

**Indira Gandhi National Open University**

**Annual Report  
2016-2017**



**Indira Gandhi National Open University**

**Maidan Garhi, New Delhi-110 068, INDIA**

**[www.ignou.ac.in](http://www.ignou.ac.in)**

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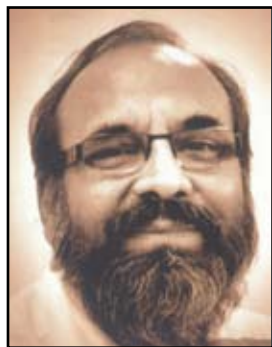
## CONTENTS

	<b>Page No.</b>
<b>Chapter - I</b>	
<b>Indira Gandhi National Open University: A Profile</b>	<b>15</b>
<b>Chapter - II</b>	
<b>Academic Activities</b>	<b>23</b>
<b>Chapter - III</b>	
<b>Enrolment and Learner Profile</b>	<b>43</b>
<b>Chapter - IV</b>	
<b>Learner Support Activities</b>	<b>55</b>
<b>Chapter - V</b>	
<b>Technology for Education</b>	<b>71</b>
<b>Chapter - VI</b>	
<b>Governance, Resources and Infrastructure</b>	<b>77</b>
<b>Appendix - 1</b>	
<b>Members of the University Authorities and Officers of the University</b>	<b>91</b>
<b>Appendix - 2</b>	
<b>List of the MoUs/MOCs/Agreements/Contracts by IGNOU in the Financial Year 2016-17</b>	<b>108</b>
<b>Appendix - 3</b>	
<b>Academic Programmes offered by the University</b>	<b>110</b>
<b>Appendix - 4</b>	
<b>Regional Centre-wise Learners' Support Centre Network as on 31 March, 2017</b>	<b>132</b>
<b>Appendix - 5</b>	
<b>Details of Externally Funded Projects</b>	<b>135</b>
<b>Appendix - 6</b>	
<b>Conferences/Workshops/Panel Discussions/ Lectures/Seminars organized by IGNOU</b>	<b>138</b>
<b>Appendix - 7</b>	
<b>Research Publications and Contributions in Conferences/Seminars/ Workshops</b>	<b>142</b>
<b>List of Abbreviations</b>	<b>164</b>
<b>IGNOU AT A GLANCE</b>	

## From the Vice-Chancellor's Desk

*If we want to impart education best suited to the needs of the villagers, we should take the vidyapith to the villages.*

Mahatma Gandhi



It is a privilege and honour for me to present Annual Report of Indira Gandhi National Open University for year 2016-17, an account of truly inspired activities.

Indira Gandhi National Open University (IGNOU), a system leader in Open Learning, made rapid strides in digitizing the teaching-learning arrangements and associated processes, thus, redefining 'open and distance learning' as 'open and digital learning'. Year 2016-17 marked as the threshold of a Digital Revolution that heralds Integrated ICT Application in Higher Education melding teaching-learning, research, learning-support-services, and capacity-building into a coagulated whole known as OPEN & DIGITAL LEARNING. The implications are deep and wide. It frees IGNOU from the trammel net of "Distance Learning", and makes it possible to address the new inquisitive behavior of DIGITAL LEARNERS. It unfurls the innate potential of flexible and open learning environment. Also it actualizes the objectives of democratizing education, as it diversifies the programmes and courses to the needs and aspirations of DIGITAL LEARNERS. It responds, in real-time, to the educational challenges and imperatives of New India.

The key components of this Integrated ICT Application are Digital Content (Study/Learning Material), Virtual Learning Platforms, Massive Open Online Courses (MOOCs), Open Education Resources (OERs), Satellite Communication Technology (Tele-Education), Digital Learning Resource Repository (E-Gyankosh-National Virtual Library), E-Services (Admission-Evaluation), and Training in Newer Technologies (Capacity Building). It is a propitious circumstances that IGNOU is today equipped with almost all the above applications and is suitably poised for a take-off, the consequences of which, both short-term and long-term, are likely to be eventful. Considering the growth of the University in size and numbers, and in its remarkable geographical access, over all these years, the impact is bound to be huge and dense, an idea of which can be had from the functional configurations detailed here.

During 2016-17, IGNOU served nearly 2.6 million learners, which include overseas enrolments and learners from all parts of the country. The University offered 236 academic programmes, perhaps the largest and most diversified pool of academic programmes in the country. The learners are supported by a network of 67 Regional Centres and 2,948 active Learner Support Centres. The University has registered a growth of 15.2% in its enrolment in the reported period with 43.8% of women students among fresh students. The University addresses issue of gender equity by offering academic programmes empowering women. As a result, the University has enrolled a larger number of women students in academic programmes of Gender and Development Studies, Humanities, Health Sciences, Continuing Education, Education Performing and Visual Arts, Social Work and Translation Studies. The strength of female students is more

than 50% of fresh enrolments in these schools. The University has been addressing social issues in selected areas and accrediting skills by offering training in informal and non-formal sectors through awareness, appreciation and bridge courses. The University made special provision of plan grants to boost educational development of North-East States, and has witnessed higher enrolment from these states. There is remarkable strength of SC/ST students in academic programmes in the areas of Education, Humanities, Management Studies, Agriculture, Social Sciences, Continuing Education, Sciences, Computer and Information Sciences, Tourism and Social Work. The University is also committed to address educational gap among SC and ST community. The University introduced the scheme of reimbursement/exemption of fee in selected Undergraduate academic programmes including BA, B.Sc., B.Com., B.T.S., BSW and BCA in the fiscal year 2016-17.

IGNOU's unique strength lies in its self-learning instructional materials in a wide range of disciplines. It has produced the largest collection of self-learning instructional materials for higher education in India. Indian youth are in a desperate need of good educational resources but most of these are not able to purchase expensive foreign books. The problem is more acute as quality learning material is not available in Hindi. IGNOU has the largest collection of printed self-learning instructional material at Undergraduate and Postgraduate levels in Hindi medium. IGNOU is aware of its responsibility to play the role of national resource centre for educational resources and to provide wide access to its learning resource on 'E-Gyankosh' platform which is a digital repository open to the public.

IGNOU's Students Support Network is unique in terms of its wide range through its Regional Centres and Study Centres spread across the country with special focus on marginalized areas with Special Study Centres. The University established Regular Study Centres especially for women in existing academic institutions to encourage admission of women. The University further strengthened its linkage with the society by opening Rural Learning centers in villages.

IGNOU, on the one hand is able to bring marginalized society to the main stream by using its traditional approach in cost effective ways, while on the other hand, it also leads in the use of technology. The University contributions are unique in achieving equity in access to higher education and in using education technology and ICT in delivery of quality higher education through ODL. The remarkable ICT enabled initiatives of the university include designing, developing and launching of Massive Open Online Courses (MOOCs), accessing learning resources through Shodhganga (UGC-INFLIBNET project), and National Digital Library (MHRD project), contributing to Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY), re-starting of Gyan Vani FM radio stations, reactivating e-Gyankosh, Wi-fi campus connectivity, Cloud based IT infrastructure and Digital Locker. In the administration as well a number of activities have been provided through ICT. The University introduced e-tendering for purchase of items for the University through the Central Public Procurement Portal of India.

The University made efforts for capacity building activities of its staff including teachers, academic and non-teaching staff in the fiscal year. Refresher programmes for teachers/academic with emphasis on design and delivery of online education were organized. Special focus was placed on designing of online education. The university

conducted 6 workshops/training/refresher programmes. The University also played an important role in training of in-service teachers from School. It has been engaged in training of teachers employed by the Kendriya Vidyalaya Sangathan (KVS) and Governments of North-East states. The University extensively used its wide spread Student Support Network and technology for training in-service teachers on a large scale without displacing them from their place of work.

I would like to put on record the efforts and hard work made by the Campus Placement Cell by conducting record numbers of placement drives in the fiscal year. The University organized eight placement drives at the Headquarters and various Regional Centres. There was a placement drive exclusively for women, a remarkable contribution of IGNOU for the Prime Minister initiative of 'Beti Padhao Beti Bachao'.

The University had expanded its network of overseas centres; and registered 2,435 students. Total overseas centre are 12 covering 10 countries.

The University, across the globe has proved its Excellence in conducting research in the ODL system as well as discipline based research. It is imperative that the ODL system also proves its commitment and capability of running quality research programmes in tune with other institutions of higher learning. The University also organized 30 International conferences/ seminars/ lectures/ panel discussions details are provided in Appendix 6.

I acknowledge and appreciate the efforts of each and everyone in the University community in taking the University to new heights. I hope, the University will continue in its journey of success and achieve greatness in the hand of our dedicated University community.



(Prof. Ravindra Kumar)  
Vice-Chancellor (I/c)

## EXECUTIVE SUMMARY

IGNOU was established by an Act of Parliament in 1985 to provide access to quality higher education to all segments of the society. The objective of the University was to offer high-quality, innovative and need-based programmes at different levels, to all those who require them; and reach out to the disadvantaged segments by offering programmes in all parts of the country and overseas at an affordable cost. IGNOU has been steadily expanding opportunities for life-long higher education and democratising education by making it inclusive. The University has adopted a flexible and innovative approach, which encourages learners to move from education to work and vice versa. Its academic programmes are well suited to the diverse requirements of the country, and also help to harness the human resources with its full potential and leverage the demographic dividend. The strength of administrative and technical staff is 980 and 415 respectively. 24.6% of administrative staff and 16.4% of technical staff belong to SC/ST community. The strength of academics and teachers at the end of financial year is 250 and 273 respectively.

The University has an estimated cumulative student strength of about 2.6 million; of these a significant number of 9,17,117 students were added through fresh admission and re-registration during 2016-17 admission cycles, out of which 545840 constituting 59.5% of registration was fresh enrolment. There is a remarkable annual growth in enrolment of 15.2% in the reported period. An analysis of data of fresh enrolment for 2016-17 reveals that 43.8% of them are women, 9.7% are ST, 12.6% are SC and 22.1% are OBC, thereby providing a significant social spread towards inclusive education. The University has enrolled 1476 overseas students; 149 Assam Rifles, 4,095 Army personnel and 1,981 Navy personnel. Two regional centres with maximum enrolment in the reported period are situated in Delhi i.e. Delhi 2 and Delhi 1 with 48,279 and 38,172 fresh enrolment respectively; other RCs with fresh enrolment over twenty thousands are situated at Ranchi (25,849), Jammu (24,037), Delhi 3 (22,908); and Kolkata with 21,317 students.

The 21 Schools of Study have continued their regular activities of planning, designing and developing academic programmes, and undertaking research activities. The Schools have revised courses, developed new academic programmes and new courses in existing academic programmes in various disciplines in the reported period. The University offers 236 academic programmes, encompassing a wide range of disciplines, which cater to the diverse socio-economic needs. It has ventured into new academic areas of sustainability sciences, mental health, community health, foreign languages and tourism etc. The University launched/reactivated following academic programmes in the reported period:

- a) Post Graduate Diploma in Sustainability Science;
- b) Post Graduate Diploma in Social Work Counseling;
- c) Post Graduate Diploma in Mental Health;
- d) Diploma in Teaching German;
- e) Diploma in Culinary Arts;

- f) Certificate in Russian Language;
- g) Bridge Programme (Certificate) in Community Health for Nurses;
- h) Certificate in Library and Information Science; and
- i) Appreciation Course on Population and Sustainable Development

The support services to students are extended by the Student Registration Division (SRD), Student Evaluation Division (SED), Material Production and Distribution Division (MPDD), Electronic Media Production Centre (EMPC). The academic programmes are delivered through the vast network of 67 Regional Centres (RCs), 2,948 Learner Support Centres (LSCs). A Total of 60,262 part-time academic counselors drawn mostly from the conventional system provide the human interactivity element for the learners at LSC's. In 2016-17, the student support network has been expanded by establishing 79 new Learner Support Centres.

The University has published 226 lakh blocks of study material to meet the requirement of 9.17 lakh students registered in 236 academic programmes during the reported period. Production and distribution of printed materials is closely monitored to ensure quality and its timely delivery to students. The task of delivery of study materials was accomplished within the time frame.

In Term End Examination, held in December, 2016 over 4.8 lakh students appeared in 2,450 courses across 890 Examination Centres, which included a striking number of 91 Jail Centres and 21 International Centres. Similarly, 5.6 lakh students appeared in Term End Examination held in June, 2016. The Total number of answer sheets evaluated stood at 32.8 lakh in the reported period.

The 29<sup>th</sup> Convocation was held in absentia under clause 5 of Ordinance of the University. Degree/diploma/certificates of the eligible students were forwarded to concerned Regional Centres. A Total of 1,93,662 students spread in all regions of India and overseas were awarded Degree/Diploma and Certificates, it also included 48 students awarded Doctoral degrees. Of the Total number of 1,93,662 awardees, Bachelors programmes constitute the largest number with 79,356 (41%), followed by Masters with 56,542 (29%), Diplomas with 43,236 (22%), Certificates with 14,479 (8%), 48 Ph.D., and 1 in M.Phil.

The Regional Centres (RCs) took special initiatives towards building awareness on various social and educational issues such as Bharat Bodh, Digital India, Online Admission, *Beti Bachao Beti Padhao Abhiyan*, plantation of trees and saplings, promoting higher education opportunities through distance education, education opportunities for women, education and job avenues for successful students. RCs took innovative approaches to enhance enrolment, including on-the-spot admission, road shows, publicity through mobile vans, meeting with the potential learners from all walks of life, particularly in the rural and remote areas during the period of the report. The University continued its popular scheme of fee reimbursement for SC and ST students in its undergraduate academic programmes (BA, B.Sc., B.Com., BTS, BSW and BCA) with high enrolment, as Direct Benefit Transfer (DBT) scheme under SCSP and TSP scheme to improve participation of SC/ST in higher education in period under report.



Distance learners not only require quality study material but also its timely delivery combined with all other relevant academic support services, namely, conduct of counseling sessions, submission and evaluation of assignments, timely updating and issuance of grade cards. Hence, in the reporting year, the University continued its efforts to strengthen these services. During the year, the University has further augmented the infrastructure of its Regional Centres through construction as well as extension of Regional Centre buildings at different locations to serve students in better way.

The Campus Placement Cell of the University convened eight placement drive events in the reported period at various places with proactive assistance from the respective Regional/Study Centres to provide placement opportunities to successful students. It included three Campus Placement Drives at Headquarters, three Placement Drives at Regional Centres, and two Job Fairs at Study Centres of IGNOU under RCs Delhi-1 and Delhi-2. A Total of 4,462 successful students of the University attended these placement drives, out of which 1,374 students were shortlisted/selected. The University has been planning and designing academic programmes/training to disseminate skills and knowledges to enhance chances of employability and entrepreneurship academic/training programme are in compliance with NSQF standards and designed/delivered through industry tie ups.

The University fulfills educational, vocational and rehabilitation needs of persons with disabilities through a wide range of activities. The University has established Special Study Centres to extend support to students with disabilities. A video brochure in sign language on IGNOU has been developed in the reported period to acquaint prospective students with disabilities about IGNOU and its academic programmes. Soft copies of study material of select courses were made available on demand to students having Visual Impairment and Low Vision. The self-learning material of BA political science course has been converted in audio format on the demand of a blind learner. The University celebrated International Disability day and organized other activities like; 'Brailles's Day', sensitization programme and National Seminar to educate and aware in public on issues of disabilities.

The University is engaged in promoting interdisciplinary studies on disability with the goal of removing barriers in empowering persons with disabilities and by promoting research and extension activities in the area of disability studies through ODL mode. The University compiled published and unpublished researches/ documents of last 10 Years on disabilities and higher education and published this compilation as "Compilation of Indian research abstracts in Disability Studies". First Ph.D. viva-voce examination in Disability Studies entitled "Studying the Attitudes of Rural and Urban Untrained and Trained Teachers in Disability towards Children with Special Needs in Inclusive Schools" was held in the reported period. The University launched a Bridge programme in Certificate in Community Health (BPCCHN) in January, 2017 in collaboration with Ministry of Health & Family Welfare and 320 students sponsored by State Health department were enrolled in this programme in the reported period.

