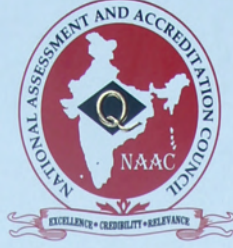# ignou
THE PEOPLE'S UNIVERSITY

A++
NAAC

Action Plan for Synergizing Delivery of Academic Programmes in line with Recommendations of National Education Policy-2020 (NEP-2020)

COMMITTEE REPORT
2022

Planning and Development Division
Indira Gandhi National Open University
Maidan Garhi, New Delhi -110068

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

*An Autonomous Institution of the University Grants Commission*

Certificate of Accreditation

The Executive Committee of the

National Assessment and Accreditation Council

is pleased to declare the

Indira Gandhi National Open University

Maidan Garhi, New Delhi, Delhi as

Accredited

with CGPA of 3.56 on four point scale

at A++ grade

valid up to January 07, 2026

Date : January 08, 2021

Director
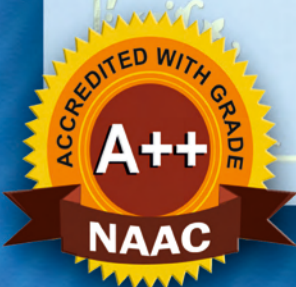
EC(SC)/54/1ˢᵗ Cycle/DLUNGN105565

Committee Report

on

Action Plan for Synergizing Delivery of Academic Programmes in line with Recommendations of National Education Policy-2020 (NEP-2020)

ignou
THE PEOPLE'S
UNIVERSITY

Planning and Development Division
Indira Gandhi National Open University
MAIDAN GARHI, NEW DELHI-110068

Action Plan for Synergizing Delivery of Academic Programmes in line with Recommendations of National Education Policy-2020 (NEP-2020)

(COMMITTEE REPORT)

ignou
THE PEOPLE'S
UNIVERSITY

Planning and Development Division

Indira Gandhi National Open University
MAIDAN GARHI, NEW DELHI-110068

Contents

Notification

NOTIFICATION NO 36

Subject: Develop an Action Plan for Synergizing Delivery of Academic Programmes in line with recommendations of New Education Policy 2020: Constitution of a committee – Regarding

The Planning Board in its 49th meeting held on 07th August, 2021 noted that New Education Policy 2020 advocates on holistic and multidisciplinary education to meet the challenges of 21st Century. The Planning Board suggested that the University can achieve this mandate of NEP 2020.

The Vice-Chancellor is pleased to constitute the following committee as per directions of PB 49.5:

1.	Prof. Santosh Panda	Chairperson
2.	Prof. Swaraj Basu	Member
3.	Prof. Manjulika Srivastava	Member
4.	Prof. D Venkateshwarlu	Member
5.	Dr. S K Mohapatra	Member
6.	Prof. J K Srivastava	Member
7.	Dr. Pankaj Khare	Convener

The Terms of Reference (TOR) of the Committee is:

Draft Action Plan for Synergizing Delivery of Academic Programmes in line with recommendations of New Education Policy 2020. The Committee will take into account following steps as suggested by the Planning Board:

i) Multidisciplinary programmes,

ii) Skill based courses,

iii) Multiple entry and exit options,

iv) Integrating online-components and

v) Continuous Learning Support using ICTs to increase the employability and effectiveness of learning.

The report of the Committee will be submitted within two months.

(Pankaj Khare)
Director, P&DD

To
All the members of the Committee
Director of School(s), Division(s), Centre(s), Institute
Registrar, SRD, SED, MPDD
VCO
PS to all PVCs

Members of the Committee

1. Prof. Santosh Panda   Chairperson
2. Prof. Swaraj Basu   Member
3. Prof. Manjulika Srivastava   Member
4. Prof. D. Venkateshwarlu   Member
5. Dr. S.K. Mahapatra   Member
6. Prof. J.K.Srivastava   Member
7. Dr.Pankaj Khare   Convener

Summary of the Report

The Planning Board in its 49th meeting held on 07th August, 2021 recommended the constitution of a committee for drafting the Action Plan for Synergising Delivery of Academic Programmes in line with Recommendations of National Education Policy-2020 (refer item no. 49.5).

The Planning & Development Division notified the constitution of a committee under the Chairmanship of Prof. Santosh Panda on 15th September, 2021 with the following terms of reference

> *"Draft Action Plan for Synergising Delivery of Academic Programmes in line with Recommendations of National Education Policy-2020. The Committee will take into account with following steps as suggested by the Planning Board:*
>
> *I.   Multidisciplinary programmes*
>
> *II. Skill based courses*
>
> *III. Multiple entry and exit options*
>
> *IV. Integrating online components and*
>
> *V.   Continuous learning support using ICT to increase the employability and effectiveness of learning"*

The Committee had a series of meetings and submitted its report to the CA on 11th April, 2022. The summary of the recommendations of the report are as follows:

I.   Competency-Based Education Strategies

The Committee recommended that four major heads are to be considered for the development of academic programmes:

1. In-House
2. Collaboration
3. Adoption
4. Adaption

It was suggested that for adoption and adaption, suitable OERs, and appropriate SWAYAM courses may be adopted/adapted following due statutory procedures.

The Committee also recommended that the following credit distribution under CBCS system should be strictly followed while designing the undergraduate programmes / courses:

1. Discipline-based core courses (compulsory)
2. Discipline-based elective courses (choice)
3. Generic elective (multi-disciplinary)
4. Ability enhancement skills and value development (21st century competencies)
5. Job-related skill based courses. (Electives/supplementary)

1

This should be extended to all levels of courses/programmes depending on the nature and scope of such programmes across disciplines.

