors etc. The minutes of the BOM are uploaded on the IGNOU website (<http://www.ignou.ac.in/ignou/aboutignou/authoritys/1>).
- The Annual Report prepared by Planning and Development Division every year is approved by BOM and placed before the Parliament.  
(<http://www.ignou.ac.in/ignou/aboutignou/division/pdd/annual%20report>)
- Curriculum Design, development and delivery of programmes is conceived and approved by concerned School Board of Studies, Planning Board and Academic Council. The minutes of these bodies are uploaded on the University website  
([http://www.ignou.ac.in/ignou/aboutignou/authority/member/detail/4/ram\\_nath\\_kovind-4862](http://www.ignou.ac.in/ignou/aboutignou/authority/member/detail/4/ram_nath_kovind-4862))
- The budget of the University is discussed in the Finance Committee  
(<http://www.ignou.ac.in/ignou/aboutignou/authoritys/21>), which is approved by BOM and the income and expenditure is published in the Annual Report.
- The Purchases are made as per government procedures and all financial transactions are externally audited annually by the CAG. An internal audit is done annually for all the units of the University.  
(<http://ignou.ac.in/userfiles/Internal%20Audit%20Work.pdf>).
- The University has brought in more transparency through an ERP software (ODLSoft) for workforce administration; recruitment and planning; position management; payroll; loans and advances and service entitlements; budgeting; accounting; inventory; purchasing; asset management; project costing; investment; bank reconciliation; e-tendering through CPP and GeM.  
<http://imsweb.odlsoft.com:8010/psp/PORTAL/ODLSOFT/ENTP/h/?cmd=login/&languageCd=ENG&>)
- The University through its websites and newspapers make available all information related to the learners, employees and other stakeholders, like notifications, recruitment, admissions, entrance test, etc. The applications for appointments are sought online.  
(<http://www.ignou.ac.in/ignou/bulletinboard/advertisements/latest/jobs>,  
<http://www.ignou.ac.in/ignou/studentzone/admissionannouncement/1>)
- The website has a dedicated Student Zone (<http://www.ignou.ac.in/ignou/studentzone>) which helps the learners to track their registration, study material dispatch, library, hall-ticket, exam schedules, results, grade card status, download section for assignments, e-resources etc. The learners can have access to evaluated answer script on payment of a fee  
(<http://admission.ignou.ac.in/changeadmdata/admissionstatusnew.asp>)
- IGNOU Grievance Redress And Management (iGRAM), an automated IT solution is an integrated, centralized and web-based for the learners. Nodal persons are identified at each RC/School/Division/Centre/ Unit, thereby establishing/strengthening linkages in the Grievance Redressal Network of the University (<http://igram.ignou.ac.in/>). Each RC/School/Division/Centre/ Unit has a CPIO for responding to the RTI Queries.
- IGNOU's presence on Social Media include Facebook (Facebook (@OfficialPageIGNOU), Twitter (@OfficialIGNOU), Instagram (@officialpageignou), etc. are useful to all stakeholders.
- Other digital initiatives are e-Gyankosh, Gyan Darshan, Gyan Vani, Gyan Dhara and Web-Enabled-Academic-Support, facilitate all stakeholders.

File Description	Document
Policy document (if any)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 7.2 Best Practices