The School of Social Sciences houses two Centres i.e. Centre for Gandhi and Peace Studies and Indira Gandhi Centre for Freedom Struggle Studies (IGCFSS). The Three Chairs have been housed in IGCFS, viz., (i) Bahadur Shah Zafar, (ii) Gen. Shah Nawaz Khan, INA and

(iii) Shaheed Kartar Singh Sarabha. These Chairs have been sponsored by the Ministry of Culture, Govt. of India. The IGCFS Centre has taken up the compilation of nationalist poetry, News, Labour history, Persian records, Poetry on INA & Subhas Chandra Bose in vernacular Hindi and Urdu newspapers. The IGCFS organized a One-day Seminar themed 'Indian Freedom Struggle: Different Voices, Varied Streams but Common Goal'. The IGCFS also organized three-day National Seminar themed "Thoughts and Ideology of Bharat Ratna Dr. B.R. Ambedkar: Acceptance, Deviations and Relevance, India 2025". The IGCFS initiated four awards in the name of leading social reformers and freedom fighters of India i.e.

- 1) Sree Narayana Guru Award
- 2) Birsa Munda Award
- 3) Sant Ravidas Award
- 4) Veerangana Jhalkaribai Award

For the year 2016-17, the awards were given to the following:

- 1) Shri Bezwada Wilson given Sree Narayana Guru Award
- 2) Late Shri Dashrath Manjhi & Family given Birsa Munda Award
- 3) Ms. Ginni Mahi given Sant Ravidas Award
- 4) Shri Bapurao Bhimrao Tajne was given Veerangana Jhalkaribai Award

The Sindhi Chair, sponsored by National Council for Promotion of Sindhi Language and Culture (MHRD) is housed in the School of Translation Studies and Training. The Chair organized three national seminars, one workshop and initiated translation of Sindhi short stories in Hindi in the reported period. The CBCI-IGNOU Chair housed in the School of Social Work contributed work in developing study materials for M.Phil & Ph.D. in Social Work.

The University has published two data books to highlight trend in demograph of enrolled students in the reported period. The First data book titled "Three Decades of Distance Education : IGNOU, from 1986-87 to 2014-15" published graphical presentations and trend in enrolment in each school of studies analyzed on year-wise, Programme-wise and level-wise. The second data book titled "Nurturing Social Equity through Distance Education : IGNOU (1998-99 to 2014-15)", highlights demographic profile of IGNOU enrolment. The book comprises of graphical presentations and trend analysis of various social category-wise, year-wise, programme-wise, and level-wise enrolment in all schools of studies of IGNOU.

The University focused on capacity building of workforce with the help of Staff Training and Research Institute of Distance Education (STRIDE). STRIDE's capacity building initiatives are focused on target groups, such as, teachers/academics and non-teaching/administrative staff of IGNOU, State Open Universities (SOUs) and DDEs/DEIs. The Workshops/Training Programmes conducted by STRIDE during 2016-17 focused on Research Methodology in Distance Education, Refresher Programme on Distance Education, Financial and Administrative aspects of ODL and Design of self-learning material for Open and Distance Education. STRIDE conducted four workshops

for teachers, academics and administrative staff of IGNOU and one refresher programme of 21 days in the reported period. Other School of Studies, Divisions and Centres are also regularly engaged in imparting training and workshop in specialized areas details of these events are given in Appendix-6.

The Central and State Governments envisage a major role for IGNOU in addressing the training needs of in-service teachers. A MoC is signed between IGNOU and Government of Uttarakhand for providing professional training to untrained teachers of Elementary (Primary and Upper Primary) level through two year Diploma in Elementary Education (DELED) in the reported period. A six Months Certificate Programme for Professional Development of Primary Teachers (CPPDPT) for the Kendriya Vidyalaya Teachers has been launched across the country since July 2014 session in project mode. The University has enrolled approximately 11,000 teachers of Kendriya Vidyalaya in five batches under this project till January, 2017 admission cycle. The University is also engaged in imparting in-service teachers training in few North-East States. The University revised instructional materials of first Years of Bachelor of Education (B.Ed.) to update knowledge and skill of teachers with the latest developments in teacher education discipline in the reported period and revision of 2<sup>nd</sup> year is in progress. The University entered into academic collaborations with various industries/academic/training/professional institutions for design and delivery of academic/training programmes in the reported period details are given in Appendix-2.

The University hosted the sixth Conference of Vice-Chancellors of Open Universities in the reported period. Vice-Chancellor/ Representatives from State Open Universities from twelve states Open Universities attended the meeting. This Conference took forwards the work of previous conferences and deliberated on operating of 'State Open Universities' channel on initiative under the Swayam platform. The Conference resulted in formulation of plan of action for development of video contents for the channel.

The University continued to harness the potential of Information and Communication Technology (ICT) for enhancing the teaching-learning processes. During the reported period, the University initiated several steps to bring about a paradigm shift in the ICT usage in academic and administrative usage, and deployment of ICT in improving access and achieve excellence in the quality of distance education. Electronic Media Production Centre (EMPC) has contributed 55 video programmes to a cumulative Total of 4,665 video programmes and 83 audio programmes to a cumulative Total of 2,570 audio programmes.

India's first Educational TV Channel, Gyan Darshan-I (GD-1) has completed 16 Years of its operations. Programmes telecast on GD-I were pooled from various educational institutions and organizations, like Central Institute of Educational Technology of NCERT, NIOS, Rashtriya Sanskrit Sansthan, CEC (UGC), DST, DAE (Directorate of Adult Education), NLM (National Literacy Mission), NITTTRs, BRAOU and Ministries of Government of India. In order to build interactivity in ODL, one-way video and two-way audio teleconferencing facilities are being offered through Gyan Darshan-2 (GD-2). Important nationwide programmes for IGNOU's learners, lectures by eminent experts/dignitaries, discussions with Regional Centre (RC) staff are also being frequently organized through this channel. The transmission of GD-1 and GD-2 channels was discontinued w.e.f. June, 2014 by ISRO to facilitate its migration from existing INSAT 3C satellite to new GSAT-10.

An MoU has been signed between IGNOU and Doordarshan to facilitate the reactivation of Gyan Darshan on 7 October, 2016.

Gyan Vani (GV), an educational Radio Channel, has been operating through FM radio stations in 37 cities of the country. The broadcasting on Gyan Vani FM radio was discontinued w.e.f. October, 2014. The University made sincere efforts to reactivate Gyan Vani in the reported period. The University signed Grant of Permission Agreement (GOPA) with Ministry of Information and Broadcasting, which enables IGNOU to operate Radio stations from 37 places for 15 Years. This year, Wireless Operating License (WOL) of 37 Gyan Vani stations was renewed by Ministry of Communication and Information Technology on 18 October 2016. A fresh MoU has been signed between AIR and IGNOU on 9 December 2016 for operationalisation of Gyan Vani 10 KW FM radio stations from 37 cities. Daily transmission of Gyan Vani Delhi from 8 am to 8 pm was resumed w.e.f. 11 January, 2017. Interactive Radio Counseling sessions have been scheduled everyday since April 2017. Two live sessions are broadcast every day from 11 am to 1 pm with repeats of this session from 5.30 pm to 7.30 pm.

Gyan Dhara is an internet based interactive audio counseling/web radio service for the students is introduced in this reported year. Students can listen live discussions teachers and experts on the topic of the day and interact with them through telephone or email and through chat mode. IGNOU has been assigned role of National Coordination for five DTH (Direct to Home) channels under the of Swayam (Study Webs of Active Learning for Young Aspiring Minds) and SWAYAMPRAKASH platform. These channels are Culture; Liberal Arts; State Open University; Agriculture and Vocation Education; and Teacher Education. The SWAYAMPRAKASH is an initiative of Ministry of Human Resource Development, Government of India. The University is actively involved in the production of tele-lectures for and DTH channels under Swayam and Swayam Prakash projects. Within a short time ( From May 2016 to March , 2017) approximately 600 tele-lectures have been recorded for courses in Social Sciences, Humanities, Foreign Languages, Distance Education and other subject areas, out of which 394 programmes have been edited also. 11 courses have been developed and hosted on the SWAYAM platform for July 2017 semester. 44 courses will be developed in the second phase in coming year.

The University has designed and developed an interactive online database named "Navdharana" on innovations in the Open and Distance Learning System (ODL), it contains more than a hundred innovations and ideas for the use of the stakeholders. The University has set up the Innovation Club@IGNOU with the objective to generate awareness about creativity, innovations and IPR among the faculty members, staff and students of the University. The University conducted eight meetings of the Club in the reported period. The University also publishes Newsletter "Ennovate" to promote culture of innovation. The University is in process of developing an interactive web portal to extend students support services in digital. For this purpose, the University has constituted an Inter School Group for Industry Interactions/Tie-ups and NSQF Compliance for Skill Development Programmes of IGNOU.

In keeping with emphasis on research, the University has given further impetus to research education. The University enrolled 340 research scholars in Ph.D and M.Phil. programmes; conferred 48 awards at Doctor of Philosophy (Ph.D.) and 01 awards at Master of Philosophy (M.Phil.) levels in the reported period. The University designed

and developed an innovative online application 'Shodhdhara to update and manage the information about the progress of the research work, research papers publication, repository of the research documents etc. It has five broad modules viz Admission Module, Students Module, Supervisors Module, Programme Coordinator Module and Research Module. Out of these, Admission Module and Student Module have been developed in the reported period.

Resources of the Central Library are open to remote access for all stakeholders of IGNOU through multi channels i.e. host website, Web-OPAC and Integrated search engines. The Central library situated at the Headquarters maintained a collection of 1,43,981 books, while libraries at RCs maintained 2,51,762 books. The L&DD has subscribed to about seventy five thousand e-journals and 1,711 e-books during the period of the report. Services of the Central Library and RC Libraries are regularly used by the Academics, Faculty, Researchers, Administrative Staff and Learners. 1,646 registered users (Teachers, Academics, Researchers, administrative staff and Students) have been provided remote access services to e-resources subscribed by the library. The Digital Repository (e-Gyankosh) service was restored and made operational. Most of the instructional materials of the University are made available to the general public in digital form through E-Gyankosh portal. Now anyone with internet access can access IGNOU's instructional materials for more than 227 academic programmes.

The University has additional internet broadband connectivity of one GBPS at the Headquarters under the National Knowledge Network (NKN). This facility is used as the primary link for internet access and online support to stakeholders and others across the globe. IT computing and Storage infrastructure from NIC Cloud is hired to host some of the critical IT services of the University such as online admission, Website and DNS to ensure high availability of these services to all stakeholders of the University.

The University has a considerable international presence with its widening base of foreign students, increasing academic collaboration and capacity building programmes. Earlier IGNOU had its reach in 15 countries through 29 Overseas Study Centres (OSCs) (excluding Learning Centres established under the Pan Africa e-Networking Project). OSCs were kept in abeyance due to some administrative reasons for some time, however out of these, 12 OSCs in 10 countries have been reactivated with the approval of the Hon'ble President of India, the Visitor of the University in the last two Years out of which three are reactivated in the reported period. The University has also been offering its academic programmes such as Masters in Management Studies, Diploma in HIV and Family Education Early Childhood Care and Education in 32 institutes/universities in 31 countries of African continent under the Pan Africa e-Network. Students from African countries were enrolled under the project, with a cumulative strength of 2,750 students. 618 students successfully completed their education. The project has been extended till March 2017. The cumulative enrolment of overseas learners in the reported period is 2,435 enrolled through Overseas Study Centres (OSCs) at the end of reported period, excluding students enrolled under Pan Africa e-Network mentioned above.

During the period of report, the Administration Division carried out its routine activities through its functional units, such as, Governance, Establishment, Central Purchase Unit, General Administration, Security Unit, Public Relations Unit, Hindi Cell, Legal Cell, SC/ST Cell, Coordination Section, Recruitment Cell and RTI Cell. The University made efforts in



adopting digitization process in administration by introducing e-Tendering for purchase of items for the University through the Central Public Procurement Portal of Government of India.

The financial achievements of the University during the period of report with expenditure being 105.7% (Rs. 668.21 Crore) as against the Total revenue of Rs. 631.93 Crore. Of the Total revenue, the share of Central Plan funding by MHRD was 19.0% (Rs. 120.32 Crore) and the remaining income was primarily through student fees and internal resources.

IGNOU has been implemented Enterprise Resources Planning (ERP) for its back office processes popularly known as “ODL Soft-ERP”. The IT Infrastructure and related services created for the ODL Soft-ERP, through the Data Centre have been operational 24x7 at about 2,500 network nodes using OFC, CAT6, and Wi-Fi connectivity.

The Horticulture Cell of the University maintains greenery of the University campus spread in an area of 150 acres. The Horticulture Cell focused on massive plantation of fruit trees and beautification of official buildings with indoor plants in the reported period. The Cell developed two new gardens in the headquarters of the University Campus. The Cell developed for the first time during 2000 temporary trenches in the campus for the harvesting of rain water. The Cell developed 2500 potted foliage plants, multiplied 5781 plants by using different techniques of propagation, 6013 pots of different seasonal flowering plants, 5194 ornamental plants, Oyster mushroom and a new species of Apple “Harimone Summer Zone Apple” and Citrus plants in the campus apart from seasonal flower plants.

In the process of consolidation, the University has successfully faced the challenges given its size and operational dimension during the reporting period. To meet the launch of quality necessary steps have been taken to review, reflect, introspect and carry out appropriate action while maintaining and consolidating best practices. The main focus has remained on a learner-centric approach suited to both individual requirements and composite needs of the learners.

## CHAPTER-I

# INDIRA GANDHI NATIONAL OPEN UNIVERSITY: A PROFILE

### Introduction

Indira Gandhi National Open University (IGNOU), the world's largest University, was established by an Act of Parliament in 1985 with the following objectives:

- To advance and disseminate learning and knowledge by a diversity of means, including the use of communication technology,
- To provide opportunities for higher education to a large segment of the population,
- To promote the educational well-being of the community generally, and
- To encourage the Open University and distance education systems in the educational structure of the country.

The University has contributed significantly to the higher education sector of the country by increasing equitable access to quality education through the Open and Distance Learning (ODL) mode. In 1987, the University commenced its academic operations by offering two Diploma programmes in Management and in Distance Education, with a modest enrolment of 4,528 students. From these humble beginnings, presently the University has recorded a mammoth growth with an estimated cumulative enrolment of 2.6 million students. The enrolment was significant in 2016-17 with 9,17,117 registered students, out of which 545,840 constituting 59.5% were fresh enrolment. There has been remarkable annual growth of 15.2% in enrolment during the reported period. Of the Total fresh enrolment in 2016-17, women constitute 43.8%, STs are 9.7%, SCs are 12.6% and OBCs are 22.1% thereby representing the diverse social canvas of the country.

The University offered its academic programmes through 21 Schools of Studies and a network of 67 Regional Centres, 2948 Learner Support Centres (LSCs). The University has also established Special Study Centres (SSCs) to bring the disadvantaged sections into the mainstream/higher education.

IGNOU has helped the advancement and development of higher education, by offering a wide spectrum of academic programmes and courses for continued professional development and carrying out extension activities. As a world leader in distance education, it has been conferred with the Award of Excellence by the Commonwealth of Learning (COL), Canada. The University was ranked 224<sup>th</sup> in the Webometrics ranking of Indian Universities, based on the criterion of its presence in terms of impact, openness and excellence. The University is committed to quality in teaching, research, training and extension activities, and acts as a National Resource Centre for expertise in the ODL system. Its various Centres namely, Staff Training and Research Institute in Distance Education (STRIDE), Inter-University Consortium (IUC), National Centre for Disability Studies (NCDS) and National Centre for Innovations in Distance Education (NCIDE) among others, focus on specific learner groups and enriches the distance learning system. The University has ushered in a new era of technology-enabled education in the country with the establishment of the Inter-University Consortium.