III. Strategies for Incorporating Core Recommendations of NEP-2020

The committee recommended the following:

1. Blended Learning

2. RPL and Multiple Entry-Exit

3. Indian Knowledge Tradition/Bhartiya Gyan Parampara

4. Multi-disciplinary

IV. Strategies for Synergizing the Delivery Process

The Committee made the following recommendations to synergize the present delivery system of IGNOU:

1. Blended Learning Approach;

2. Adopting Collaborative Delivery Strategy;

3. Industry-academic linkage to be developed;

4. Course-wise registration and course-wise delivery strategies to facilitate credit transfer through Academic Credit Bank system;

5. Enhancing Flexibility;

6. In the initial stage, NSQF skill-based courses can be blended with the existing Certificate and Diploma programmes of IGNOU, and subsequently to be compliant with NHEQF and DOL qualifications, if any;

7. 2-credits or 4-credits-wise registration and credit transfer;

8. Implement Online Assessment Strategies as a compulsory component;

Portfolio/e-diary/learning journals, viva voce (F2F and /or online), online assessments, projects, log books, fieldwork etc should also become part of the assessment rubric as per the requirements of respective programmes.

Introduction

The NEP-2020 emphasizes significant transformation in the structure and organization of Indian education, so that it would be holistic and multidisciplinary, grounded in Indian culture and tradition, and "would aim to develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. Such an education will help developing well round individuals that possess 21st Century capacities in field across the arts, humanities, language, science, social sciences and professional, technical and vocational fields"(NEP-2020).

Drawing from the directives of NEP-2020, the Planning Board of IGNOU in its 49th meeting noted that the National Education Policy-2020 advocates holistic and multidisciplinary education to meet the challenges of the 21st century, and authorized the Vice Chancellor to constitute a committee to develop action plans for synergizing delivery of academic programmes of IGNOU in line with the recommendations of NEP-2020. The Vice Chancellor constituted a committee 'to develop an action plan for synergizing delivery of academic programmes of IGNOU' with the following members:

1. Prof. Santosh Panda   Chairperson
2. Prof. Swaraj Basu   Member
3. Prof. Manjulika Srivastava   Member
4. Prof. D. Venkateshwarlu   Member
5. Dr. S. K. Mahapatra   Member
6. Prof. J.K.Srivastava   Member
7. Dr.Pankaj Khare   Convener

The Terms of Reference (TOR) of the Committee were:

An Action Plan for Synergizing Delivery of Academic Programmes in line with recommendations of National Education Policy-2020 would be drafted. The Committee would take into account the following areas as suggested by the Planning Board, IGNOU:

1. Multidisciplinary programmes.

2. Skill based courses.

3. Multiple entry and exit options.

4. Integrating online components.

5. Continuous learning support using ICTs to increase the employability and effectiveness of learning.

After several meetings of the Committee, followed by detailed deliberations on various aspects of NEP-2020, analyses of the present practices in IGNOU, and examination of relevant documents, the following strategies were recommended under four major facets as follows:

1. Competency-Based Education Strategies.

2. Strategies for Programme / Course Development.

3. Strategies for Incorporating Core Recommendations of NEP-2020.

4. Strategies for Synergizing the Delivery Process.

The delivery strategies noted at 4) above depend on or are based upon the three areas noted at 1, 2 and 3 above, as detailed out below.

Competency-Based Education Strategies

The Committee members came to a conclusion that the whole curriculum design should emphasis suitable combination of the following three major competencies for meaningful education in the future:

1. *Social and Life Skills-based Education*: This refers to those skills which a good citizen should posses in a civilized democratic country; which are based on secular, socialist values; and have deep roots in "*BharatiyaGyanParampara*". These skills should be judiciously built into each academic programme.

2. *Job Skills / Vocational Skills-based Education*: This pertains to those employable skills which can be readily applied in the daily life situations and which will help individuals earn livelihood and ensure career/job progression. These could be traditional occupational skills which are passed down from parents to children or newly acquired skills which are useful in a particular situation / circumstances in which the individual is placed.

    Region-specific/ state-specific vocational/ job skills vary from place to place and hence such skill/vocational training should be context specific and the learners should be attached to the nearest Skill Training Institutions of that area through collaboration so that such institutions can also become work-centres of IGNOU's specific programmes. These skill-based courses should be NSQF-compliant and/or conform to respective programme regulators.

3. *Professional Skill-based Education*: This is based on the theoretical core competencies at a higher level and include practical work-related competences to perform better in one's own professional areas. The course designers have to consult the NSQF framework to incorporate such standards and norms into their respective curriculum.

The NEP-2020 states that "higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education" (NEP-2020, p. 33).

It reiterates the importance of the above three competencies and proposes that "at the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation" (NEP-2020, p. 33).

It is to be noted here that through the implementation of CBCS at the Under Graduate level, IGNOU has already adopted strategies to achieve the above three basic competencies. More emphasis should be given in future to incorporate curricular aspects on Indian traditional values, culture, ethics, other social and life skills, and the effective ways to transact such values and skills through the revamped curriculum.

The educational philosophies of great educationists of India such as Mahatma Gandhi, Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, and others which have deep roots in Indian traditions and value systems, should be taught as elective subjects in the context of Modern Indian Education. Based on the principles of free progress and integral education of J. Krishna Moorthy and Sri Aurobindo, similar choice-based courses or modules could be incorporated in the present syllabus. While designing the curriculum framework of each programme / course, due weightage should be given to provide choices for related electives, depending upon the nature of the core programme / courses. These electives can be offered as one or two credit modules which may be of interest to the individual students. Once such provision is made, the hidden demands for such elective courses will become evident. These short courses or modules may be based on the concept of digital badges and micro credential courses.