**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Answer:**

**A) Responsiveness towards learners:**

**I) The institution has a dedicated online/offline helpdesk/toll free no**

1. IGNOU has a dedicated **Student Services Centre (SSC)** at its Headquarters for online and offline resolution of learners' problems communicated in person or through email, phone and letters, etc. It has staff strength of 17 persons and annual budget of Rs. 671000 for regular activities.
2. Learners have **access** to the Programme Coordinators, Course Coordinator and the faculty for **academic consultation** about information on the programme and courses and grievances.
3. **Student Zone** provides information related to learners at one place.
4. **Student Information Desk** at Regional Centre (RC).
5. **Dedicated websites at all RCs** provide region-specific information related to learners to facilitate them.
6. The Regional Services Division (RSD) uses **14 MeLT vans** to generate awareness about IGNOU programmes in the remote areas
7. Academic Counselors at LSCs conduct induction workshop, provide academic counseling, psychological support and personal guidance to learners. LSCs also serve as **information centres**.
8. RCs send **SMS alerts** regarding induction programmes, counselling sessions, re-registration, registration for Laboratory courses, etc. and motivating them to maintain their schedule of study. In last one year ending September 2019, the RCs have sent 14,91,991 SMSs, an amount of Rs. 20,51,35,037 have been spent towards RC activities.
9. **IGNOU is a subscriber to Sugamya Pustakalaya**, a repository of over 3.45 lakh books and journals accessible to the **blind and print disabled learners. Information Brochure in Sign Language** benefits **students with hearing impairment. IGNOU** also has a **National Centre for the Disability Studies**.
10. **Telephone numbers and email ids** of all RCs and the officials handling student queries at Headquarters are on IGNOU website and in Prospectus.
11. RCs organized **69 special drive awareness meets for SC/ST, Transgender, weaver and other underprivileged groups**.

**Responsiveness towards Student is reflected in practices of Pre-admission counselling, conducting Induction Programmes, distribution of print and online SLMs (IGNOU e-content App), e-Gyankosh, use of social media like Facebook (Facebook (@OfficialPageIGNOU), Twitter (@OfficialIGNOU), Instagram (@officialpageignou), etc., providing academic counselling supplemented with audio-video programmes at LSCs, broadcasting video programmes, teleconferencing, webcasting, etc, allowing easy change of courses, language, Study Centre, Regional Centre, etc., Examination Centres; Placement services at the University Headquarters and in some RCs.**

**II) Grievance redressal mechanism is in place**

1. An automated IT solution, **IGNOU Grievance Redress and Management (iGRAM)** is in place to reduce response turnaround time to student grievances. The SSC answers queries and redresses student grievances that are received either in person or via fax, regular post, e-mails/ SMS, WhatsApp, telephone calls and online portals. Recently the student grievances have been linked to iGRAM portal of MHRD, Government of India, to redress their grievances more transparently and efficiently. Students are advised to submit their query/ grievance on iGRAM at <http://igram.ignou.ac.in> for quick response and redressal. The SSC, through iGRAM, forwards queries and grievances to Sub-nodal officers, categorizes the grievances, follows up with the division/unit/cell/regional centre concerned and monitors information and notification alerts on iGRAM on regular basis. Division like MPDD, RSD, SED, SRD, Centres and School of Studies including the VCO can be directly accessed on iGRAM. In the period between January and December 2019, the University has addressed a total of 3,31,902 student grievances received through several portals and resolved. The student service related division like RSD, SED, SRD, MPDD, ID, CD,



CBRC, DU, RU and Library altogether received 55792 complaints of which 55667 are resolved. The School of Studies received 2890 complaints of which 2864 are resolved.

2. The **Right to Information Act**, 2005, implemented in IGNOU, provides yet another channel for information for the resolution of information-based grievances of all stake holders. All faculty members, officials and staff of the university at HQs, RCs are charged with the responsibility of time bound resolution of learner grievances and problems.
3. The facilities of **re-evaluation** of answer scripts, getting **photocopies of evaluated answer scripts** and **early declaration of results** on special requests from learners are also provided by the University.
4. **Training and orientation programmes** are organized for sensitizing the staff and their needs including learners with special needs, building their capacity to address the learners' grievances with empathy to their satisfaction and going an extra mile for helping them. Teamwork is encouraged for prompt resolution of learner queries and problems.