**31<sup>st</sup> Foundation day of the University was celebrated on 19 November, 2016**

A large number of Regional Centres and high enrolment Study Centres have been provided with computer-based network connectivity to provide interaction with students. The emphasis is now being laid on developing interactive multimedia, online student support, and adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of the ODL system.

The University has gained considerable international presence by enrolling overseas students through Overseas Study Centres (OSCs). Faculty participation in International seminars and conferences and regular visits of foreign scholars for lectures and participation in seminars and conferences provide opportunity for interaction to faculty.



**Hon'ble President of India Shri Pranab Mukherjee in International Seminar on Bharat Bodh on 23-25 February, 2017**



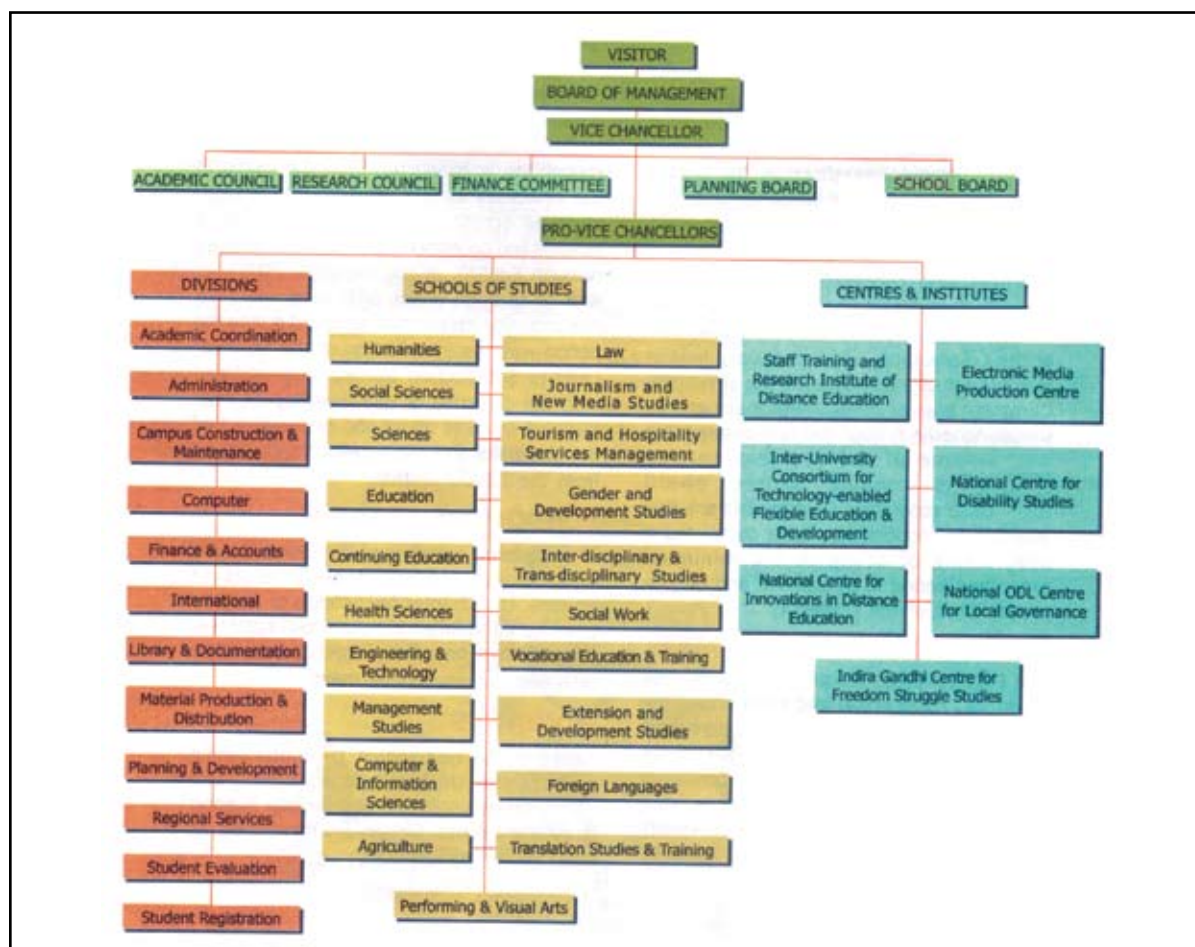
## Authorities of the University

The President of India is the Visitor of the University and designated as the Highest Authority of the University. The Board of Management is the chief executive body of the University. It is empowered by the Statutes of the University to look after the management and administration of the revenue, finances and property of the University as well as the conduct of all academic and administrative affairs. The Academic Council is the apex academic authority, which decides the academic policies of the University and gives directions on methods of instruction, evaluation and improvement in academic standards and also provides guidance and supervision to research activities within the University. The Planning Board is responsible for the design, development and delivery of academic programmes and formulation of priorities for academic programmes offered by the University. It also advises the Board of Management and the Academic Council on any matter that it may deem necessary for the fulfillment of the objectives of the University. The Research Council is responsible for the planning, designing, organizing and monitoring of research programmes. The Schools of Studies are the basic academic units responsible for the conceptualization, design and development of academic programmes. Every School of Study has a School Board, chaired by the Director of the School that oversees its academic activities. The Finance Committee advises the University on all financial matters, fixing the limits for the recurring and non-recurring expenditure for the year, on the basis of grants received from the Government and other income and other financial resources of the University. It also examines accounts and scrutinizes the expenditure of the University.



**Meeting of the Planning Board held in 12 July, 2016**

The officers of the University include the Vice-Chancellor, the Pro-Vice Chancellors, the Directors of Schools/Divisions/Centres/ Institutes, the Registrars, the Finance Officer and the Librarian. The Vice-Chancellor is the Chief Executive Officer of the University and is the ex-officio Chairperson of the Board of Management, the Academic Council, the Planning Board, the Research Council and the Finance Committee.



**Organizational Chart of Indira Gandhi National Open University**

## Academic Programmes

IGNOU offered 236 academic, professional, vocational, awareness generating and skill-oriented programmes of study during the period of report at the level of Certificate, Diploma, Bachelor's Degree, Master's Degree, M.Phil. and Doctoral Degree. The focus of these programmes is to meet the diverse academic and employment needs of the people, especially of the disadvantaged sections of society. A number of programmes have been designed to meet the requirements of continuing education and training of in-service people for their professional growth. The academic programmes are designed and developed by the Faculty in active collaboration with eminent experts from all over the country and in-house instructional designers and media specialists. By providing good quality learning materials to its learners, the University has succeeded in raising the standards of higher education in the country. The University, with its emphasis on learner-centred education, has introduced a number of modular programmes so as to provide a greater flexible learning environment.

Academic programmes, other than awareness/appreciation programmes, have been assigned credit weightage. In general, Master's Degree programmes are assigned 64 to 72 credits; Bachelor's Degree programmes are assigned 96 to 124 credits; Diploma Programmes are of 24 to 36 credits and Certificate Programmes are of 12 to

18 credits. A policy for granting credit exemption and credit transfer is also in place. Being an open and distance learning institution, IGNOU provides considerable flexibility in entry qualifications, place, pace and duration of study. A major focus of IGNOU is on research in academic disciplines, which are housed in the Schools of Studies and also on systemic research about the open and distance learning system. Students have been pursuing Ph.D. / M.Phil. programmes in different disciplines. The University enrolled 340 Research Scholars in the reported period in different Schools of Studies. A Total of 49 scholars were awarded M.Phil./Ph.D. Degrees (48 Ph.D. & 1 M.Phil.) in various Disciplines during the period of report. Apart from externally funded projects for training, research and academic growth, the University collaborated with different organizations for design, development and delivery of academic programmes. The important ones of these are Commonwealth of Learning (COL), World Health Organization (WHO), World Intellectual Property Rights Organization (WIPO), Kendriya Vidyalaya Sangathan (KVS), various Ministries of the Government of India, State Governments, Indian Council of Social Science Research (ICSSR), Indian Council of Agricultural Research (ICAR), Prasar Bharti (Broadcasting Corporation of India), The Indian Culinary Institute Society, Noida and Indian Institute of Technology Bombay among others.



International Yoga Day was celebrated on 21 June, 2016

### Instructional System

The University delivers its academic programmes through a multi-media instructional system, which includes self-instructional print materials, audio-video materials, face-to-face counseling, Radio, Television, Interactive Radio Counseling, Laboratory and Hands-on Experience, Web-Conferencing, Interactive Multimedia, CD-ROM, Internet based learning, and also Instant Messaging through mobile phones. For courses in streams like Sciences, Computer Sciences, Nursing, Medical Sciences, Education, Engineering and Technology, arrangements have been made for intensive practical classes/practice teaching at selected Study Centres/Work Centres/Programme

Centres. The traditional distance education delivery through print and study centre support has been strengthened with Radio, Television, counseling at regular intervals, Interactive Multimedia Content, Web-based Conference and Digital content and CD/ Web. The design of the instructional system as well as capacity building of teachers and counselors is facilitated by the different Schools, Divisions, Institutes and Centres of the University.



**Learning System of Indira Gandhi National Open University**

### Student Support Services

The University caters to a diverse range of learners from the rural, urban and tribal areas, the physically challenged, socially marginalized, sex workers, jail inmates, personnel from Government, non-government sectors, armed and paramilitary forces, employers, employees from organized and unorganized sectors, parents and home makers. The University has an extensive nation-wide Student Support Network comprising Regional Centres and Learner Support Centres. IGNOU is able to reach out to aspirants of higher education in remote and marginalized areas of the country through its deeply rooted Student Support Network. This network facilitates access to a range of services to students and other stakeholders, such as, subject-specific academic counseling, listening/viewing of Audio/Video programmes, library facilities, teleconferencing, video conferencing, multimedia support, computer access, laboratory work and practical work. Special attention is given to women, minority communities, socially and economically disadvantaged groups, jail inmates, the North-East Region, tribal areas and low literacy areas by establishing Special Study Centres in identified areas across the country. Details about Special Study Centres are provided in Chapter-IV: 'Learner Support Activities'. Depending on the academic requirements, the University collaborates with outside agencies to provide work experience, practical and hands on training to its learners as per requirement of the curriculum.





**21<sup>st</sup> Prof. G. Ram Reddy Memorial Lecture was delivered by Dr. Sanjaya Baru on 02 July, 2016**

### **Administration and Finance**

The general administration of the University is run by the Administration Division headed by the Registrar. It provides administrative support to all the Schools, Divisions, Centres and other Units of the University. The details of its functioning are covered in Chapter VI: 'Governance, Resources and Infrastructure' of this Report.

The University's finances are maintained by the Finance and Accounts Division, which deals with collection of revenue, receipts and expenditure of the University. The Division is responsible for preparation of budget estimates, review of receipts and expenditures, financial investment and overall upkeep of the financial health of the University under the guidance of the Finance Committee. Details of the Finance and Account details are also covered in the same chapter.

### **Enterprise Resource Planning**

In an effort to computerize all operations of the University, various activities have been automated and integrated. Implementation of PeopleSoft ERP modules for Back Office integrated automation has been taken up by the University. The Back Office Automation covers Finance and Accounts, Human Resource, Payroll, Administration and the Central Library. It is also planned to automate the processes in the Students Evaluation Division (SED), Material Production and Distribution Division (MPDD), Regional Services Division (RSD) and International Division (ID).



**Independence Day Celebration on 15 August, 2016 with Staff and their Children**

## CHAPTER-II

### ACADEMIC ACTIVITIES

The academic activities of the University are mainly organized through the Schools of Studies. The research activities, housed under various Schools of Studies, are coordinated through a separate 'Research Unit'. A few Centres are also functioning to promote innovations, strengthen capacity building and support academic activities including research. This chapter provides information about Schools of Studies, Centres/Institute and other academic initiatives during the period of report. The academic programmes offered by the various Schools of Studies are provided at Appendix-3. The details of externally funded research projects, seminars, workshops, lectures and training organized by Schools of Studies, Staff Training and Research Institute of Distance Education, Centres, and Inter-University Consortium are separately given in Appendices 5 and 6. A tabulated list and chart providing consolidated information about the number of academic programmes on offer classified by school of studies is given at the end of this Chapter. The information relating to academic activities is divided into three sections - Schools of Studies, Centres/Institutions and other academic activities.

#### Schools of Studies

At present, there are 21 Schools of Studies, which are responsible for planning, designing, developing and coordinating academic programmes and courses offered by the University. Each School of Study has the School Board that oversees the academic activities of the School, such as curriculum design and development, research and other major activities of the School. The details of academic programmes, eligibility criteria, duration, credit requirements and medium of instruction are available on IGNOU's website [www.ignou.ac.in](http://www.ignou.ac.in) under the respective School's web page.

#### School of Humanities

The mandate of the School is to develop and offer academic programmes in English, Hindi, Urdu and other Indian languages. The School language courses for Hindi, English, Assamese, Sanskrit, Bengali, Kannada, Malayalam, Gujarati, Marathi, Oriya, Punjabi, Tamil, Telugu, Urdu, Bhojpuri and Maithilee. The School has been offering Certificate, Diploma, Under-Graduate and Post-Graduate level programmes/courses in Hindi, Urdu and English. Research programmes are on offer in the disciplines of English and Hindi. Foundation Courses in 16 Modern Indian languages, including Bhojpuri and Maithili, added recently, have been designed and developed by the School. The Faculty is also involved in editing of study materials and other publications of the University. The Translation Unit of the School takes care of translation in Hindi and vetting of learning materials and other publications.

#### School of Social Sciences

The School's mandate is to develop and offer academic programmes and conduct research in the major areas/streams of Social Sciences. The School has been assigned the disciplines of Economics, History, Library and Information Sciences, Political Science, Public Administration, Psychology, Sociology and Anthropology. The School has



organized national seminar on theme “Interpreting Culture: Subjectivity, Ideology and identity”, a session on theme “Harnessing the Potential of Generation ‘Y’” and a talk by Dr. Jayanti Dutta on theme “Overcoming Depression: The common cold of modern life” in the reported period. The School offers academic programmes in the areas of disciplines assigned to it at Doctoral, Post-graduate and Graduate levels. At present the School offers 33 programmes.



**Painting Competition was organized by the School of Social Sciences on 12 April, 2016 on the occasion of celebration of Baba Saheb B.R. Ambedkar's Birthday**

The School houses two Centres:

- a) **Centre for Gandhi and Peace Studies:** The main Objective of the Centre is to train students to participate creatively in all aspects of peace studies — peace building in conflict and post-conflict societies. Towards this objective, the CGPS has evolved a rigorous academic curriculum developed by leading Indian scholars in the field that helps students to develop critical thinking and analytical skills as well as alternative methodologies for research.
- b) **Indira Gandhi Centre for Freedom Struggle Studies:** The Centre was established in 2008. The Three Chairs have been housed in the Centre, viz., (i) Bahadur Shah Zafar (ii) Gen. Shah Nawaz Khan, INA and (III) Shaheed Kartar Singh Sarabha. These Chairs have been sponsored by the Ministry of Culture, Govt. of India. The Centre has taken up the compilation of nationalist poetry in vernacular newspapers and work has started in Hindi, Persian and Urdu. The IGCFS has been conducting research in the following areas by compiling:
  - 1) Persian records of 1857-58
  - 2) Nationalist Poetry in Urdu newspapers
  - 3) Nationalist Poetry in Hindi newspapers
  - 4) Reports and news items related to Indentured Labour history; and
  - 5) Poetry on INA & Subhas Chandra Bose



These collections are being compiled for publication by the Centre to facilitate Scholars and Researchers of Modern Indian History - particularly the Freedom Struggle.