The art of lifelong learning, re-learning, unlearning and learning to learn to cope with the uncertainties of future etc. could be the fundamental principles of such diversified curriculum design and transaction, highlighting the values of ancient Indian *guru-shishyaparampara*.

Another important recommendation repeatedly emphasized in the NEP-2020 is 'teaching in local / regional languages'.

"All languages in India, and their associated arts and culture will be documented through a web-based platform /portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture… People from across the country will be invited to contribute to these efforts by adding relevant material onto these platforms/ portals /wikis. Universities and their research teams will work with each other and with communities across the country towards enriching such platforms" (NEP-2020, p. 56).

One of the major problems, pointed out by NEP-2020, is that in the present higher education system in India is that very few HEIs teach in local languages(NEP-2020, p.33). Hence the policy document strongly recommends that the medium of instruction and the offering of ODL programmes / courses should be in local/regional Indian languages. At IGNOU, most of its courses are generally offered in English and Hindi, and the offer of programmes / courses in local / regional languages may be one of the strategies so that conceptual learning / understanding and application of social and life skills necessary to effectively function in a civilized democratic country could be achieved.

To achieve optimum competency in job skills / vocational skills and higher order learning, the best strategy could be adopting problem-based and project based learning, and portfolio-based learning strategies as the prime pedagogies. Problem-centered and contextual approach will enrich the skills of the individuals to solve problematic situations around them with newly acquired learning skills which are useful for them in the given situation. This approach would increase confidence as well as motivational level of the

students for learning. The curriculum as well as pedagogy at this level should transform to more andragogical rather than pedagogical strategies. For this, the curriculum should be re-vamped with more digital learning resources and learning objects, simulations, virtual practical sessions, virtual cases and scenario-based learning supported by blended online resources.

The third competency mentioned above i.e. 'professional skill-based education' is the most important competency as this has to be pitched at global quality standards. To achieve this, the present strategies of the ODL system should be fine-tuned with "massive development and use of blended learning across modes of delivery", as also resource networks and networks for learner engagement and learner-learner collaboration. (Panda, 2018)

Strategies for Programme/Course Development Process

The Committee suggested various models for programme / course development to achieve competency-based education, and which has relevance to the delivery strategies. The following are the four major options:

1. *In-House*: This is the usual method in IGNOU, where an individual faculty member or two or three faculty members jointly develop a programme.

2. *Collaboration*: The faculty / School can collaborate with suitable Institutions of Excellence through an MoU for developing Programmes / Courses which need practical / hands-on/ laboratory / internship requirements to complete the programme (and which can be largely supported by the collaborating institution).

3. *Adoption*: IGNOU could adopt a course 'as it is' with necessary permission, which is found suitable to fulfill the requirements of the curriculum. This will reduce the cost of course development considerably.

4. *Adaption*: Wherever suitable Programme / Course materials are available, such authentic materials can be adapted to the specific curriculum requirement with desired modifications so as to avoid re-inventing the wheel and thereby reduce the cost of course development to a minimum.

5. For (3) and (4) above, suitable OERs and also appropriate SWAYAM courses may be adopted/adapted through due statutory procedures.

The Committee also observed that respective Expert Committees for programme / course development should decide, while designing the curriculum, the permutations and combinations of the above options to fulfill the pedagogic requirements and supportive technologies, depending upon the specific nature of each programme or course. IGNOU should explore to learn from successful open collaborative models at national, state, regional level so that penetration at the state levels would be maximum through cross-cultural and cross-linguistic implementation of educational programmes. Since each programme / course differs in nature and scope and learning outcomes, the concerned faculty members of the School / Expert Committee should judiciously decide the extent to which in-house, collaborative, adoption, adaption strategies are blended to promote effective open educational practices nationwide.

The Committee also suggested that the following credit distribution under CBCS system should be strictly followed while designing the undergraduate programmes / courses:

1. Discipline-based core courses (compulsory).

2. Discipline-based elective courses (choice).

3. Generic elective (multi-disciplinary).

4. Ability enhancement skills and value development (21stcentury competencies).

5. Job-related skill based courses. (Electives /supplementary).

These formulations, as also associated alternative formulations, should be extended to all levels of courses/programmes depending on the nature and scope of such programmes across-disciplines.

Incorporating Core Recommendations of NEP-2020

The Committee further deliberated on incorporating the core recommendations of NEP-2020 in the curriculum design in order to increase flexibility and provide for multiple pathways, and horizontal and vertical mobility. The following directions of NEP-2020 were discussed in detail:

- Multidisciplinary approach
- Multi-entry / exit levels
- Built-in employability component
- Core values, based on Indian tradition.

To re-vamp curricula with the above components, the following strategies were suggested by the Committee:

(i) Blended Learning: Traditional learning resources such as print, multiple media and computer-based multi-media which are more or less for self-study can be blended with mediated interaction and hands-on / internship approaches. Due consideration should be given to making a percentage of academic-counseling compulsory(whether F2F, online or blended), while hands-on / internship approaches can be based on any or combination of the following approaches:

1. Problem-based approach.
2. Scenario-based learning.
3. Project-based learning.
4. Competency-based teaching-learning.
5. Job oriented / vocational / professional skill-based approaches.

These should be as per NSQF equivalence or requirement for vocational / employable skill-based programmes; and could be virtual / simulation-based (wherever possible), as also in consideration of the NHEQF. Blended learning should consider blending at the stages of curriculum design, development of learning resources, use of technology for delivery and teaching-learning (including learning activities), and assessment rubric.