## B) Accountability:

### I. The University maintains its accountability under the direction of the following statutory bodies:

1. The Board of Management (BOM)
  2. The Academic Council (AC)
  3. The Planning Board (PB)
  4. Research Council (RC)
  5. The School Board (SB)
  6. The Finance Committee (FC) and other authorities as declared by the statutes of the University.
- **The Board of Management** which has five representatives nominated by the Visitor, two representatives from the Government of India out of total 15 members, oversees the accountability of the University to its learners, the nation and other stakeholders on all academic, administrative, financial, developmental matters. The BOM ensures accountability through its **Standing Committees**; namely, **Finance Committee, Establishment Committee (EC), Student Services Committee and the Works Committee**. All financial matters related to annual accounts, financial estimates and the expenditure of the year etc. are considered and deliberated upon by the Finance Committee before submission to the BOM. The EC supervises appointments and service related matters, Student Service Committee is responsible for ensuring that student related services are delivered effectively and Works Committee is responsible for development of the physical infrastructure and amenities in the campus both at Headquarters and RCs. (<http://ignou.ac.in/ignou/aboutignou/authority/council/5020>)
  - **The Academic Council** is responsible for ensuring academic standards, methods of instruction, assessment and evaluation, flexibility of courses and credit system, use of ICT, and award of degrees, diplomas and certificates. It promotes linkages between academic programmes and employability..
  - **The Planning Board** designs and formulates programmes and activities of the University and advises the BOM and AC on any matter deemed necessary to fulfill the objects of the University.
  - **The Research Council** designs and formulates the overall research degree policy, and supervises the conduct of research degree programmes under the overall direction of the AC.
  - The School of Studies functions under the guidance of the **Board of the School of Studies**, which approves programme and curriculum, pedagogy, instructional methods, media-mix and delivery mechanism, instructions for counselling, recommends course writers, examiners and Moderation Board members. It approves the expert committees for initiation of new programmes/courses and revision of the same; and reviews facilities at Study Centres (SC) and arrangements for laboratory/field work and pedagogical methodologies.

Meetings of all statutory bodies and their Standing Committees are held regularly and the minutes of the meetings along with ATR are placed on the IGNOU website.

**Accountability is ensured** through **performance appraisals** for teachers and other academics, and **ACR** for non-teaching staff. The overall **administrative accountability** in the University rests with the Directors of



Schools/Centres, Heads of Divisions/Units/Cells who perform their functions as per the IGNOU Act, Statutes, Ordinances and decisions of the BOM.

## II. The Academic Calendar is followed strictly in the University

- University has prescribed a calendar of academic activities keeping in view two admission cycles (July and January). Advertisement for new academic sessions is done in May for the admission in the July session and an advertisement for the January session take place in the month of November every year (9). Term End Examinations (TEE) take place in the month of June and December every year and student are required to submit their assessment within the prescribed time schedule.
- Teachers follow academic calendar while availing vacations (Summer 30 days in May June (Winter 30 days in November –December) by ensuring that at least 30% of teachers are available during vacation time.
- Programmes are offered through annual and semester modes. Learners taking admission in January Session are eligible for TEE at the end of first semester in the month of June and at the end of second semester in the month of December in every year. The academic calendar is then monitored by the Regional Centres and the University Headquarters.
- The academic activities for Annual Programmes are:
  - Distribution of study materials –July to September for July admission cycle and January to February for the January cycle – can be tracked by the students.
  - Contact programmes (Theory counselling and practical work, etc.): August to May for July admission cycle and February to November for the January cycle.
  - Submission and evaluation of Tutor Marked Assignments (TMA) – October to April; March to October.
  - Holding of TEE – 1 to 30 June; 1 to 31st December.
  - Declaration of results – August of the subsequent cycle; January of the subsequent cycle.
  - Academic Activities for the Semester Based Programmes are:
    - Distribution of study materials –July and August (1st and 3rd semester); January and February (2nd and 4th semester).
    - Contact programmes (counseling and practical’s etc.) – July to November (1st and 3rd Semester); January to May (2nd and 4th semester).
    - Submission and evaluation of TMA– July to September (1st and 3rd semester); January to April (2nd and 4th semester).
    - Holding of TEE - 1 to 30 June; 1 to 31 December.
    - Declaration of results - February; August. The University has a policy of declaring the term end results within 45 days of the conduct of examinations.

## C) Transparency

### I) Proper sharing of information with the concerned stakeholders.

Information pertaining to all aspects of University functioning as outlined below is shared with the concerned stakeholders.

1. Composition of all statutory bodies completed as per the rules and statutes of the University and all decisions of these bodies are available in the IGNOU website.
2. **Programmes and Learner Support Services (LSS):** All updated information related to Programmes and LSS is shared with learners, Faculty, Academic Counsellors, RC and LSC functionaries, etc.
3. **Recruitment:** The teaching and other academic positions are advertised nationwide as per UGC norms, with clearly spelt out eligibility criteria and screening procedure. The non-academic positions are advertised as per the in the national newspapers and displayed in the websites as per R&P rules, 2010 adopted by the University.
4. **Promotion.** The promotion policy for IGNOU teachers and other academics is in accordance with the UGC Regulations, and the IGNOU Ordinances contextualized as per the ODL requirements are placed in

the public domain. The Departmental Promotion rules and MACP followed for the non-academic staff are publicly available.