The IGCSS organized a One-day Seminar themed 'Indian Freedom Struggle: Different Voices, Varied Streams but Common Goal' on 9 August 2016. Prof. Kapil Kumar, Director, IGCSS while introducing the theme of the Seminar mentioned about many such aspects, events and persons that had been ignored in the mainstream history writing of India's Freedom Struggle. Dr. Chandan Mitra, Former Member of Parliament, Historian and a Senior Journalist delivered the Key Note Address. Dr. Mitra highlighted the role of Indian people in the Quit India Movement of 1942 and stressed that the contributions of hitherto ignored freedom fighters should not only be recorded but the present generation should be made aware of their sacrifices.



**Dr. Chandan Mitra, Former Member of Parliament, Prof. Kapil Kumar and Prof. Ravindra Kumar Vice-Chancellor inaugurating Seminar 'Indian Freedom Struggle: Different Voices, Varied Streams but Common Goal' on 09 August, 2016**

The IGCSS also organized three-day National Seminar themed "Thoughts and Ideology of Bharat Ratna Dr. B. R. Ambedkar: Acceptance, Deviations and Relevance, India 2025" from 16-18 November, 2016.

IGCSS instituted four awards in the name of leading social reformers and freedom fighters of India i.e.

1. Sree Narayana Guru Award, 2. Birsa Munda Award, 3. Sant Ravidas Award; and
4. Veerangana Jhalkaribai Award

Each award carries a token sum of Rs. 51000/- and a citation. These would be awarded every year. For the year 2016-17, the awards were given to the following:

- 1) Sree Narayana Guru Award was presented to Shri Bezwada Wilson. He was born in a Dalit family of Karnataka and emerged as a renowned campaigner against the inhuman practice of manual scavenging.

- 2) Birsa Munda Award was presented to Late Shri Dashrath Manjhi & Family. He did a commendable job by carving a road having a dimension of 110 m long (360 ft), 9.1 m (30 ft) wide and 7.6 m (25 ft) deep through a hillock.
- 3) Sant Ravidas Award was presented to Ms. Ginni Mahi. Her assertive voice has become very popular in social media as it intends to highlight the issues of oppressed castes through Punjabi music.
- 4) Veerangana Jhalkaribai Award was presented to Shri Bapurao Bhimrao Tajne. When denied access to a well by upper caste people in the village. He became so determined and positively inspired to fight back, which enabled him to dig a well in just 40 days.



**National Seminar in progress on the theme “Thoughts and Ideology of Bharat Ratna Dr. B.R. Ambedkar: Acceptance, Deviations and Relevance, India 2025” on 16 November, 2016**

The School houses Dr. B.R. Ambedkar Chair on Social Change & Development. The objective of the Chair is to work towards dissemination of the ideas and thoughts of Dr. Ambedkar and to organize educational programmes including seminars, workshops, lectures, films, etc. The Chair is expected to make efforts directed towards achieving the dream of Ambedkar of an inclusive society based on equality.

### School of Sciences

The School's mandate is to develop and offer academic programmes and conduct research in different areas/ streams of Science and Mathematics. It covers the disciplines of Biochemistry, Chemistry, Geography, Geology, Life Sciences, Mathematics, Physics and Statistics. Some courses prepared by the School are integral components of academic programmes offered by other Schools, such as Bachelor Degree Programme (B.A. and B.Com.), Bachelor of Tourism Studies (BTS), Bachelor of Computer Application (BCA), Post basic Bachelor of Sciences - Nursing, 'Certificate in Environmental Studies' (CES), 'PG Diploma in Intellectual Property Rights' (PGDIPR) and Bachelor Preparatory Programme (BPP).

Self-learning materials for B.Sc. in accordance with Choice Based Credit System (CBCS) of UGC is under development in the reported period. The Science day was celebrated on 28 February, 2017 by organizing a seminar on the theme “Science and Technology for Specially Abled Persons.” A poster competition on the same theme was organized on this occasion.

### School of Education

The School’s mandate is to develop and offer academic programmes and conduct research in Education as a field of knowledge and as an area of professional practice. An MoC has been signed between IGNOU and Government of Uttarakhand for providing professional training to the un-trained teachers of Elementary (Primary and Upper Primary) level through two year Diploma in Elementary Education (DELED) in the reported period.



**Signing of MoC between IGNOU and Government of Uttarakhand for providing professional training to the un-trained teachers on 22 June, 2016**

A six Months Certificate Programme for Professional Development of Primary Teachers (CPPDPT) for the Kendriya Vidyalaya Teachers was launched across the country in July 2014 academic session in project mode. The University has enrolled approximately 11000 teachers in five batches under this Programme till January, 2017 admission session. The School launched course work of Ph.D. (Education) in July, 2016 session. Diploma Programme in Elementary Education has been launched in project mode under the Memorandum of Collaboration signed with North-East States such as Mizoram, Arunachal Pradesh, and Tripura. The School initiated revision of the programme ‘Post-Graduate Diploma in Educational Technology’ and started development of B.A. Education Programme in accordance with Choice Based Credit System under the Bachelors Degree Programme of IGNOU. First year courses of B.Ed. were revised and launched in the reported period and the revision of 2<sup>nd</sup> year courses of B.Ed. is under progress. The Faculty of the School had interaction with the Faculty of Sukhothai Thammathirat Open University, Thailand on 24 January, 2017. The School organized a National Conference on Teacher Education under the theme “Teacher Education through Open and Distance Learning: Challenges and the Road Ahead” from 27-29 March, 2017.





**Participants in the National Seminar on Teachers Education through Open and Distance Learning: Challenges and the Road Ahead, 27-29 March, 2017**

### School of Continuing Education

The School's mandate is to provide opportunities for continuous updating and life-long learning so that individuals can keep pace with the rapid increase of knowledge, particularly in the professional and vocational spheres. The emphasis of the School is on sustainable development, including amelioration of rural poverty and empowerment of women and children. The School is assigned the disciplines of Rural Development, Nutritional Sciences, Child Development and Home Science.

### School of Engineering and Technology

The School's mandate is to develop and offer academic programmes and conduct research in various streams/areas of Engineering and Technology with a focus on employment and continuing education. The school undertook education and training projects in collaboration with industries, training, vocational and educational institutions. The School was engaged in designing of two academic programmes at Certificate level and revision of three academic programmes also at Certificate level in the period of report.

### School of Management Studies

The School's mandate is to provide an avenue for working personnel to acquire professional qualifications so as to upgrade their managerial skills and capabilities. The School offers academic courses/ programmes in the context of the developments taking place in the business world and society at large. The School has entered into collaboration with various apex institutions to develop programmes catering to the needs of specific target groups. The School also provides opportunity

for working personnel and professionals in acquiring area specific qualifications to upgrade and refine their managerial skills and capabilities with certification. The School is assigned the disciplines of Management and Commerce. The School signed an MoU with NSE Academy Ltd., Mumbai for offering certificate, diploma, graduate and post-graduate degrees for securities market professionals on 23 January, 2017.



**Signing of MoU with NSE Academy Ltd., Mumbai for offering courses for securities market professionals on 23 January, 2017**

### **School of Health Sciences**

The School's mandate is to augment educational avenues for Medical, Nursing and Paramedical personnel through the ODL mode. The main activities of the School are the planning, developing, and launching of degree, diploma and certificate level academic programmes for various categories of health professionals, offering health-related awareness courses for the general public and conducting research on health-related issues. The School has collaborated with various national and international organizations, such as, the World Health Organization (WHO), Ministry of Health and Family Welfare (MoH & FW) and National Board of Examination (NBE) for the development and dissemination of academic programmes.

The School successfully developed and launched Certificate in Community Health (BPCCHN) in January 2017 in collaboration with Ministry of Health & Family Welfare. A Total of 320 students sponsored by State Health Department were enrolled in this programme. Twenty two new Programme Study Centres have been established for BPCCHN Programme. Three/four Programme Study Centres were also established to impart skill and training in other Academic Programmes offered by the School.



**Dr. Naresh Trehan eminent Cardiologist delivered a lecture on topic Heart to Heart on 26 October, 2016**

The School has completed revision of Certificate in New Born and Infant Nursing and Certificate in Maternal and Child Health Nursing. Revision of one Certificate Programme, two PG Diploma and B.Sc. Post-Basic Nursing were under progress in the reported period. The School signed an agreement with WHO (SEARO) for revising Certificate in Health Care Waste Management (CHCWM) Programme. The School is also engaged in development of 'Certificate in First Aid' and 'Bridge Programme in Community Health for Ayurveda Practitioners' in the reported period. The School signed an MoU with Ministry of Health and Family Welfare (MoHFW) for developing a Bridge Programme in Certificate in Community Health for Ayurveda Practitioners in the reported period.



**Exchange of MoU Document between IGNOU and Ministry of Health & Family Welfare on 03 August, 2016**



The School organized Health Talk and Health Camp in collaboration with PSRI Team on 7 April, 2016 on the occasion of World Health Day and another health camp on 26 October, 2016 (details are given in Appendix-6).



**Health Camp organized by the School of Health Sciences on 26 October, 2016**

### **School of Computer and Information Sciences**

The School's mandate is to provide academic programmes in the area of Computer and Information Sciences. The School has taken up the challenge to demonstrate that the Open and Distance Learning (ODL) approach in computer education is not only feasible but also preferable. The School ensures high quality computer education programmes at different levels through innovative multiple media teaching/learning packages to cater to the academic needs of diversified learner groups. The School, in collaboration with Staff Training and Research Institute of Distance Education (STRIDE) and Regional Services Division (RSD), organized 21 days refresher programme on ICT in ODL for teachers and academics of IGNOU in the reported period. The School has been engaged in designing of courses in ICT skills under agreement signed with Commonwealth of Learning (COL).

### **School of Agriculture**

The School's mandate is to address the need for education and knowledge management in agriculture for safe and sustainable resource utilization and nutritional food production/security. The vision of the School is to improve knowledge, skills and entrepreneurial capabilities of farmers and rural youth to create a force of trained human resources in consonance with national and regional policies and the market requirements. The School seeks to build the capacity of stakeholders on emerging issues, such as, climate change, declining productivity, etc. through competency-based education and training. Academic and extension activities are undertaken by the School with the aim of improving and sustaining the productivity and quality of human life in rural areas. The school is coordinating one of the DTH channels on agriculture (vocational) and allied sciences under the Govt. of India initiative SWAYAM PRABHA project. The school initiated development of four Massive Open Online Courses (MOOCs) in agriculture and allied sectors under the SWAYAM platform. Food processing and

quality testing laboratory has been made functional in the reported period. The School has revised all courses of Diploma in Value Added Products from fruits and vegetables and two courses each of Diploma in Dairy Technology and Post Graduate Diploma in Food Safety and Quality Management. The School successfully completed the Externally Funded Project entitled “Development of Training Module for Food Safety and Hygiene for Housewives” funded by the Food Safety and Standards Authority of Govt. of India in the reported period.



**Dr. Mukesh Kumar, a Faculty Member of the School, receiving the special award for his contribution in the field of water management and watershed management from Uma Bharati, Union Minister, GOI on 20 January, 2017**

### School of Law

The School's mandate is to impart education and research in Legal disciplines both as a field of knowledge and as an area of professional practice under the ODL System. The School aims to create awareness about legal rights and responsibilities in the emerging world order and strives to ensure high-quality legal education and research through innovative multimedia learning packages. The School gave emphasis on development of academic programmes in Para-legal Education, Court Administration, Law Office Management, Legal Aid administration, occupation based, and management oriented legal education for middle and top-level personnel in Government and industry. The School of Law and School of Gender and Development Studies are jointly developing PG certificate in Gender in Law.

### School of Journalism and New Media Studies

The School's mandate is to harness the potential of media revolution caused by a massive mass media expansion, particularly the news industry by education and training through the ODL mode. Journalism and New Media are emerging as powerful tools of communication to reach out to large sections of society and the media revolution has opened up tremendous professional opportunities resulting in the need for trained human resources in industry, academia and research. The School has been



offering academic programmes to cater to the diversified needs of trained workforce in journalism and new media. M.Phil. in Communication Studies, M.A. in Journalism and Mass Communication, B.A. in Journalism and New Media and five Diploma level programmes in Journalism and New Media are under development and major revision of Post Graduate Diploma in Journalism and Mass Communication; Appreciation programme in media and information literacy is under progress in the period under Report.

### School of Gender and Development Studies

The School's mandate is to work for gender equity and justice through education and research in the areas of 'Women's and Gender Studies' and 'Gender and Development Studies'. The School addresses the issue of gender disparity, with the objective of strengthening individual and institutional efforts to enable women's empowerment and promoting deeper conceptual understanding of gender issues. The School is engaged in conducting research, developing appropriate research methodology; formulating and implementing training programmes in the broad streams of Gender and Development Studies; and Women and Gender Studies. Other focal areas for the School include the issue of Gender equity in the disciplines of Law, Science, Agriculture, Literature and Culture among others. The School has provided web based support in addition of counseling support to meet needs of students especially in areas with limited enrolment. The School launched an Elective course on 'Gender Sensitization: Society, Culture and Change' for inclusion in the Bachelor Degree Programme (BDP) of the University. Minor revision of M.A. in Gender and Development Studies was also completed in the reported period. The school organized a talk on "ODL and Women's Careers in IT & STEM" by Dr. Clem Herman, UK Open University under WiNGS (Women's and Gender Resource Space). The School celebrated International Women's Day on 08<sup>th</sup> March, 2017 by organizing a Panel Discussion on the theme "Voices from the Grassroots".



**International Women's Day celebrated with Panel Discussion on the theme "Voices from the Grassroots" on 08 March, 2017**

### School of Tourism and Hospitality Services Management

The School's mandate is to harness the growing potential in Tourism and Hospitality sectors through training and education. These sectors have provided increased impetus to the economic profile of the country. The hallmark of the School's academic programmes is to incorporate both regional diversities and international developments for the design and delivery of courses in a manner that is amenable to the remotely located and educationally marginalized students.



Celebration by the School on World Tourism day on 30 September, 2016

### School of Interdisciplinary and Trans-disciplinary Studies

The School's mandate is to promote academic study and research within and across conventional and emerging disciplines by innovative courses and academic programmes in the areas of Social Anthropology, Labour and Development, Environmental Studies, Sustainable Development, Language and Linguistics and Peace and Conflict among others. It has also promoted courses in the sphere of Folklore and Cultural Studies. The School is also promoting research by utilizing the various resources under different projects from University Grants Commission, Department of Science & Technology (details given in Appendix-5). The School launched a new academic programme "Post Graduate Diploma in Sustainability Science" in the reported period. Ph.D. (Environmental Science), M.Sc. (Environmental Science), M.A. (Labour and Development), three diplomas, one certificate and a programme under MOOCs are under development. The School has organized an international conference themed "Migration and Diasporas", and a series of seminars under "SOITS Seminar Series" in the reported period, details are given in Appendix-6.

### School of Social Work

The School's mandate is to meet the educational and training requirements of lifelong learning, particularly in the areas of social work and other related areas of social intervention. The School has addressed certain selected areas of concern such

as Social Work, HIV/AIDS Counseling, Family Studies and Tribal Studies by offering academic programmes leading to the award of Certificates, Diplomas and Degrees under the ODL mode.

The School is currently in the process of revising the Master of Social Work (MSW), as well as the Bachelor in Social Work (BSW), Certificate in HIV and Family Education (CAFE) and Diploma in HIV and Family Education (DAFE). The CBCI-IGNOU Chair under the School has financed and contributed towards many national seminars and fieldwork workshops all over the country. The M.Phil. & Ph.D. programmes in Social Work are offered as per UGC 2016 Regulation.

### **School of Vocational Education and Training**

The School's mandate is to provide education and training for development of skills to meet the vocational and technical requirements of the country. Research for identifying societal and industrial needs in Vocational Education and Training is another priority. The school initiated design of Bachelor of Vocation (B.Voc.) and revision of course work for the Ph.D. in Vocational Education and Training in the reported period.