(ii) RPL and Multiple Entry-Exit: As much as desirable and possible, each programme should consider the recognition of certain percentage of prior learning to accredit for entering into that programme. This process is naturally extended to the subsequent years of study for stipulated credit hours based on the principle of multiple entry-exit, i.e. a certificate after one year of study, a diploma after two years, and a degree after three-four years of undergraduate study; and may be a PG Diploma after the first year of masters programme. RPL and multiple entry-exit (with provision for horizontal and vertical mobility) should be compulsory for skill-based programmes, with defined employability (i.e. possible employment avenues). This may also take into consideration mobility between general as well as vocational education.

(iii) Indian Knowledge Tradition/ Bhartiya Gyan Parampara: Each programme design needs to consider, as appropriate, inculcation of Indian values and knowledge tradition; and course contents and learning activities should include indigenous knowledge and contextualized and authentic activities.

(iv) Multi-disciplinary: Each programme needs to judiciously draw up courses (including MOOCs, SWAYAM courses, and micro-credential courses) from other related disciplines, and the delivery strategies of the borrowed courses should be considered and integrated with the delivery strategies of the main programme so as to provide for flexibility and effective facilitation of student learning. These courses may largely address the skill/competency enhancement of learners across other disciplines. However, programme coordinators need to specify the limits to such flexibility without leaving to students to make choice from the entire basket of courses of IGNOU (which will be problematic to handle).

Strategies for Synergising the Delivery Process

Based on the above deliberations, the Committee made the following recommendations to synergise the present system of IGNOU's delivery system:

1. Each programme should consider a combination of blended learning approach, comprising self-study/learning, face-to-face or virtual hands-on/skill development, and online interaction and collaborative assignments and projects. The weightage to be given to these three components shall depend of each programme design, skewed either toward more of online learning or toward traditional ODL delivery.

2. In general, IGNOU should adopt a 'Collaborative Delivery Strategy' where the theoretical aspects of its course materials should have specified skill orientation of specified credits. This can be achieved by collaboration with National Skill Development Institutes such as ITIs, Polytechnics, skill development centres, face-to-face/virtual internship centres, or virtual skill development/internship.

3. Industrial links should be established to revamp the traditional delivery mechanism (print, audio-visual, counseling etc.) with additional delivery components based on online blended learning and / or micro-credential courses.

4. Course-wise registration and course-wise delivery strategies should be evolved to facilitate credit transfer through Academic Credit Bank system (course-wise delivery towards multi-disciplinarily is to be recommended if required).

5. To enhance flexibility, more IT-based components such as MOOCs, online discussion forums, hands-on and virtual / blended apprenticeship can be incorporated into the delivery system.

6. In the initial stage, NSQF skill-based courses can be blended with the existing Certificate and Diploma programmes of IGNOU, and subsequently to be compliant with NHEQF and DOL qualifications, if any.

7. Considering the characteristics of each of the existing IGNOU courses /programmes, suitable online blended learning / delivery system could be evolved. To achieve this 2-credits or 4-credits courses already on offer through MOOCs could be added by allowing course-wise registration and credit transfer.

8. It is necessary to implement Online Assessment Strategies as a compulsory component. Though MCQs are acceptable for certificate programmes, it is at present compulsory to have pen and paper-based assessment strategies for degree programmes. Strategies such as collaborative assessments, assessment through discussion forums, scenario-based projects, e-portfolios, and through social technologies and networks are also suggested as part of the assessment process.

9. It is also suggested that portfolio / e-diary /learning journals, viva voce (F2F and/or online), online assessments, projects, log books, fieldwork etc. should also become part of the assessment rubric as per the requirements of respective programmes.

[Note: deliberations and recommendations are also based on the data given in various attached **Annexures**.]

Sd/-	Sd/-	Sd/-
(S.K. Mohapatra)	**(Manjulika Srivastava)**	**(Swaraj Basu)**

Sd/-	Sd/-	Sd/-	Sd/-
(Santosh Panda)	**(Pankaj Khare)**	**(J.K. Srivastava)**	**(D. Venkateshwarlu)**

References

- GOI (2020) *National Education Policy 2020.* New Delhi: Ministry of Human Resource Development.

- Panda, S. (2018). Professional development of teachers in higher education. In N.V. Varghese et al (eds), *India Higher Education Report-Teaching, Learning, and Quality.* New Delhi & London: Stage Publications.

Annexures 1 to 4

Fresh Enrolment in Individual Academic Programme of IGNOU

Academic Programme Code	2015-16	2016-17	2017-18	2018-19	2019-20	Average Enrolment (Annually)	% share in level
Bachelors							
BAG	131941	178794	198642	227656	246032	196613	61.0
BCOMG	17215	20608	21934	25999	24678	22087	6.9
BSCG	14994	18773	19125	20527	22024	19089	5.9
BCA	9074	11947	11738	12792	12817	11674	3.6
BED		1667	22491		4942	9700	3.0
BLIS	4452	5280	8016	13520	14002	9054	2.8
BHM	5990	6796	7249	7840	8449	7265	2.3
BAHIH					6267	6267	1.9
BTS	3442	4478	7560	8249	6734	6093	1.9
BPCCHN		278	1750	7307	13047	5596	1.7
BAPSH					5021	5021	1.6
BCOMAF	4377	4188	4509	4631	5389	4619	1.4
BAEGH					4184	4184	1.3
BSW	2066	4665	3930	4583	4440	3937	1.2
BAHDH					3015	3015	0.9
BASOH					2612	2612	0.8
BAPCH					1385	1385	0.4
BAECH					1144	1144	0.4
BAPAH					933	933	0.3
BBARL	3			737	960	567	0.2
BSCN		185	520		654	453	0.1
BCOMFCA	262	190	199	283	406	268	0.1
BCOMCAA	194	215	150	159	181	180	0.1
BAVTM					141	141	0.04
BSCANH					103	103	0.03
BBASM					45	45	0.01
BSCNPB		26	56	26		36	0.01
Sub total	**194010**	**258090**	**307869**	**334309**	**389605**	**322078**	
% Share of Grand Enrolment	41.1	46.0	46.1	48.5	47.6		