5. **Annual Report** is approved by the BOM and placed before the Parliament for its scrutiny and approval.
6. **Financial Transparency:** The University has a transparent financial policy to ensure judicious spending of its financial resources and follows established procedures and financial codes as laid down in the GFR.
  - **Procurement and purchase** as per government procedure and documents are shared with all concerned through Government e-Marketplace- GEM.
  - **Outsourcing of services and empanelment of service providers** for printing, supply of library books, supply of work force for security, maintenance of facilities, housekeeping, horticulture, contractual work at Group C and D level, etc. is done through well publicized procedures.
  - **Campus Development:** Construction and maintenance work in the University is carried out through online open tendering processes and financial codes shared publicly.
  - **Audit:** Internal and external audits accounts are conducted annually. External audit is done by the **Director General (Audit) Central Expenditure (DGACE)**. Audit observations are shared with all concerned for compliance. The Audit Report of the **CAG of India** is submitted to the Finance Committee and the BOM of the University and subsequently to the **MHRD** for being placed before the **Parliament**.
  - **Financial Management System:** The University has effectively introduced online receipts and payment system ensuring transparency and has graduated to Public Financial Management system for direct benefit transfer, fund flow management and financial reporting, which is shared with all.
7. **Rules for Disciplinary Procedures:** University has adopted CCA/CCS rule.
8. **Right to Information:** The University has instituted PIOs in its Schools/Divisions/Centres/Units/Regional Centres, etc. to provide information under the RTI, Act.

## II) All relevant information is made available in the public domain.

1. **University website:** has information about (i) the University authorities, Schools of Study/divisions/Centres/Cells/Units, (ii) registration, examination, (iii) student support and (iv) regional network, as well as various notifications related to academic calendar, admissions, placement, alumni, date sheets, archives of question papers, entrance examinations, recruitment, tenders, **e-tendering** (through CPP and GeM), etc. **Student Zone** provides all information required by learners. For University employees, website has provision of **ODLSoft** system for their HR and financial activities and personal profiles.
2. **Bulk SMS and e-mail services:** Bulk SMSs are used for sending acknowledgments to learners and updating/alerting them about re-registration, counselling schedules, submission of assignments, filling of examination forms, TEE Datesheet, etc.
3. **E-Gyankosh and YouTube:** The e-Gyankosh, digital repository, facilitates access of SLMs to everyone. Video programmes are accessible through IGNOU YouTube channel.
4. **Electronic and digital media:** **GyanDarshan** (TV channel) broadcasts educational programmes and provides opportunities for live interaction. **GyanVani FM Radio** and **Interactive Radio counselling** from the Headquarters and select cities provide opportunities to learners and other stakeholders to interact with faculty, Academic Counsellors and student support staff through radio. **GyanDhara** is an internet web-radio service for reaching different stakeholders across the world.
5. **Social Media:** IGNOU's **Facebook, Twitter and Instagram** provide forums to all stakeholders for two-way communication.
6. **Mobile App:** '**IGNOU e-Content**' for on-the-go learners provide access to SLMs using smart phones ([https://play.google.com/store/apps/details?id=ac.in.ignou.Viewer&hl=en\\_IN](https://play.google.com/store/apps/details?id=ac.in.ignou.Viewer&hl=en_IN)).
7. **Sugamya Pustakalaya and Information Brochure in Sign Language:** These are means of enabling learners with special needs access library resources and information about IGNOU programmes.
8. **Public Information Unit (PIU):** The PIU is located at the IGNOU HQs and functions as a link between the University and the stakeholders through **press releases, advertisements** pertaining to admissions, appointments, tenders, student placements, and other notifications, **e-Newsletter** and **IGNOU DIGI NEWS** (an online repository) etc.