### **School of Extension and Development Studies**

The School's mandate is to offer quality education and training in various aspects of extension and development by offering academic programmes leading to award of Certificate, Diploma, Master and Doctoral degrees and research in four thrust areas i.e. Extension Education, Development Studies, Livelihood Education, and Empowerment Studies. Academic programmes namely M.A. in Development Studies, Post Graduate Diploma in Animal Welfare and Post Graduate Diploma in Corporate Social Responsibility are under development in the reported period.

### **School of Foreign Languages**

The School's mandate is to promote cross border communication across countries by delivering innovative, flexible and cost effective academic programmes to teach foreign languages through the Open and Distance Learning (ODL) mode. The School intends, on the one hand, to develop students' communicative abilities in their chosen language(s), and on the other hand to inculcate cultural understanding and inter-cultural communication among the learners through the study of language, literature and culture of people from different linguistic backgrounds. The research programmes aim at gaining greater insight in understanding of Arabic and French language, literature and culture. Presently, the School offers academic programmes in Arabic, Russian and French languages to capacitate learners professionally in today's job market, by offering education and training in foreign languages.

### **School of Translation Studies and Training**

The School's mandate is to offer academic and training programmes in the field of translation. Its academic thrust includes various fields/areas such as Translation theory; Comparative Asian and Western Traditions of Translation; Applied Translation; Translation and Mass Communication; Translation and Inter-cultural studies; and Translation and Linguistics. In addition, the School also organizes training programmes

to develop the required human resource in the field of translation. The School has initiated 'Ultha' as an In-house Literary Forum, to discuss works of Art, Literature and Culture which provides space to young and established Artists and Authors to share their views. A delegation from IITE Gandhi Nagar, Gujarat visited the School. The School organized two day translation workshop, two day National Seminar and three day International Seminar in the reported period, details are given in Appendix-6.

The Sindhi Chair, sponsored by National Council for Promotion of Sindhi Language and Culture (MHRD) is housed in the School. The Chair conducted three national seminars, one national workshop and initiated translation of Sindhi short stories in Hindi in the reported period details are given in Appendix-6



**National workshop on topic "Framing new schemes for promotion of Sindhi language" on 25-26 April, 2016**

### **School of Performing and Visual Arts**

Arts forms are an integral part of the development of each human being. It refers to the development of creativity through diverse range of activities and modes of expression. School of Performing and Visual Arts strives for a flagship role in the development and delivery of educational programmes in various disciplines of Performing and Visual Arts. The School's mandate is to develop and offer academic programmes at various levels such as Certificate, Diploma, Under Graduate, Post Graduate and Doctoral Degree and conduct research in the areas of Music, Dance, Theatre and Visual Arts. The School is focused to generate awareness about arts and aesthetic education and develop skills through its various programmes.

The School was in the process of revising its Certificate programmes on offer, besides developing curriculum and study material of Certificate programmes in areas such as Craft & Pottery Design, Art Appreciation, Performing Arts-Theatre Appreciation, 'Diploma in Hindustani Music (Vocal)', 'Diploma in Painting' and 'Bachelor of Performing Art-(Bharatnatyam)' in the reported period.



## CENTRES

The University has established a few Centres to focus on research and development in specific areas of study. Their details are elaborated in the following sections:

### National Centre for Innovations in Distance Education

The National Centre for Innovations in Distance Education (NCIDE) is aimed at nurturing, promoting, supporting, re-engineering and disseminating innovations in Open and Distance Learning System. The Centre archives documents and disseminates innovations in ODL through various media, such as reports, e-newsletters, blogs and booklets. The University instituted a Gold Medal for Innovations in Distance Education in 2006 for faculty/other staff of the University, which is awarded on the occasion of each Convocation.

The Centre has also designed and developed an interactive online database on innovations in the Open and Distance Learning System (ODL) named “Navdharana” which contains more than a hundred innovations and ideas for the use of the stakeholders in the reported period. This database is available at <http://navdharana.ignouonline.ac.in/navdharana/>. The Centre has set up the Innovation Club@IGNOU with the objective to generate awareness about creativity, innovations and IPR, among the faculty members, staff and students of the university. The Centre conducted eight meetings of the Club in the reported period. The Centre aims at promoting the culture of innovation in the university by publishing e-newsletter ‘ennovate’. As an innovation incubator, the Centre also facilitates the various schools of studies within the university from ideation to prototype development in using technology in designing delivery of learning. In this regard, NCIDE is collaborating with SOHS and WHO in developing an interactive web support portal for Certificate in Health Care Waste Management (CHCWM) programme. NCIDE is also facilitating SOHS in providing creative inputs in the development of the Self Learning Material. NCIDE also facilitated SOET and EMPC in developing three video modules for Online Course on “Introduction to Need of New, Emerging Technologies for Affordable Housing.” The Centre has advanced its role in planning and designing the skill development and specialized knowledge disseminating programme through industry tie ups to be offered through various schools. For this purpose, the University has constituted an Inter School Group for Industry Interactions/Tie-ups and NSQF Compliance for Skill Development Programmes of IGNOU. NCIDE in collaboration with the Research Unit has designed and developed an innovative online application ‘Shodhdhara’. The Shodhdhara is planned to have provision of updating and managing the information about the progress of the research work, research papers publication, repository of the research documents etc. It consists of five modules viz Admission Module, Students Module, Supervisors Module, Programme Coordinator Module and Research Module. Out of these, Admission Module and Student Module have been developed in the reported period.

### National Centre for Disability Studies

The mandate of National Centre for Disability Studies is to develop human resources in various disability areas aimed at creating a disabled-friendly society and also for promoting interdisciplinary studies on disability with the goal of removing barriers in empowering persons with disabilities. The Centre provides and

promotes research and extension activities in the area of disability studies through ODL mode. The Centre has compiled published and unpublished researches/ documents of last 10 Years on disabilities and higher education and published this compilation as “Compilation of Indian research abstracts in Disability Studies”. This document was released on the occasion of IGNOU’s Foundation Day held on 19 November, 2016, it is also placed on IGNOU website for community consumption. First Ph.D. viva-voce examination in Disability Studies entitled ‘Studying the Attitudes of Rural and Urban Untrained and Trained Teachers in Disability towards Children with Special Needs in Inclusive School, was held in the reported period.

The Centre observed the International Day for the Persons with Disabilities by organizing a series of activities during 30 November to 2 December, 2016, it included a slogan competition on the theme “Inclusion of persons with disabilities in society” and a painting competition on theme “Accessible India Campaign”. On this occasion Maj. Gen. (Retd.) Ian Cardozo, AVSM, SM a veteran war disabled and former Chairperson of Rehabilitation Council of India (RCI) was the Chief Guest. He delivered a lecture on the theme “Rights and status of persons with disabilities in Indian society”. The centre recorded a video programme with Maj. Gen. Ian Cardozo entitled “Never Give Up”. The centre celebrated ‘Brailles’s Day’ by organizing a Workshop for raising awareness about the importance of Braille on 25 January, 2017. School of Sciences and NCDS jointly organized a National Seminar on theme “Science and Technology for the Persons with Disabilities” on the occasion of the National Science Day celebrated on 28 February, 2017.



**Celebration of International Day of Person with Disabilities on 02 December, 2016**

### **National ODL Centre for Local Governance**

The National ODL Centre for Local Governance has been established to catalyze the process of democratic decentralization. The Centre facilitates in developing a clear vision and strategy to realize objectives of 73<sup>rd</sup> & 74<sup>th</sup> Amendments of the Constitution through appropriate educational and training intervention.

### **Staff Training and Research Institute of Distance Education**

The University established Staff Training and Research Institute of Distance Education (STRIDE) to focus on research and development in Open & Distance Learning as a discipline of study and training of academic and administrative staff engaged in ODL system.

The University is committed to systemic research in Open and Distance Learning. The erstwhile Division of Distance Education was upgraded to the Staff Training and Research Institute of Distance Education (STRIDE) in 1993, with support received from Commonwealth of Learning (COL), Canada, as a nodal agency for training and research in Distance Education in the South Asian region. STRIDE is entrusted with the responsibility of capacity building of staff members associated with ODL, research and development, programme evaluation, and system development in Open and Distance Learning (ODL) and allied fields. STRIDE conducted four workshops for teachers, academics and administrative staff of IGNOU and one refresher programme of 21 days in the reported period, details are given in Appendix-6.

The Institute has successfully completed programme evaluation study for M.A. in Political Science, Diploma in Nutrition and Health Education, PG Certificate in Oral Implantology and PG Certificate in Endodontics in the reported period. The evaluation of M.A. Hindi is under progress in the reported period. The Institute has developed three audio programmes titled “Changing Role of Distance Educators”, “How to learn effectively”, and “Principles and contribution of Paulo Freire”. One course titled “Design and Facilitation of E-learning Courses” as a MOOC under SWAYM is developed in reported period. The Institution has developed in house software application to maintain and manage assignment and project of M.A. in Distance Education. The institute in collaboration with CDAC Noida conducted a course on Design, Development and Implementation of E-Learning Courses for International participants under the Indian Technical and Economic Corporation/Special Commonwealth Assistance for Africa Programme (ITEC/SCAAP) scheme of MEA. Faculty of Rio De Janeiro University, Brazil visited the Institute. The Institute organized a Seminar on the theme “Open Education in the Global World” and three day international Seminar theme “Skill Development through ODL Innovations, Entrepreneurship, Employment for Inclusive and Sustainable Livelihood” in the reported period. The institute is in the process of conducting a survey to understand training needs of teaching and non-teaching employees of IGNOU.



**Prof. Ravinder Kumar, Vice-Chancellor, inaugurated Refresher Programme on ICT in ODL for Teachers and Academics from 18 July to 10 August, 2016**

## Other Academic Activities

This segment of Annual Report focuses on discipline specific research, publication of journals and consolidation of academic programmes on offer.

### Research Degree Programmes

The Research Unit is the principal academic wing of IGNOU that manages Research Degree Programmes of the University under the guidance of the Academic Council and Research Council. A Research Policy has been enunciated to guide research activities in the University in accordance with UGC Gazette notification 2016 on Research. The Ordinance on research has been amended and approved by the Statutory Bodies of IGNOU and sent for approval of the Visitor. The University constituted an Area Committee to discharge the responsibilities of the School Board as per provision in IGNOU's Ordinance on Research Degree Programme. The University enrolled 340 Research Scholars in the reported period in different Schools of Studies. A Total of 49 Research Scholars (48 Ph.D. and 1 M.Phil.) successfully completed the Ph.D. degree in the reported period.

### Indian Journal of Open Learning

Since 1992, IGNOU has been publishing the Indian Journal of Open Learning (IJOL), a referred/peer reviewed international journal, to provide an opportunity to researchers and scholars to present their contributions about theory, practice and research in the field of Open and Distance Learning (ODL), including correspondence and multimedia education, educational technology and communication, independent and experiential learning, and other innovative forms of education. The Journal also provides a forum to researchers across the world for debate on these areas of concern with specific reference to the developing nations. This Journal is internationally contributed, subscribed and abstracted. From 1992 to 1996, IJOL was published twice a year; and from 1997 onwards, it is published three times a year, in January, May and September. In the reported period, the University published the third Issue of Volume 24 and first issue of Volume 25 of the IJOL. The University also published two special issues to mark Silver Jubilee of the IJOL in the reported period. The issues of the Journal can be retrieved from <http://journal.ignouonline.ac.in/iojp/index.php/ijol/login>.



Special issues of Indian Journal of Open Learning on its silver jubilee year



## Academic Programmes - An Analysis

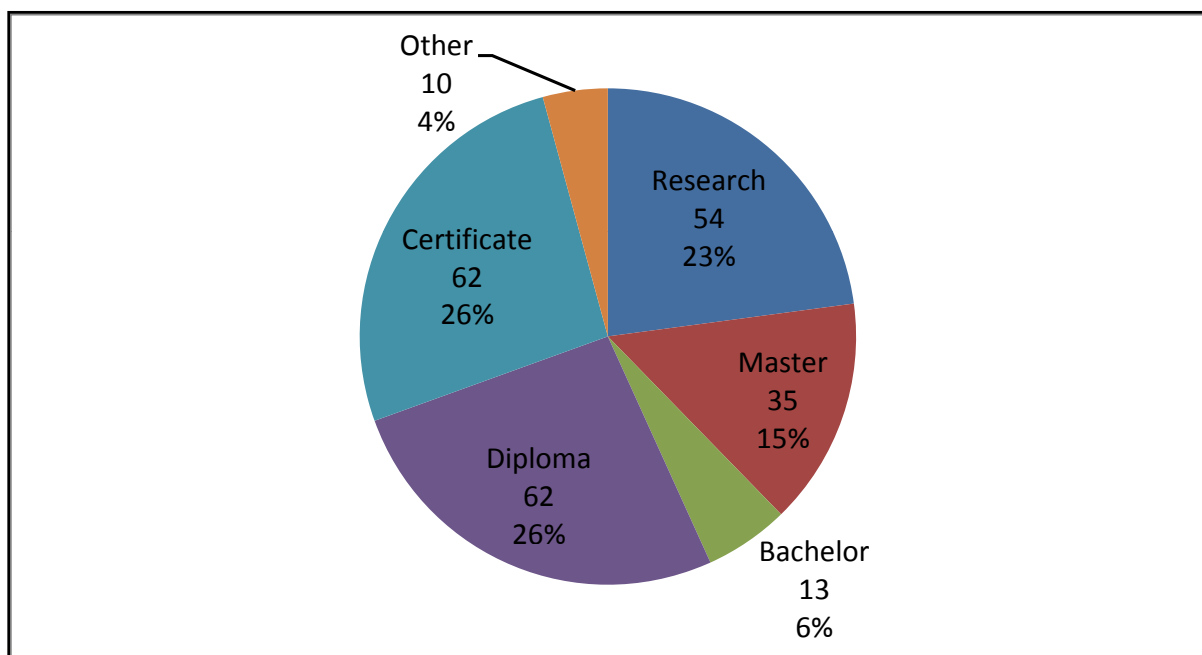
Consolidated information about the number of academic programmes on offer is provided at Table 2.1, and is graphically presented in Graph 2.1. The University offered 54, 35 and 13 academic programmes at Research, Masters and Bachelors level respectively, and 124 short-term academic programmes at Certificate and Diploma levels. Ten academic programmes listed under 'Others' are non-credit awareness courses for fostering understanding of social concerns.

**Table 2.1: Level-wise and School-wise Distribution of Academic Programmes 2016-17**

Name of School	Research	Master	Bachelor	Diploma	Certificate	Others	Total
School of Humanities	2	2	--	3	3	--	10
School of Social Sciences	13	9	2	4	4	1	33
School of Sciences	8	1	1	4	3	1	18
School of Education	3	4	1	7	5	--	20
School of Continuing Education	3	3	--	5	3	--	14
School of Engineering & Technology	2	--	--	--	3	1	6
School of Management Studies	3	6	4	2	2	--	17
School of Health Sciences	1		1	8	5	1	16
School of Computer and Information Sciences	1	1	1	--	1	--	4
School of Agriculture	2	--	--	8	6	4	20
School of Law	1	--	--	3	7	--	11
School of Journalism and New Media Studies	1	--	--	2	1	--	4
School of Gender and Development Studies	2	2	--	2	--	--	6
School of Tourism and Hospitality Services Management	1	2	2	2	1	--	8
School of Interdisciplinary and Trans-Disciplinary Studies	1	1	--	2	--	1	5
School of Social Work	2	2	1	3	2	--	10

Name of School	Research	Master	Bachelor	Diploma	Certificate	Others	Total
School of Vocational Education and Training	1	--	--	3	2	--	6
School of Extension and Development Studies	1	1	--	2	2	--	6
School of Foreign Languages	2	--	--	1	3	--	6
School of Translation Studies and Training	2	1	--	1	2	--	6
School of Performing and Visual Arts	2	--	--	--	7	--	9
<b>Total</b>	<b>54</b>	<b>35</b>	<b>13</b>	<b>62</b>	<b>62</b>	<b>10*</b>	<b>236*</b>

\* Also includes Computer Literacy Programme (an awareness programme) offered by other than School of Studies.