Academic Programme Code	2015-16	2016-17	2017-18	2018-19	2019-20	Average Enrolment (Annually)	% share in level
Masters							
MCOM	28663	32933	35888	36509	36098	34018	15.3
MPS	21675	25284	31112	33234	36243	29510	13.3
MEG	23151	24457	26860	27114	28172	25951	11.7
MAH	17980	20081	20798	21294	23998	20830	9.4
MSO	16806	18129	18973	19443	20466	18763	8.4
MHD	14200	16002	16549	15862	17987	16120	7.2
MPR	19324	15301	14972	10795		15098	6.8
MEC	8776	9902	11064	10560	11145	10289	4.6
MAPC	7661	8603	11390	11188	12340	10236	4.6
MPA	6844	7076	8494	8657	9014	8017	3.6
MARD	4484	5187	5607	5798	5022	5220	2.3
MCA	5763	5340	5464	4422	4680	5134	2.3
MSW	3776	4355	4648	4334	4409	4304	1.9
MP	4050	4732	3207	3690	4677	4071	1.8
MAEDU	3568	3089	2916	2795	3152	3104	1.4
MTTM	1866	2008	2565	2360	2561	2272	1.0
MSCDFSM	1257	1566	2017	1209	1665	1543	0.7
MAPY	1163	1349	1740	1538	1530	1464	0.7
MLIS	582	705	992	993	1461	947	0.4
MCOMFT	809	858	701	839	964	834	0.4
MAAN	300	388	639	971	1280	716	0.3
MAJMC					512	512	0.2
MSWC	428	462	379	507	550	465	0.2
MPB	542	408	412	383	472	443	0.2
MADE	142	251	581	609	431	403	0.2
MCOMBPCG	449	439	322	293	283	357	0.2
MADVS					325	325	0.1
MSCCFT	198	263	305	370	340	295	0.1
MAWGS	148	186	204	176	269	197	0.1
MCOMMAFS	160	176	185	202	211	187	0.1
MSCMACS	192	160	133	160	161	161	0.1
MAGD	130	123	176	193	150	154	0.1
MHA	80	95	120	143	176	123	0.1
MATS	121	106	130	106	121	117	0.1
MGPS	83	76	126	105	146	107	0.05

Academic Programme Code	2015-16	2016-17	2017-18	2018-19	2019-20	Average Enrolment (Annually)	% share in level
MAAE	33	35	140	137	104	90	0.04
MAEDS	61	58	92			70	0.03
MPBPRER	11					11	0.005
Sub total	**195476**	**210183**	**229901**	**226989**	**231115**	**222459**	
% Share of Grand Enrolment	41.4	37.5	34.4	32.9	28.2		
Diplomas							
DECE	2715	2559	3229	3527	26425	7691	15.2
DNHE	4480	5248	7101	7138	9320	6657	13.1
PGDRD	3937	4384	6852	6813	7628	5923	11.7
DELED	1337	2671	2550	4835		2848	5.6
PGDT	1546	1975	2824	2358	2792	2299	4.5
PGDDM	1544	1694	2008	1958	2434	1928	3.8
DCE	1576	1485	2035	1700	1608	1681	3.3
PGDCA					1488	1488	2.9
PGDIBO	879	1133	1344	1990	2065	1482	2.9
PGDUPDL	1143	1315	1696	1739	1442	1467	2.9
DTS	670	685	1961	1633	1965	1383	2.7
PGDAST	565	992	1310	1510	1641	1204	2.4
PGDESD	678	723	1000	1132	1394	985	1.9
PGDEMA	634	687	862	1032	1122	867	1.7
DDT	621	881	847	1028	871	850	1.7
PGJMC	683	711	711	616	1079	760	1.5
DPLAD	105	89	407	2133	932	733	1.4
DWED	226	226	787	532	1522	659	1.3
PGDHE	489	566	665	680	625	605	1.2
PGDFSQM	510	481	541	643	694	574	1.1
PGDHRM			173	495	983	550	1.1
PGDSLM	377	441	482	697	673	534	1.1
PGDIPR	375	461	481	480	528	465	0.9
PGDFM			168	456	602	409	0.8
PGDIS	170	251	355	582	683	408	0.8
DAFE	266	247	371	383	703	394	0.8
PGDEOH					382	382	0.8
DEVMT				154	506	330	0.7