9. **National and regional newspapers:** The University disseminates information about the ODL system, IGNOU through articles, news reports and interviews in national and regional newspapers.
10. **Online Counsellors Empanelment Portal:** A dedicated portal for online empanelment of Counsellors has been created for prospective Counsellors whose applications are processed online.
11. **Information from RCs:** is shared with all stakeholders through **RC websites**. Periodical announcements through email, SMSs, letters, etc., organizing major events like press meets and advertisements in local dailies. Information regarding **Induction and Orientation programmes is disseminated through RC websites..** A **24x7 Online Portal** for orientation of Counsellors is in place.

### 7.3 Institutional Distinctiveness

#### 7.3.1 Institution's performance in any 5 of the following areas distinctive to its vision, priority and thrust

1. *E-Governance*
2. *Globalized Content*
3. *Innovative Pedagogies*
4. *Technology enabled Learner Support*
5. *Penetration into Remote and Tribal Areas*
6. *Content in Regional languages*
7. *Enhancing Research and Innovation*
8. *Social Responsibility Endeavours*
9. *Secure Databases*
10. *Modern Infrastructure Facilities*
11. *Landscaping the Campus*
12. *National/ International Recognition*
13. *Any other (appropriate for ODL system)*

Answer:

#### 4) Technology enabled Learner Support

1. **e-Gyankosh:** e-repository of course materials, **YouTube** for free access to videos (1);
2. **GyanDarshan** channel: 24x7 broadcasts of educational programmes, **live sessions** for interaction with subject experts (2);
3. **GyanVani:** broadcasting live **interactive radio counselling (IRC) sessions** on FM Channels across different regions (3);
4. **GyanDhara:** **interactive Internet audio counselling** available via telephone, e- mail and chat (4);
5. **IGNOU e-content App:** access to course materials on smartphones (5);
6. **QR Code Based Course Access;**
7. **Web-enabled Academic Support (WEAS);**
8. **Four SWAYAM PRABHA channels**
9. **Course content on SWAYAM**

**Technology enabled administrative support:**

1. **Online admission and re-registration** for ease of access (6);
2. **Facility of downloading** documents like identity card, hall tickets, grade cards, etc. (7);
3. **Online submission** of examination form (8);
4. **Student Zone** on IGNOU website for accessing information (9);
5. **iGRAM Portal** for redressing grievances (10).
6. **Social Media**

#### 5) Penetration into Remote and Tribal Areas

The University has established a network of RCs and LSCs in rural areas, geographically remote and disadvantaged locations such as North Eastern Region (NER), other hilly regions, and tribal and coastal areas. The following measures are in place:

- **Establishment of 9 Regional Centres and 170 LSCs in the Northeast:** IGNOU accords focused attention on the educational development of the eight states in the NER (2). Educational and training programmes are offered in the NER on specific requests (3).
- **Establishment of Regional Centres in geographically remote locations** such as Port Blair, Andaman & Nicobar Islands, Raghunathganj in West Bengal (5), and Koraput, tribal area in Odisha (6).
- **Establishment of LSCs in difficult geographical locations** such as Leh and Kargil in Ladakh under RC Srinagar (7), Reckong Peo in District Kinnaur of Himachal Pradesh under RC Shimla (8), Rudraprayag, Tehri and Pithoragarh under RC Dehradun (9).
- **Setting up Examination Centres:** in remote, tribal and disadvantaged areas to facilitate learners.
- **Use of MeLT vans:** pre-admission and post-admission counselling services (10).

## 10) Modern Infrastructure Facilities

The major infrastructure and facilities for use of modern state of art pedagogies are outlined below:

- **Computing and Network Infrastructure and facilities:** latest Computing and Network infrastructure (hardware and software) for hosting and access of various Online Systems/Services; Dedicated servers and data management system; Adequate Internet Bandwidth for access of Digital Resources; Multiple Internet Service Providers (ISPs) to ensure round-the-clock availability of Internet; and facilities like Wired and Wireless Internet Connectivity; Unlimited E-mailing; ERP Back Office, Availability of Digital SLMs through eGyankosh and IGNOU App, etc. (1);
- **Dedicated infrastructure at the Centre for Online Education** for developing and hosting MOOCs and online programmes/courses (2);
- **Electronic Media Production Centre** has state-of-art video and audio studios, non-linear editing suites for production of multimedia components of the courseware; hardware and facilities for interactive transmissions through Radio, Television and Web-based IRC, Teleconferencing and GyanDhara (3);
- **Latest End-user IT Infrastructure** such as Computers, Printers and other Peripheral devices connected with Intranet and Internet, for all teachers/academics/administrative staff (4);
- **Air-conditioned Library with 1.5 lakh books**
- **Modern Creche Facilities**
- **Uninterrupted power supply and central air-conditioning facility;**
- **Modern modular ergonomic furniture** to create conducive work environment and enhance employee productivity;
- **Green and environment-friendly campus** with adequate amenities for people with special needs (5).