**Graph 2.1: Level-wise distribution of Academic programmes 2016-17**

## CHAPTER-III

### ENROLMENT AND LEARNER PROFILE

The University follows two annual academic cycles for its academic programmes, which are January to December and July to the following June. Regional Centres are the nodal points for admission. In general, admission to the academic programmes is subject to the fulfillment of minimum eligibility criteria. However, for some specific academic programmes, the admission is conducted through entrance test, such as Doctoral Programmes, Management Programmes, Bachelor of Education (B.Ed.) and Post-Basic B.Sc. (Nursing). A list of academic programmes on offer is provided in Appendix-3.

With a view to provide better student services, the prospectus and application forms for admission to various academic programmes are uploaded on the IGNOU website, ([www.ignou.ac.in](http://www.ignou.ac.in)). It includes information about admission and re-registration, list of Regional Centres and Study Centres. The University introduced online admission, a major step towards digitization. The status of the admission for the last five admission cycles (Years) is also maintained on internal web portal used for exchange of information on students' admission in Regional Centres and Headquarters. Each Regional Centre maintains its individual website to offer academic support to learners within its jurisdiction. Prospective and enrolled students were provided information and other services through single window concept at the Public Information Centre.

The University employs innovative strategies for enhancing enrolment across the country, which include reaching out to secondary/senior secondary school pass outs, sex workers, jail inmates and other potential learners through the network of NIOS and NGO's and also corporate organizations. Innovative strategies applied by individual Regional Centre to enhance enrolments are provided in the Chapter IV: 'Learner Support Activity'. Apart from these innovative strategies, regular webcasting with the Regional Centres was conducted regularly in order to give impetus to fresh enrolment of students and encourage students to re-register. All these positive efforts have helped in achieving substantial annual growth of 15.2% in learner enrolment during the reported period. IGNOU is mandated to reach out to the marginalized sections of our society. Working on this objective special measures were initiated to attract learners from the disadvantaged groups. The University established 453 Special Study Centres in density populated area with disadvantaged segment of population, jail inmates and minority groups. There are Special Study Centres (SSC) for physically challenged, visually challenged and women. The University introduced web mediated support in selected low enrolment programmes so that students in remote and rural areas may avail the benefits of support services.

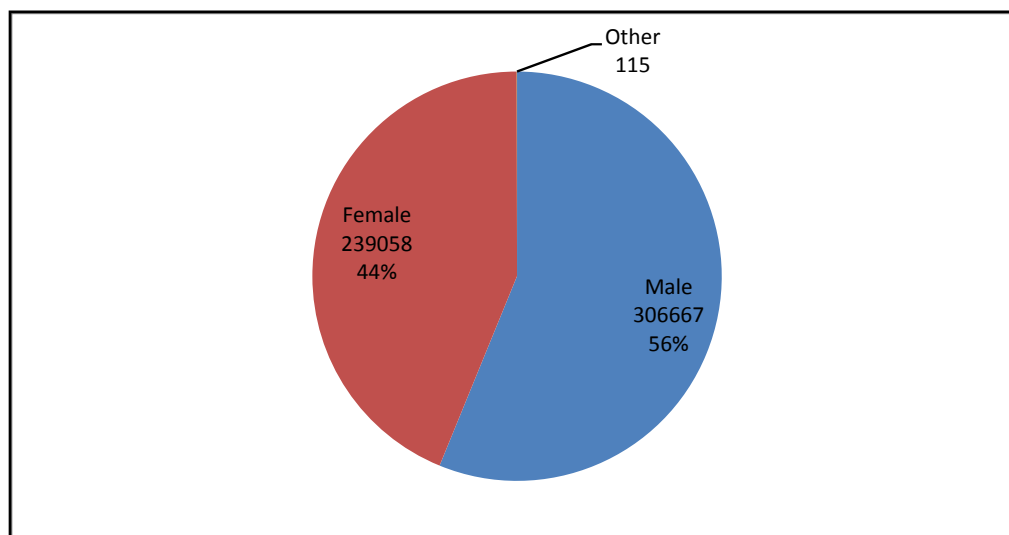
#### **A. School-wise demographic analysis**

The University enrolled 9,17,117 students in the reported period out of which 5,45,840 were fresh enrolment. The profile of fresh enrolled students on the basis of school of studies, level of programme, gender, area of residence and social category is furnished in the following graphs and tables. Table 3.1 reflects that out of 5.46 lakh freshly enrolled students in 2016-17, 2.39 lakh were females constituting 43.8% of Total fresh enrolment during the period of the report. 115 fresh students enrolled in different academic programmes,

opted for 'Other' option in 'Gender' column in admission form. These students are either transgender or unwilling to express their gender. The strength of female students is more than 50% of fresh enrolments in the School of Education, Gender and Development Studies, Performing and Visual Arts, Humanities, Health Sciences, Continuing Education, Social Work; and Translation Studies and Training, with the highest enrolment of female students being 81.1% from School of Gender and Development Studies, followed by 65.7% of female students in academic programmes offered by School of Humanities. The gender-wise distribution of fresh enrolment is presented at Graph 3.1.

**Table 3.1: Gender-School of Study-wise Distribution of Fresh Enrolment 2016-17**

Name of School	School Code	Male		Female		Other	Total Enrolment
		No	%	No	%		
School of Agriculture	SOA	2002	81.0	471	19.0		2473
School of Computer & Information Sciences	SOCIS	13066	73.1	4815	26.9		17881
School of Continuing Education	SOCE	11409	45.6	13584	54.3	3	24996
School of Education	SOE	6545	43.8	8363	56.2	2	14910
School of Engineering & Technology	SOET	529	63.1	309	36.9		838
School of Extension and Development Studies	SOEDS	1112	69.0	499	31.0		1611
School of Foreign Languages	SOFL	395	62.6	236	37.4		631
School of Gender and Development Studies	SOGDS	123	18.9	528	81.1		651
School of Health Sciences	SOHS	643	39.6	982	60.4		1625
School of Humanities	SOH	15166	34.3	29025	65.7	9	44200
School of Interdisciplinary and Trans-disciplinary Studies	SOITS	930	62.4	557	37.5	1	1488
School of Journalism & New Media Studies	SOJNMS	539	68.7	250	31.3		789
School of Law	SOL	2003	67.1	982	32.8	1	2986
School of Management Studies	SOMS	37166	55.0	30450	45.0	6	67622
School of Performing & Visual Arts	SOPVA	62	45.2	77	54.8		139
School of Sciences	SOS	13826	62.2	8395	37.8	4	22225
School of Social Sciences	SOSS	183052	58.6	129233	41.4	85	312370
School of Social Work	SOSW	4857	48.1	5236	51.8	2	10095
School of Tourism and Hospitality Services Management	SOTHSSM	11260	77.0	3372	23.0	1	14633
School of Translation and Training	SOTST	1081	50.8	1048	49.2		2129
School of Vocational Education and Training	SOVET	468	61.5	292	38.4	1	761
Other Includes Admission in appreciation/ awareness academic programmes managed by other than School of Studies		433	55.0	354	45.0	0	787
<b>Total</b>		<b>306667</b>	<b>56.2</b>	<b>239058</b>	<b>43.8</b>	<b>115</b>	<b>545840</b>



**Graph 3.1: Classification of fresh enrolment in 2016-17 on the basis of gender of students**

Table 3.2 indicates sizeable representation of socially disadvantaged and marginalized sections of the society among fresh students enrolled in the reported period. The strength of students from SC, ST and OBC category in fresh enrolment was 68,650 (12.6%); 53,192 (9.7%); and 1,20,459 (22.1%) respectively during the period of report. Further, the strength of socially disadvantaged groups is substantially good in Academic Programmes offered by Schools of Social Work, Computer and Information Sciences, Sciences, Education and Social Sciences. The combined strength of SC and ST of fresh students was more than 20% of the Total fresh enrolment in these Schools. The distribution of fresh enrolment social category wise is presented in Graph 3.2.

**Table 3.2: Social Category - School of Study-wise (General/SC/ST/OBC)  
Distribution of Fresh Enrolment 2016-17**

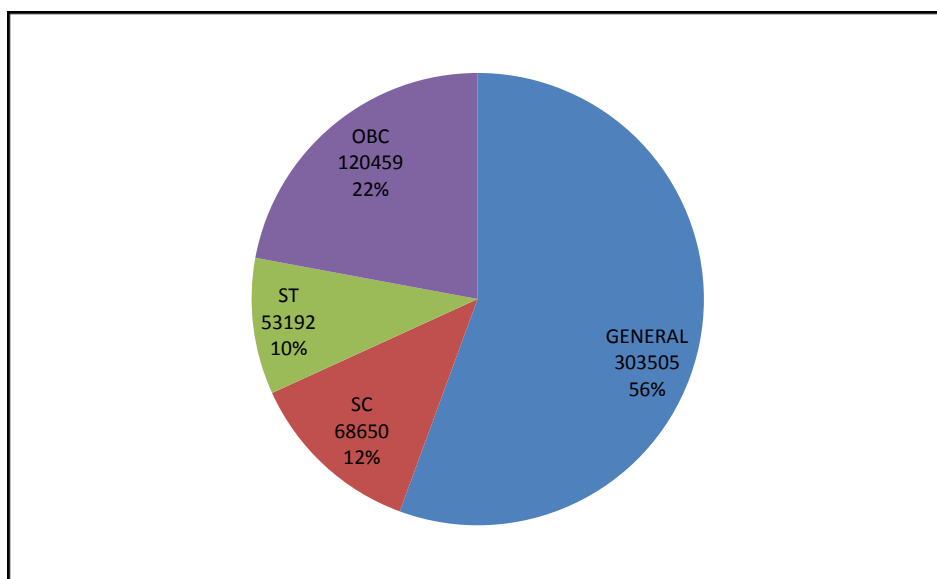
Name of School	School Code	General		SC		ST		OBC		Total Enrolment
		No	%	No	%	No	%	No	%	
School of Agriculture	SOA	1404	56.8	202	8.2	86	3.5	781	31.6	2473
School of Computer & Information Sciences	SOCIS	10967	61.3	3222	18.0	617	3.5	3075	17.2	17881
School of Continuing Education	SOCE	14589	58.4	2397	9.6	2050	8.2	5960	23.8	24996
School of Education	SOE	7380	49.6	1774	11.9	1964	13.2	3758	25.3	14910
School of Engineering & Technology	SOET	685	81.7	31	3.7	9	1.1	113	13.5	838



Name of School	School Code	General		SC		ST		OBC		Total Enrolment
		No	%	No	%	No	%	No	%	
School of Extension and Development Studies	SOEDS	1134	70.4	107	6.6	120	7.4	250	15.5	1611
School of Foreign Languages	SOFL	499	79.1	33	5.2	9	1.4	90	14.3	631
School of Gender and Development Studies	SOGDS	467	71.7	48	7.4	39	6.0	97	14.9	651
School of Health Sciences	SOHS	901	55.4	209	12.9	79	4.9	436	26.8	1625
School of Humanities	SOH	26752	60.5	4485	10.1	3230	7.3	9733	22.0	44200
School of Interdisciplinary and Trans-disciplinary Stud.	SOITS	1001	67.1	100	6.7	150	10.2	237	16.1	1488
School of Journalism & New Media Studies	SOJNMS	619	79.2	44	5.4	30	3.7	96	11.7	789
School of Law	SOL	1977	66.3	269	9.0	95	3.2	645	21.6	2986
School of Management Studies	SOMS	46675	69.0	5533	8.2	2334	3.5	13080	19.4	67622
School of Performing & Visual Arts	SOPVA	105	74.8	13	9.6	4	3.0	17	12.6	139
School of Sciences	SOS	12314	55.4	3057	13.7	1506	6.8	5348	24.1	22225
School of Social Sciences	SOSS	158275	50.7	43496	13.9	38414	12.3	72185	23.1	312370
School of Social Work	SOSW	4672	46.2	2172	21.5	1665	16.5	1586	15.7	10095

Name of School	School Code	General		SC		ST		OBC		Total Enrolment
		No	%	No	%	No	%	No	%	
School of Tourism and Hospitality Services Management	SOTHSM	11330	77.4	1050	7.2	717	4.9	1536	10.5	14633
School of Translation and Training	SOTST	1176	55.1	310	14.6	68	3.2	575	27.1	2129
School of Vocational Education and Training	SOVET	492	64.7	57	7.5	6	0.8	206	27.1	761
Other Includes Admission in appreciation / awareness academic programmes managed by other than School of Studies		91	11.6	41	5.2	0	0.0	655	83.2	787
<b>Total</b>		<b>303505</b>	<b>55.6</b>	<b>68650</b>	<b>12.6</b>	<b>53192</b>	<b>9.7</b>	<b>120459</b>	<b>22.1</b>	<b>545840</b>

*\*Social Category Details of 34 Research Scholars in School of Education are not available*



**Graph 3.2: Classification of Fresh Enrolment 2016-17, on the basis of Social Category of Students**

Table 3.3 shows distribution of students on the basis of area of living i.e. urban, rural and tribal areas in fresh enrolment during the period of report. While there is a predominance of students from urban areas which is 3,44,250 lakh (63%), the

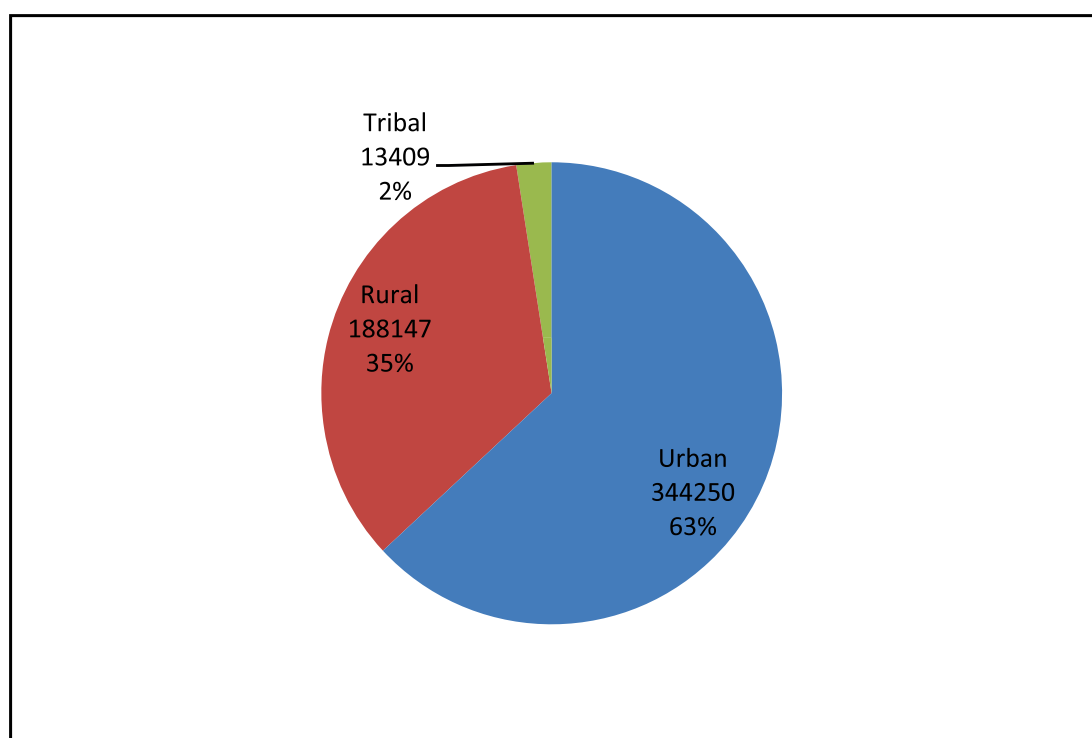
combined student enrolment from rural and tribal areas is 2,01,556 lakh (37.0%), which is quite appreciable. Further, there are a substantial numbers of students from rural areas in Academic Programmes offered by Schools of Management Studies, Social Work, Agriculture, Tourism & Hospitality Services Sectoral Management, Computer and Information Sciences, Sciences, Continuing Education, Education, Humanities, and Social Sciences. There are more than one thousand fresh students from rural areas in each of these School of Studies. Similarly, there is a substantial representation of students from tribal areas in Academic Programmes offered by Schools of Management Studies, Continuing Education, Education, Social Sciences and Humanities. There are more than five hundred fresh students from tribal areas in each of these schools of studies. The distribution of fresh students as per area of living of students is presented in Graph 3.3.