Academic Programme Code	2015-16	2016-17	2017-18	2018-19	2019-20	Average Enrolment (Annually)	% share in level
PGDOM			82	227	665	325	0.6
PGDPPED	197	225	282	379	525	322	0.6
PGDHHM	358	341	278	276	262	303	0.6
DBPOFA	79	42	645	329	414	302	0.6
PGDCFT	186	233	297	352	344	282	0.6
PGDAC	152	200	281	317	316	253	0.5
PGDET	181	196	243	266	339	245	0.5
PGDCJ	96	139	199	283	363	216	0.4
PGDMM			72	136	409	206	0.4
PDDEOH				201		201	0.4
DNA	196	262	200	87	132	175	0.3
DCCN	196	195	195	152	134	174	0.3
PGDMH			138	151	164	151	0.3
DIPP	82	95	137	159	263	147	0.3
PGDFCS	92	124	136	178	162	138	0.3
PGDWGS	82	111	107	179	202	136	0.3
PGDMCH	161	157	144	75	56	119	0.2
PGDGM	137	125	102	132	83	116	0.2
PGDLAN	60	81	116	118	164	108	0.2
DWM	188	105	67	86	77	105	0.2
DMOP					104	104	0.2
DTG		48	140	120	100	102	0.2
PGDBP	41	60	106	142	103	90	0.2
DAQ	6	25	66	125	213	87	0.2
PGDPSM	56	58	73	99	115	80	0.2
PGDFMP			16	61	152	76	0.2
DVAPFV	34	34	193	67	43	74	0.1
DUL	96	89	63	67	47	72	0.1
PGDDVS	43	31	37		148	65	0.1
PGDSS			34	51	89	58	0.1
PGDAPP	42	44	49	56	55	49	0.1
PGDPM	23	41	38	46	84	46	0.1
PGDHIVM	52	36	32	32	47	40	0.1
PGDGPS	29	27	34	29	75	39	0.1
PGDCOUN				11	66	39	0.1
PGDHO			50	25		38	0.1

Academic Programme Code	2015-16	2016-17	2017-18	2018-19	2019-20	Average Enrolment (Annually)	% share in level
DIR			75	20	14	36	0.1
DMT	7	11	13	29	24	17	0.03
DFPT	1			28	15	15	0.03
PGDAE	12	18	8	16	14	14	0.03
PGDSWT	23	1	5	3		8	0.02
DPVCPO	4	2	1	7	2	3	0.01
Sub total	**28438**	**33061**	**45514**	**51361**	**78691**	**50731**	
% Share of Grand Enrolment	6.0	5.9	6.8	7.5	9.6		
Certificates							
CLIS			728	2868	36974	13523	20.6
CFN	5284	4397	9944	8368	22958	10190	15.5
CIG	5442	4199	4788	2769	7451	4930	7.5
CDM					3975	3975	6.1
CIT	679	567	4089	5061	7013	3482	5.3
CFE	1500	1103	1804	2581	3906	2179	3.3
CHR	1271	1243	2227	1966	4077	2157	3.3
CBS	588	878	1880	1740	2579	1533	2.3
CPLT	353	405	4004	909	1785	1491	2.3
CTS	565	577	2648	1328	2196	1463	2.2
CCITSK	377	281	2970	1320	2189	1427	2.2
CPY					1347	1347	2.1
CDM	639	647	2407	1472		1291	2.0
CNCC	730	730	960	1132	2138	1138	1.7
CNM	862	767	1499	668	1315	1022	1.6
CTE	905	773	906	914	1147	929	1.4
CES	357	388	1069	783	1739	867	1.3
CPPDPT	2208	847	36	300		848	1.3
CRD	248	304	941	777	1463	747	1.1
COF	317	333	1067	619	651	597	0.9
CKLC				908	282	595	0.9
PGCCC					566	566	0.9
CCP	348	496	613	513	761	546	0.8
CTPM	370	433	588	473	781	529	0.8
CLP	91	784	1076	235	341	505	0.8
CGL					472	472	0.7
PGCCL	265	288	386	484	721	429	0.7

Academic Programme Code	2015-16	2016-17	2017-18	2018-19	2019-20	Average Enrolment (Annually)	% share in level
CFL	129	265	523	446	655	404	0.6
CAFE	210	199	435	342	677	373	0.6
CAL	221	219	369	368	575	350	0.5
CSLC				252	436	344	0.5
CUL	220	205	325	319	499	314	0.5
CRUL		99	365	278	487	307	0.5
CLTA				172	411	292	0.4
CFAID				114	458	286	0.4
ACISE	79	128	523	309	253	258	0.4
CJL				312	168	240	0.4
ACPDM	241	227	249	183	220	224	0.3
CHBHC	146	196	258	249	253	220	0.3
CSWCJS	143	149	222	204	334	210	0.3
PGCGI	158	151	222	214	277	204	0.3
CPVE	167	115	98	236	363	196	0.3
CPF	67	66	111	207	480	186	0.3
CWHM	75	79	402	130	239	185	0.3
CIS	63	117	307	249	188	185	0.3
CTRBS				90	248	169	0.3
CETM	93	282	158	130	174	167	0.3
CVAP	101	60	90	186	365	160	0.2
CHCWM	86	99	160	199	250	159	0.2
CAHT	228	124	110	149	169	156	0.2
CIHL	52	74	104	94	174	100	0.2
PGCAP	77	54	99	101	165	99	0.2
CIB	57	58	50	99	192	91	0.1
ACPSD					78	78	0.1
CPATHA	36	34	57	91	151	74	0.1
CPSCM					73	73	0.1
CFDE				14	130	72	0.1
CPEL					71	71	0.1
CCPD	144	7	3	55	44	51	0.1
CMCHN	34	16	31	58	111	50	0.1
CVAA	15	19	54	56	88	46	0.1
PGCGPS	26	34	55	46	70	46	0.1
ACSEPD		22	50	52		41	0.1