## 11) Landscaping the Campus

The Campus is spread over 150 acres of undulating land, in a rocky and barren terrain used for mining, with no top soil and devoid of vegetation, forming part of Delhi ridge in 1985. Greening the campus was an urgent need of the University and was given high priority. Today, IGNOU campus abounds with natural forests, evergreen trees and shrubs, with the highest level of biodiversity, and exotic plant species in specially landscaped gardens. This has been made possible because of the untiring efforts of a dedicated **Horticulture Cell** (1). The major features of landscaping in the campus are:

- **University Gardens:** The Horticulture Cell develops and maintains several gardens on the Campus with additional 7-8 rockgardens covering about 5 acres of land. These are adorned with beautiful patterns of annual, perennial, ornamental and seasonal plants (2).
- **Green campus:** The University has extensive green cover throughout the campus with diverse creepers, climbers, shrubs and trees providing beautiful vistas and salubrious surroundings. It has 1 acre of nursery, seasonal plants spread over 2.5 acres, 4 acres of land for vegetable production and 52 acres of natural

forest cover by dispersing seeds and planting of saplings (3). It is maintained using green techniques, organic manures/pesticides and harvested water (4).

## 12) National/ International Recognition

IGNOU has continuously striven to adhere to its Vision and Mission, establishing its credentials nationally and internationally. As the only National Open University, it has its footprint in 13 countries worldwide. IGNOU has been accorded national and international recognition for its contributions to the ODL system. The major achievements of IGNOU are as follows:

- Recognition as **Centre of Excellence in Distance Education** by **Commonwealth of Learning (1993)**;
- **Award of Excellence** for Distance Education materials by **Commonwealth of Learning (1999)** by COL;
- **2010: UNESCO** declared IGNOU as the **largest institution of higher learning** in the world;
- **Four channels of SWAYAM PRABHA** allocated to the University and **National Coordinator for developing MOOCs (SWAYAM)** for Diploma and Certificate programmes by MHRD, **2016 (1)**.
- **2018: Awarded 5th rank in Swachh Campus Ranking 2018** amongst the cleanest Higher Educational Institutions in the country in the University (Non-Residential) category by the MHRD (2).
- **2018: University is exempted from UGC (ODL) Regulations, 2017 and UGC (Online) Regulations, 2018 (3)**.
- **2019: Awarded 2nd rank in Swachh Campus Ranking 2019** amongst the cleanest Higher Educational Institutions in the country in the University (Non-Residential) category by the MHRD.

File Description	Document
Relevant links	<a href="#">View Document</a>

## Extended Profile

### Program

*Number of programs offered year-wise for last five years*

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
45	47	53	53	47

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

*Number of courses in all programs year-wise during the last five years*

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
815	850	979	881	855

File Description	Document
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Institutional data in prescribed format

[View Document](#)**Students*****Number of learners enrolled over the last five years*****Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
994044	916975	805924	710327	447875

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

***Number of learners of disadvantaged groups*****Answer:** 286736

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

***Number of passed out learners*****Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
148513	153169	159339	149044	135898

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**Teachers*****Number of sanctioned posts year-wise during the last five years*****Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
784	784	784	784	784

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

***Number of full time teachers and other academics over the last five years*****Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
497	509	520	533	552

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**Institution**

*Total number of in-house faculty in the institution over the last five years*

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
269	275	282	277	282

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

*Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)*

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
35504.47	34044.26	32096.28	26427.81	31808.43

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

*Number of full-time non-academic staff*

**Answer:** 1334

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**Research**

*Number of teachers recognized as guides during the last five years*

**Answer:** 207

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**Conclusion**

*Additional Information :*

The International Division located at IGNOU Headquarters looks after the international operations of the University. Its mandate is to promote bilateral and multilateral collaborations and network with international education institutions/inter governmental agencies. The Division serves as a single window system for the University's overseas operations to provide capacity building through training and to coordinate the visits of

international delegations to the University. The division has adopted a promotional approach in expanding the international presence of IGNOU through coordination, collaboration and cooperation.