**Table 3.3: Area of Living (Rural/Urban/Tribal) -School of Study-wise  
Distribution of Fresh Enrolment 2016-17**

Name of School	School Code	Urban		Rural		Tribal		Total Enrolment
		No	%	No	%	No	%	
School of Agriculture	SOA	1158	46.8	1307	52.9	8	0.3	2473
School of Computer & Information Sciences	SOCIS	13790	77.1	4025	22.5	66	0.4	17881
School of Continuing Education	SOCE	16678	66.7	7686	30.7	632	2.5	24996
School of Education	SOE	7538	50.7	6590	44.3	748	5.0	14910
School of Engineering & Technology	SOET	671	80.1	164	19.6	3	0.4	838
School of Extension and Development Studies	SOEDS	1444	89.6	153	9.5	14	0.9	1611
School of Foreign Languages	SOFL	591	93.7	40	6.3			631
School of Gender and Development Studies	SOGDS	546	83.9	100	15.4	5	0.8	651
School of Health Sciences	SOHS	1091	67.1	530	32.7	4	0.2	1625
School of Humanities	SOH	30043	68.0	13477	30.5	680	1.5	44200
School of Interdisciplinary and Trans-disciplinary Studies	SOITS	1092	73.3	361	24.3	35	2.4	1488
School of Journalism & New Media Studies	SOJNMS	615	78.1	165	20.7	9	1.2	789
School of Law	SOL	2355	78.8	612	20.5	19	0.6	2986
School of Management Studies	SOMS	53066	78.5	14021	20.7	535	0.8	67622
School of Performing & Visual Arts	SOPVA	129	92.6	10	7.4			139
School of Sciences	SOS	15654	70.4	6257	28.2	314	1.4	22225
School of Social Sciences	SOSS	176708	56.6	125977	40.3	9685	3.1	312370

Name of School	School Code	Urban		Rural		Tribal		Total Enrolment
		No	%	No	%	No	%	
School of Social Work	SOSW	6239	61.8	3397	33.7	459	4.6	10095
School of Tourism and Hospitality Services Management	SOTHSM	11997	82.0	2450	16.8	186	1.3	14633
School of Translation and Training	SOTST	1836	86.3	289	13.6	4	0.1	2129
School of Vocational Education and Training	SOVET	556	73.1	203	26.7	2	0.3	761
Other Includes Admission in appreciation / awareness academic programmes managed by other than School of Studies		453	57.6	333	42.3	1	0.1	787
<b>Total</b>		<b>344250</b>	<b>63.1</b>	<b>188147</b>	<b>34.5</b>	<b>13409</b>	<b>2.5</b>	<b>545840</b>

\*Area-wise Details of 34 Research Scholars in School of Education are not available



**Graph 3.3: Classification of Fresh Enrolment 2016-17, on the basis of area of living**

## **B. Level of Academic Programmes-wise demographic analysis**

The University offers Academic programmes at the levels of Research, Master's Degree, Bachelor's Degree, Diploma, and Certificate to cater to academic and training needs of diversified groups at different levels/advancement of studies. Table 3.4 reflects gender wise details of fresh enrolment, when classified on the basis of level of academic programmes.



**Table 3.4: Gender-level of Academic Programmes Distribution of Fresh Enrolment 2016-17**

Level of Programme	Male		Female		Other	Total Enrolment
	No	%	No	%		
Bachelor	189591	65.0	102214	35.0	75	291880
Certificate	13538	52.9	12033	47.1	3	25574
Diploma	17202	52.0	15886	48.0	1	33089
Master	86165	44.2	108756	55.8	36	194957
Research	171	49.7	169	49.7		340
<b>Total</b>	<b>306667</b>	<b>56.2</b>	<b>239058</b>	<b>43.8</b>	<b>115</b>	<b>545840</b>

Table 3.4 indicates that participation of female students was 55.8% of fresh enrolment at the Master level. The strength of the female in fresh enrolment is the lowest at Bachelor level with 35% of females in fresh enrolment. The gender-wise distribution of students is graphically presented in Graph 3.4.

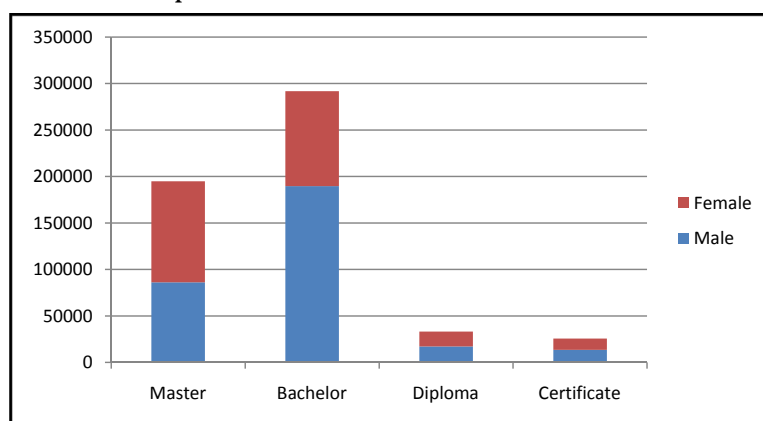
**Graph 3.4: Classification of fresh enrolment in 2016-17 on the basis of Gender-level of academic programmes**

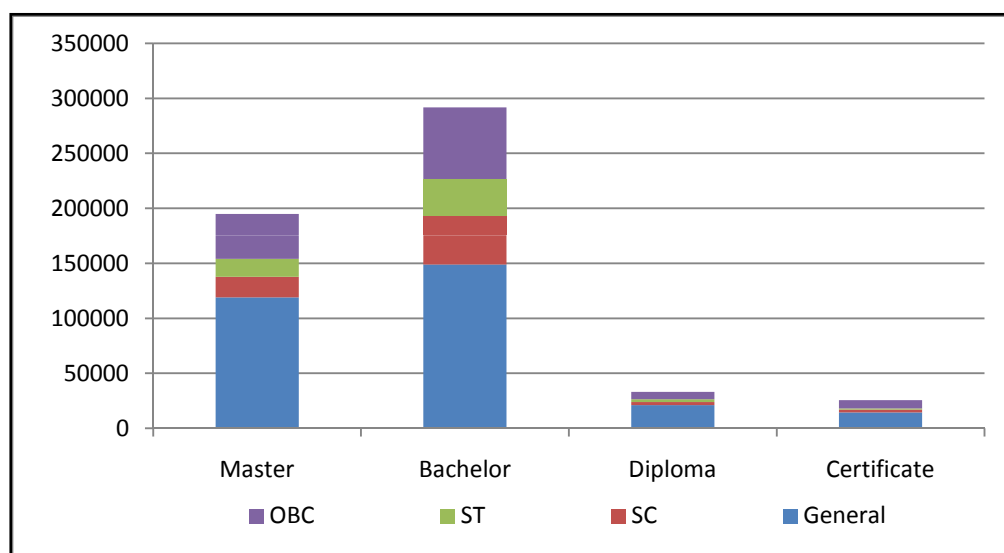
Table 3.5 shows distribution of students on the basis of Social Category i.e. General, SC, ST and OBC and level of academic programmes in fresh enrolment during the period of report.

**Table 3.5: Social Category (General/SC/ST/OBC)-Level of Academic Programme-wise Distribution of Fresh Enrolment 2016-17**

Level of Programme	General		SC		ST		OBC		Total Enrolment
	No	%	No	%	No	%	No	%	
Bachelor	148907	51.0	44356	15.2	33312	11.4	65305	22.4	291880
Certificate	14380	56.2	2661	10.5	1074	4.4	7459	29.2	25574
Diploma	21023	63.5	2927	8.8	2381	7.2	6758	20.4	33089
Master	118987	61.5	18662	9.6	16412	8.4	6758	21	194957
Research	208	61.2	44	12.9	13	3.8	40896	12.1	340*
<b>Total</b>	<b>303505</b>	<b>55.6</b>	<b>68650</b>	<b>12.6</b>	<b>53192</b>	<b>9.7</b>	<b>120459</b>	<b>22.1</b>	<b>545840</b>

\*Social Category Details of 34 Research Scholars in School of Education is not available

Table 3.5 reflects that participation of ST students was the highest at the Bachelor level; 11.4% of students at the Bachelor level belong to ST category. The participations of students from SC category was above 10% of fresh enrolment in academic programmes offered at Research, Bachelor and certificate levels, with the highest at Bachelor with 15.2% of fresh students belong to SC category. Similarly, strength of students from OBC category was in the range of 20 to 29% at all levels (except research level), with the highest of 29.2% at the Certificate level. The distribution of students on social category-level of academic programmes is graphically depicted in Graph 3.5.



**Graph 3.5: Classification of Fresh Enrolment 2016-17, on the basis of Social Category-level of academic programmes of students**

Table 3.6 shows distribution of students on the basis of area of living i.e. urban, rural and tribal areas and level of academic programmes in fresh enrolment during the period of report.

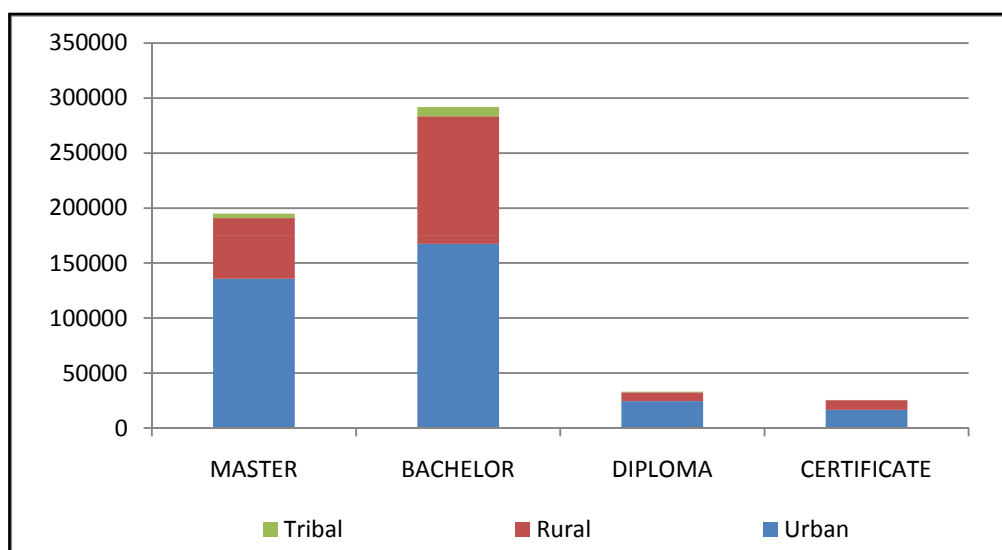
**Table 3.6 Area of living-level of Programme-wise (Rural/Urban/Tribal) Distribution of Fresh Enrolment 2016-17**

Level of Programme	Urban		Rural		Tribal		Total Enrolment
	No	%	No	%	No	%	
Bachelor	167466	57.4	115945	39.7	8469	2.9	291880
Certificate	16448	64.3	8859	34.6	267	1.0	25574
Diploma	24443	73.9	7954	24.0	692	2.1	33089
Master	135645	69.6	55338	28.4	3974	2.0	194957
Research	248	72.9	51	15.0	7	2.1	340*
<b>Total</b>	<b>344250</b>	<b>63.1</b>	<b>188147</b>	<b>34.5</b>	<b>13409</b>	<b>2.5</b>	<b>545840</b>

*\*Area-wise Details of 34 Research Scholars in School of Education are not available*

Table 3.6 reflects that participation of students residing in rural areas was the highest at the Bachelor level, 39.7% of students at Bachelor level reside in rural areas. 34.6% of students at the Certificate level reside in rural areas. The participation of students residing in

tribal areas was the highest at Master level programmes; about 2.9% of students at this level reside in tribal areas. The distribution of students on area of residence-level of academic programmes wise is graphically depicted in Graph 3.6.



**Graph 3.6: Classification of Fresh Enrolment 2016-17, on the basis of area of Living-level of academic programmes**

### C. Regional centre-wise Enrolment Analysis

The highest fresh enrolment is from Regional Centre Delhi-2 with 48,279 students equivalent to 8.9% of Total fresh enrolment followed by Delhi-1 with 38,172 students, 7% of fresh enrolment, RC Ranchi with 25,849 followed with RC Jammu (24,037), Delhi-3 (22,908) and RC Kolkata with 21,317 fresh students. Other Regional Centres contributed less than 20 thousands fresh students in the reported period. There is substantial enrolment from states with hilly areas or other disadvantage areas which are highly populated with the marginalized section of society. There is also substantial enrolment from states situated in the North-East Region of the country. Thus, the University made significant contribution in connecting disadvantaged and marginalized segments of the society for provision of higher education. The University also enrolled 1,476 overseas students; 149 students from Assam Rifles; 4,095 Army Personnel; and 1,981 students from Navy.

**Table 3.7: Regional Centre-wise Distribution of Fresh Enrolment 2016-17**

Location of Regional Centre	Regional Centre Code	No of Students
Agartala	26	6023
Ahmedabad	09	6859
Aizwal	19	4162
Aligarh	47	6223
Bangalore	13	8450
Bhagalpur	82	4575

Location of Regional Centre	Regional Centre Code	No of Students
Bhopal	15	7476
Bhubaneshwar	21	18536
Bijapur	85	2330
Chandigarh	06	6044
Chennai	25	4367
Cochin	14	11253
Darbhanga	46	7296
Dehradun	31	7252
Delhi 1	07	38172
Delhi 2	29	48279
Delhi 3	38	22908
Deoghar	87	12135
Gangtok	24	2389
Guwahati	04	6509
Hyderabad	01	4505
Imphal	17	4306
Itanagar	03	6540
Jabalpur	41	5067
Jaipur	23	8118
Jammu	12	24037
Jodhpur	88	3594
Johart	37	4136
Karnal	10	16141
Khanna	22	5821
Kohima	20	2342
Kolkata	28	21317
Koraput	44	6974
Lucknow	27	10971
Madurai	43	2468
Mumbai	49	5858
Nagpur	36	4478
Noida	39	13173
Panaji	08	3164
Patna	05	18628
Port Blair	02	2138
Pune	16	6859
Raghunathganj	50	2181



Location of Regional Centre	Regional Centre Code	No of Students
Raipur	35	4770
Rajkot	42	2486
Ranchi	32	25849
Saharsa	86	6970
Shillong	18	5676
Shimla	11	14802
Siliguri	45	8813
Srinagar	30	16112
Trivandrum	40	8297
Varanasi	48	12540
Vatakara	83	6477
Vijayawada	33	2060
Visakhapatnam	84	1694
<b>Admission node other than Regional Centres</b>		
Kolkata, Army RC	51	841
Chandimandir, Army RC	52	1056
Lucknow, Army RC	53	498
Pune, Army RC	54	596
Udhampur, Army RC	55	703
Jaipur, Army RC	56	401
New Delhi, Navy RC	71	61
Mumbai, Navy RC	72	1029
Visakhapatnam, Navy RC	73	798
Kochi, Navy RC	74	93
Shillong, Assam Rifles RC	81	149
<b>Admission held at Headquarters , IGNOU</b>		
School of Engineering and Technology		322
School of Tourism and Hospitality Services Sectoral Management		6877
International Division		1476
Research students		340
<b>Total</b>		<b>545840</b>

## CHAPTER-IV

### LEARNER SUPPORT ACTIVITIES

Indira Gandhi National Open University has a nation-wide learner support network for providing student support services, including face-to-face counseling and technology enabled academic as well as administrative support. The support services to students are extended by certain operational Divisions at the Headquarters, such as, the Student Registration Division (SRD), Student Evaluation Division (SED), Material Production and Distribution Division (MPDD) and Electronic Media Production Centre (EMPC). Outside the Headquarters, support services to students across the country are provided by the Regional Centres (RCs) and Learner Support Centres (LSCs). The nodal unit for providing learner support within the country is the Regional Services Division (RSD), while learner support abroad is managed by the International Division (ID).