Academic Programme Code	2015-16	2016-17	2017-18	2018-19	2019-20	Average Enrolment (Annually)	% share in level
CIAP	108	3	8			40	0.1
PGCPP	24	31	44	26	68	39	0.1
CGDA					38	38	0.1
CCR	19	22	49	60	32	36	0.1
CCLBL	10	22	39	39	58	34	0.1
CPHA					28	28	0.04
PGCAE	10	21	34	31	35	26	0.04
CNIN	25	5	28	26	46	26	0.04
CPAHM	3	10	34	28	53	26	0.04
CPABN	6	12	8	32	51	22	0.03
CGCA					21	21	0.03
PGCEDS	19	18	35	1		18	0.03
CHHA					17	17	0.03
CPAKM			4	15	16	12	0.02
PGCBHT	5	10	13	12	15	11	0.02
PGCMHT	9	4	7	3	6	6	0.01
PGCIATIVI	4		1	2	12	5	0.01
PDCDM	7		2			5	0.01
PGCACP					4	4	0.01
Sub total	**26516**	**23696**	**52366**	**44467**	**118853**	**65673**	
% Share of Grand Enrolment	5.6	4.2	7.8	6.5	14.5		
Awareness and BPP							
BPP	26698	33578	30174	29780		30058	94.32
GST					163	163	0.51
ACE	35	45	92	61	72	61	0.19
APDF	163	207	399	253	372	279	0.87
APVPFV			4	12	22	13	0.04
ASSO	1250	1647	1498	1997	88	1296	4.07
Sub total	**28146**	**35477**	**32167**	**32103**	**717**	**31869**	
% Share of Grand Enrolment	6.0	6.3	4.8	4.7	0.1		
Grand Enrolment	**472586**	**560507**	**667817**	**689229**	**818981**		

Academic Programmes with Multiple Entry and Exit

1. Master of Computer Applications

2. Master of Science (Counselling & Family Therapy)

3. Master of Social Work (Counselling)

4. Master of Arts (Adult Education)

5. Master of Arts (Women & Gender Studies)

6. Master of Commerce

7. Master of Arts (Distance Education)

8. Master of Arts (Gender & Development Studies)

9. Master of Art (Journalism & Mass Comm)

10. Master in Science (Information Security)

11. Master of Art (Entreprenuership)

12. Master of Arts (Folklore & Culture Studies)

13. Master of Sciences (Food & Nutrition)

14. Master of Arts (Rural Development)

15. Master of Business Administration

16. Master of Arts (Gandhi and Peace Studies)

17. Master of Arts (Jyotish)

18. Master of Arts (Urdu)

19. Bachelor of Business Administration (Retailing)

Note: Data as on February 2022

List of Online Academic Programmes offered in July 2021

S.No	Academic Programme Code	Name of Academic Programmes
1.	MATS	: Master of Arts (Translation Studies)
2.	MGPS	: Master of Arts (Gandhi and Peace Studies)
3.	MHD	: Master of Arts (Hindi)
4.	BTS	: Bachelor of Arts (Tourism Studies)
5.	BCOMOL	: Bachelor of Commerce (Commerce)
6.	BLIS	: Bachelor of Library and Information Sciences
7.	PGCAP	: Post Graduate Certificate in Agriculture Policy
8.	PGCGPS	: PG Certificate in Gandhi and Peace Studies
9.	PGDGPS	: PG Diploma in Gandhi & Peace Studies
10.	PGDSS	: Post Graduate Diploma in Sustainability
11.	DTS	: Diploma in Tourism Studies
12.	CAL	: Certificate in Arabic Language
13.	CIT	: Certificate in Information Technology
14.	CLIS	: Certificate in Library and Information Science
15.	CPSCM	: Certificate (Peace Studies and Conflict Management)
16.	CRUL	: Certificate in Russian Language
17.	CTRBS	: Certificate in Tribal Studies
18.	CTS	: Certificate In Tourism Studies

Note: Data as on February 2022

Vocational Academic Programmes on Offer

S.No	Name of Academic programme	Code of Academic Programme	School Code	Medium	Duration	
					Minimum	Maximum
1.	Certificate in Energy Technology and Management	CETM	SOET	English	6 months	2 years
2.	Computer Literacy Programme	CLP	RSD	English, Hindi Bengali, Tamil & Malayalam	1 month	1 month
3.	Post Graduate Diploma in Food Safety and Quality Management	PGDFSQM	SOA	English	1 year	3 years
4.	Diploma in Dairy Technology	DDT	SOA	English, Hindi and Telugu	1 year	3 years
5.	Diploma in Meat Technology	DMT	SOA	English & Hindi	1 year	3 years
6.	Diploma in Watershed Management	DWM	SOA	English & Hindi	1 year	3 years
7.	Diploma in Value Added Products from Fruits & Vegetables	DVAPFV	SOA	English & Hindi	1 year	3 years
8.	Certificate in Sericulture	CIS	SOA	English and Hindi	6 months	2 years
9.	Certificate in Organic Farming	COF	SOA	English & Hindi	6 months	2 years
10.	Certificate in Water Harvesting & Management	CWHM	SOA	English & Hindi	6 months	2 years
11.	Certificate in Poultry Farming	CPF	SOA	English, Hindi, Mizo and Telugu	6 months	2 years
12.	Certificate in Beekeeping	CIB	SOA	English & Hind	6 months	2 years
13.	Awareness Programme on Dairy Farming	APDF	SOA	Hindi and Telugu	2 months	6 months
14.	Diploma in Nutrition & Health Education	DNHE	SOCE	English & Hindi	1 year	3 years
15.	Diploma in Event Management	DEVMT	SOCE	English	1 year	3 years
16.	Certificate in Nutrition and Child Care	CNCC	SOCE	English & Hindi	6 months	2 years