### **Concluding Remarks:**

The University has continuously striven to build a knowledge society through inclusive education by cutting across gender, caste, creed, religion, region and language barriers. It has made a mark in the Higher Education scenario of the country by offering quality teaching through ODL mode. The University has produced the largest collection of self learning material in print, audio and video, for Higher Education in India. Today IGNOU has emerged as the world's largest university in terms of student enrolment and the number of academic programmes on offer. It also boasts of a unique learner support network across the country and abroad through its Regional Centres, Learner Support Centres, and Overseas Study Centres.

In this way, IGNOU is fulfilling its own mandate and has taken a lead role in contributing to national development by providing quality higher education to all sections of the society including the marginalized sections. Recently the University has been exempted from the University Grants Commission (Open and Distance Learning) Regulations, 2017, and University Grants Commission (Online Courses and programmes) Regulations, 2018 considering objectives of the IGNOU Act.

## **EXCLUDED METRICS**

### **List of Excluded Metrics**

#### **1 Curricular Aspects : Weightage ( 150 )**

##### **1.1 Curriculum Planning Design and Development : Weightage ( 60 )**

Ref No	Details of Metric	weightage	Metric Performance
1.1.4	Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year) ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	5	1.6

##### **1.4 Feedback System : Weightage ( 20 )**

Ref No	Details of Metric	weightage	Metric Performance
1.4.2	Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website B. Feedback collected, analyzed and	10	E. Feedback not obtained/collected



action has been taken analyzed D. Feedback collected obtained/collected ( Metric Type : <b>Direct</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>MC</b> )	C. Feedback collected and E. Feedback not collected		
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## 2 Teaching-learning and Evaluation : Weightage ( 265 )

### 2.4 Teachers and other Academics- Profile and Quality : Weightage ( 50 )

Ref No	Details of Metric	weightage	Metric Performance
2.4.5	Percentage of full time teachers and other academics who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies year -wise over the last five years ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	5	0.06

## 3 Research, Innovations and Extension : Weightage ( 223 )

### 3.3 Innovation Ecosystem : Weightage ( 35 )

Ref No	Details of Metric	weightage	Metric Performance
3.3.4	Number of awards for innovation received by different sections of the Institution. ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	5	10

### 3.4 Research Publications and Awards : Weightage ( 75 )

Ref No	Details of Metric	weightage	Metric Performance
3.4.1	The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (over the last five years) 1) Research methodology with course on research ethics 2) Ethics Committee 3) Plagiarism Check 4) Committee on publication guidelines ( Metric Type : <b>Direct</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>MC</b> )	5	E. None of the above

## 4 Infrastructure and Learning Resources : Weightage ( 105 )

### 4.3 Learning Resources : Weightage ( 40 )

Ref No	Details of Metric	weightage	Metric Performance
4.3.4	Average percentage of annual expenditure on library year-wise over the last five years ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	5	0.66

## 5 Learner Support and Progression : Weightage ( 100 )

### 5.3 Alumni Engagement : Weightage ( 10 )

Ref No	Details of Metric	weightage	Metric Performance
5.3.1	Percentage of passed out learners enrolled in Alumni Association ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	4	0.5
5.3.2	The Alumni Association facilitates its members by the following 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 4. donation by Alumni 5. any other ( Metric Type : <b>Direct</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>MC</b> )	3	E. None of the above

## 6 Governance, Leadership and Management : Weightage ( 100 )

### 6.3 Faculty Development or Empowerment Strategies : Weightage ( 30 )

Ref No	Details of Metric	weightage	Metric Performance
6.3.2	Average percentage of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise over the last five years ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	5	0.48

## ANNEXURE

### Terms and Conditions

I hereby declare that the above mentioned information are true and correct to the best of my knowledge and belief.

I hereby declare that the mentioned metrics are excluded in my knowledge.

I hereby declare that 60% students details for initiate Students Survey are uploaded to the best of my knowledge.

Submit SSR