S.No	Name of Academic programme	Code of Academic Programme	School Code	Medium	Duration	
					Minimum	Maximum
17.	Bachelor of Computer Applications	BCA	SOCIS	English	3 years	6 years
18.	Master of Computer Applications	MCA	SOCIS	English	2 years	4 years
19.	Post Graduate Diploma in Computer Applications	PGDCA_NEW	SOCIS	English	1 year	3 years
20.	Certificate in Information Technology	CIT	SOCIS	English	6 months	2 years
21.	Certificate in Mobile Application Development	CMAD	SOCIS	English	6 months	2 years
22.	Advanced Certificate in Power Distribution Management	ACPDM	SOET	English	6 months	2 years
23.	Post Graduate Certificate in Inventory Planning and Warehousing for Engineers	PGCPWS	SOET	English	6 months	2 years
24.	Post Graduate Certificate in Industrial Safety	PGCINDS	SOET	English	6 months	2 years
25.	Certificate of Competency in Power Distribution	CCPD	SOET	English/Hindi	6 months	2 years
26.	Certificate in Motorcycle Service and Repair	CMSR	SOET	English & Hindi	2 months	6 months
27.	B.Sc. Nursing (Post Basic)	BSCN	SOHS	English & Hindi	3 years	6 years
28.	Post Graduate Diploma in Hospital and Health Management	PGDHHM	SOHS	English	1 year	3 years
29.	Post Graduate Diploma in Geriatric Medicine	PGDGM	SOHS	English	1 year	3 years
30.	Post Graduate Diploma in Maternal and Child Health	PGDMCH	SOHS	English	1 year	3 years
31.	Post Graduate Diploma in HIV Medicine	PGDHIVM	SOHS	English	1 year	3 years

24

S.No	Name of Academic programme	Code of Academic Programme	School Code	Medium	Duration	
					Minimum	Maximum
32.	Diploma in Nursing Administration	DNA	SOHS	English	1 year	3 years
33.	Diploma in Critical Care Nursing	DCCN	SOHS	English	1 year	3 years
34.	Post Graduate Certificate in Medical Management of CBRNE Disasters	PGCMDM	SOHS	English	6 months	2 years
35.	Certificate in First Aid	CFAID	SOHS	English	6 months	2 years
36.	Certificate Programme in Yoga	CPY	SOHS	English	6 months	2 years
37.	Certificate in Health Care Waste Management	CHCWM	SOHS	English	6 months	2 years
38.	Certificate in Newborn and Infant Nursing	CNIN	SOHS	English	6 months	2 years
39.	Certificate in Maternal and Child Health Nursing	CMCHN	SOHS	English	6 months	2 years
40.	Certificate in Home Based Health Care	CHBHC	SOHS	English/Hindi	6 months	2 years
41.	Certificate in General Duty Assistance	CGDA	SOHS	English	6 months	2 years
42.	Certificate in Geriatric Care Assistance	CGCA	SOHS	English	6 months	2 years
43.	Certificate in Phlebotomy Assistance	CPHA	SOHS	English	6 months	2 years
44.	Certificate in Home Health Assistance	CHHA	SOHS	English	6 months	2 years
45.	Certificate in Community Health	CCH	SOHS	English	6 months	2 years
46.	Post Graduate Diploma in Journalism and Mass Communication	PGJMC	SOJNMS	English	1 year	3 years
47.	Post Graduate Diploma in Audio Programme Production	PGDAPP	SOJNMS	English & Hindi	1 year	3 years

S.No	Name of Academic programme	Code of Academic Programme	School Code	Medium	Duration	
					Minimum	**Maximum**
48.	Certificate in Community Radio	CCR	SOJNMS	English/Hindi	6 months	2 years
49.	Bachelor of Business Administration	BBARL	SOMS	English	3 years	6 years
50.	Diploma in Retailing	DIR	SOMS	English	1 year	3 years
51.	Diploma in Theatre Arts	DTH	SOPVA	English	1 year	3 years

Note: Data as on February 2022

Analysis of Models of Delivery of Academic Programmes by IGNOU

Delivery Strategies

1) Print Based with multimedia
2) Online learning
3) Blended
4) Scenario based
5) MOOCs

Learning inputs	Delivery Strategies				
	Print based with Multimedia	**Online learning**	**Blended**	**Scenario based**	**Moocs**
Printed SLM	■		■	■	
Digital SLM	■	■	■	■	■
Synchronous		■	■	■	■
Asynchronous		■	■	■	■
IRC	■		■	■	
Classroom	■		■	■	
Workshop	■		■	■	
LSC based counseling	■		■	■	
Practical	■		■	■	
Web conferencing	■	■	■	■	■
Radio/TV	■		■	■	
Virtual Lab	■	■	■	■	■

Note: The filled cell reflect that learning activity mentioned in the head row is integral component of delivery strategy.

The summative and continuous assessment may be in the form of combination of one or more of the following components: TEE, Assignment, Computer Marked assignment, Log book, Field work, Workshop, LSC based Counselling, Practical and Web Counselling. The activities under these assessment strategies are a combination of print based with Multimedia, Online learning, MOOCs, Blended and Scenario based learning depending on the requirement of the curriculum.

Exclusive Assessment strategy of each Model depending on learning objectives.

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

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

Indira Gandhi

विश्वविद्यालय का कुलगीत

I

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

II

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

III

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

IV

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

Vishvavidyaalay Ka Kulageet

I

Ye hai jan jan ka vishwavidyalay
Ye hai jan jan ka vishwavidyalay
Saral Sugam Shiksha Ka Aalay
Jan Jan Ka Vishvavidyaalay
Jan Jan Ka Vishvavidyaalay

II

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

III

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

IV

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