#### A. Network of Student Support Services

The Regional Services Division (RSD) was established in 1986 to operationalize the Regional Centres and Study Centres for providing student support services to the learners of the University across the length and breadth of the country. The responsibilities and functions assigned to the RSD are as follows:

- a) To develop policies, systems and procedures in respect of establishment and management of Regional Centres and Study Centres.
- b) To organize and administer the national network of Regional Centres and Study Centres.
- c) To negotiate with Government Departments, educational institutions, other organizations including voluntary organizations for establishment of new Regional Centres and Study Centres.
- d) To identify and appoint suitable persons as Academic Counselors for counseling, practicals and evaluation of assignments.
- e) To organize orientation programmes for part-time functionaries of Study Centres.
- f) To organize induction and in-service training programmes for full time staff of Regional Centres.
- g) To regulate funding and expenditure control of Regional Centres and Study Centres.
- h) To ensure provisions of necessary furniture and equipment to RCs and LSCs.
- i) To coordinate matters pertaining to Student Support Services between the Schools and Divisions in the Headquarters and between the RCs and LSCs.

The focus of IGNOU's learner support services network has been on giving learners opportunities for face-to-face interaction with academic Counselors and with peer groups. The support activities include establishing Learner Support Centres (LSCs); identifying, appointing and training personnel at LSCs; providing and ensuring appropriate use of resources, monitoring theory/practical counseling and feedback on learner-progress, identifying examination centres and conducting Term-End Examinations (theory and practical) twice in a year.

To undertake these responsibilities, the University has nine Regional Centres (RCs) in the North-East Region and 47 RCs in the rest of the country. Apart from these RCs, 11 Recognized Regional Centres (RRCs) have been established, it includes six with Army, four with Navy and one with Assam Rifles, thus taking the Total number of RCs to 67. Table 4.1 shows the classified strength of Student Support Network comprising Regional Centres and Study Centres/Learner Support Centres.

**Table 4.1: Students Support Network as on 31 March, 2017**

<b>Network of Student Support</b>	
<b>Regional Centres</b>	
Regional Centres in the North East States	9
Regional Centres in other States	47
Recognized Regional Centres (with Army, Navy and Assam Rifles)	11
<b>Total Regional Centres</b>	<b>67</b>
<b>Learner Support Centres(LSCs)</b>	
Regular Study Centre	808
Programme Study Centre	1570
Special Study Centre	453
Recognized Study Centre	11
Regular Study Centre for Women	8
North Bihar Pattern Study Centres	6
Sub Study Centre	8
<b>Sub Total</b>	<b>2864</b>
Recognized Army Study Centres	49
Recognized Navy Study Centres	5
Recognized Assam Rifles Study Centres	30
<b>Sub Total (Recognized LSCs)</b>	<b>84</b>
<b>Grand Total (Learner Support Centres)</b>	<b>2948</b>

The number of LSCs established during the period under report is 79. The Total number of academic counselors engaged for providing academic support to learners at the LSCs across the country, during the period of report is 60262.

## **B. Educational Development of North-East Region Unit**

IGNOU facilitates expansion of educational development in North-East Region (NER) by providing opportunities of higher education, training, skill development and other initiatives through EDNERU. The Unit was initially established under the North-East Project (NEP) in the year 2000, by MHRD with a grant of Rs. 8 crores, under the Prime Minister's non-lapsable funds. NEP was envisioned to enhance access and equalize educational opportunities in the NER since then EDNERU has made significant contribution for educational development through its network of 9 Regional Centres(RC) and 512 Study Centres across 8 States in the NER. EDNERU caters to the needs of nearly 82000 students (2016-17) in all the 9 RCs.

To give focused attention to the development of the North-East Region, a 'North-East Council for IGNOU Regional Centres (NECIRC)' has been created. NECIRC has been mandated to evolve strategies for overall educational development of the North-East Region. A Nodal Office for NECIRC has been created at RC Shillong and the Regional Director of RC Shillong would coordinate operations of the NECIRC for the first two Years as Convener. The inaugural meeting of the NECIRC was held on 5 February, 2017 at RC Guwahati. Other initiatives in the NER during the period under report are:

- a) Permanent building of IGNOU at RC Shillong at NEHU Campus was inaugurated by the then Governor, Sh. V. Shanmughnathan, on 27 September, 2016.



**Inauguration of RC Shillong building by the then Governor, Sh. V. Shanmughnathan, on 27 September, 2016**

- b) The North-East Zone Regional Directors' Meeting was organized at RC Shillong on 28-29 September, 2016.
- c) Orientation Programme of Academic Counselors of the North-East RCs was held on 18-19 November, 2016.
- d) First Coordinators' Conference of North-East RCs was organized on 21-22 January, 2017 at Guwahati.
- e) The Regional Evaluation Centre has been shifted from Guwahati to RC Shillong building.



**NE Coordinators' Conference at Guwahati, on 21<sup>st</sup> and 22<sup>nd</sup> January, 2017**



### C. Zonal Regional Directors' Meetings

Zone wise meetings of Regional Directors (RD) was organized by RSD, primarily to have interaction, share experiences, identify areas and activities for improvement thereby enhancing access and equity by identifying programmes suitable for regional languages. The meetings of RD's were organized at five zones i.e. Lucknow, Shillong, Madurai, Bhubaneswar and Panaji. Based on the deliberations and suggestions that emerged from these meetings, several initiatives have been taken by the university.



**Meeting of East Zone RD's at RC, Bhubaneswar 4-5 November, 2016**



**Meeting of North Zone RD's at RC Lucknow 2-3 September, 2016**

### D. Orientation Programmes

To strengthen the delivery of academic programmes at the LSCs seventy face-to-face orientation programmes for academic Counselors were organized across the country. More than five thousand newly appointed academic Counselors were trained in these orientation programmes.



**Orientation Programme for Academic Counselors for programmes offered by School of Education held at Lucknow on 23-24 September, 2016**

## E. Coordinators' Conferences

Every year the RCs organize meetings (at least one) with the Coordinators and Programme incharges of LSCs in their operational areas. This year, for the first time, the University organized the Coordinators' Conference by grouping RCs under each state. This mechanism provided a platform to the field level functionaries to share experiences and deliberate on the commonality of issues in the broader perspective of the whole state. The first such Conference of Coordinators of LSCs was organized in Guwahati for all nine RCs of North-East Region (NER), to strengthen the university operations and address the challenges faced in the NER. Conference was also held at Vijayawada for the RCs of Andhra Pradesh.

## F. National Seminars

A major academic initiative taken by the University is the organization of national/international seminars by the academics at RCs and RSD. RC Noida organized a National Seminar themed 'National Seminar on ICT Support for Inclusive Digital Learning', on 21-22 April, 2017, in collaboration with Regional Services Division and the three Regional Centres of NCR. The seminar focused on various aspects of digital learning and technology assisted learning in open and distance education system. It was inaugurated by Dr. Kiran Karnik, Former Chairman, NASSCOM and Vice Chancellor Prof. Ravindra Kumar. The Seminar was attended by more than 200 participants from Regional Centres across the country, academics from other Universities and representatives from leading IT companies.



**National Seminar on ICT Support for Inclusive Digital Learning at RC Noida, 21-22 April, 2017**

## G. Recent Initiatives on Outreach

The Regional Centre of Jaipur participated in the Jan Suchna Abhiyan, organized by the Ministry of Information Technology, GOI, wherein, the Regional Centre put up stalls along with various other Government Departments of Rajasthan at Khejori, Chomu, Govindgarh, Sangod, Bilandarpur, Ajmer and Jaipur from 13-18 June, 2016. Stalls were arranged with promotional materials for display and distribution to people for promotion and publicity of the programmes and developing awareness.



**Visitors at the IGNOU Stall in Jaipur during the Programme “Jan Suchna Abhiyan”**

Regional Centre Hyderabad in an effort to have an extended outreach, recorded and aired programmes through FM channel, Radio City in November, 2016 and January 2017. Dr. K. Ramesh, Deputy Director and Dr. Fiayaz Ahmad, Regional Director were the resource persons for the programmes.

## **H. Recent Initiatives on Enhancing Student Support**

RC Shimla has operationalized a single window information facilitation mechanism. A toll free number has been installed for use of learners / general public. The entire database has been collated and shared on intranet with the RC functionaries. The software applications pertaining to student database, academic counselor database, convocation details etc. is retrievable by RC staff for multiple purposes while maintaining the uniformity in database.

### **I. Shifting of RCs to own Campus**

During the period 2016-17, some RCs which acquired their own buildings have shifted to these premises. The University has decided to make use of its buildings of Regional Centres for storage and distribution of study materials, to have a regular study centre and Regional Evaluation Centre and exam centre for conduct of examinations etc. These are RCs implemented on the following:

- i) **RC Shillong:** The Regional Centre at Shillong has shifted to its own campus developed over 5 acres of land provided by the North-Eastern Hill University. The newly constructed building of the Regional Centre was inaugurated by the Sh. V. Shanmuganathan, erstwhile Governor of Meghalaya on 27 September, 2016.
- ii) **RC Bhubaneswar:** A four-storeyed Extension Block of RC Bhubaneswar building was inaugurated by Prof Ravindra Kumar, Vice Chancellor on 5 November, 2016. Dr. Srikant Mohapatra, Vice-Chancellor, Odisha State Open University, Dr. V. Venugopal Reddy, Director (RSD), Prof. Uma Kanjilal, Director (IUC) and Regional Directors of all the Regional Centres were present on the occasion.

## **J. Shifting of Regional Evaluation Centres to RCs**

RECs have been shifted to the RCs having their own buildings. The RCs with own buildings have provided space to the RECs as follows:

1. RC Cochin
2. RC Shillong
3. RC Bhubaneswar
4. RC Lucknow
5. RC Ahmedabad
6. RC Bhopal

## **K. Initiatives for Empowering Rural India Through Education**

### **i) RC Nagpur**

His Excellency the Governor of Maharashtra has adopted Mangurda Village in Yavatmal District. Nagpur Regional Centre conducted a series of Gyanganga awareness meetings and admission camps in the village. 110 Villagers were sponsored by Tribal Welfare Department, including Village Sarpanch Smt. Manisha Kinake who enrolled for Bachelor Preparatory Programme. Special Induction Meeting and Mobile Counseling classes were held for these students villagers.

### **ii) RC Guwahati**

Regional Centre Guwahati conducted on the spot admission process in villages (Gungao, Garobosti, Barunkuli, Bongurung, Gaisan and Kungurbiel) of the Udalguri district and villages of Baksa and Kokrajhar districts which are dominated by the Boro tribe. A Total of 177 admissions were confirmed from the district for July 2016 session.

### **iii) Awareness Camp for Handloom Weavers' Community**

Awareness Camps for Handloom Weavers' Community were organized across the country by the Regional Centres. A large number of them have taken admission in the programmes offered by IGNOU. RC Varanasi alone has enrolled more than 2000 students from the handloom weavers' community in BPP.

### **iv) Placement Drives organized by Regional Centres**

Regional Centres have also been organizing placement activities to help the qualified out students get employment according to their qualification and aptitude. A number of placement drives were held at the Regional Centres/ some study centres or places convenient to sponsoring companies, under the overall supervision of Campus Placement Cell, (HQs). RC Lucknow, in collaboration with the Department of Training and Employment, Govt. of Uttar Pradesh organized a four days Mega Rozgar Mela from 16-19 May, 2016 at Regional Centre, Lucknow. Placement drives have also been undertaken at RCs Chandigarh, Jodhpur, Delhi-2, Bangalore and Chennai.



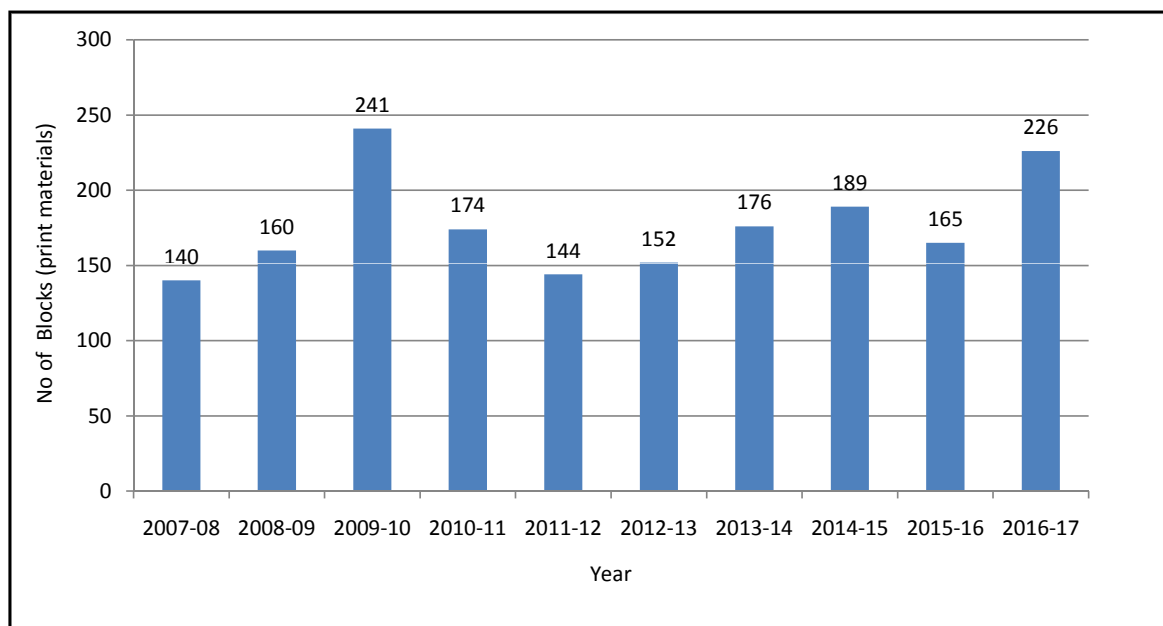
## L. Support for Students with Disabilities

The University meets educational, vocational and rehabilitation needs of persons with disabilities through a wide range of research, learning, training and awareness activities. The University established Special Study Centres to extend support to students with disabilities. Soft copies of study materials of selected courses were made available on demand to students having Visual Impairment and Low Vision. The self-learning material of BA political science programme has been converted into audio format on the demand of a blind learner. A video brochure of IGNOU in sign language has been developed with the objective to familiarize prospective students with disabilities about IGNOU and its programmes. This brochure was released on the Foundation Day of the University on 19 November, 2016.

## M. Material Production and Distribution

Printed learning materials are an integral component of delivery of academic programmes under the ODL system. This makes production and distribution of study materials one of the most important activities of the University. The Material Production and Distribution Division (MPDD) has been entrusted with the responsibility of coordinating printing of study materials of all the Schools of Studies. The printing of learning materials was decentralized to minimize the transportation cost and ensure timely printing and delivery of study materials to students. The University has set up a Printing Unit at Coimbatore to meet the requirements of Regional Centres in the Southern region. Special efforts were made in the reported period for timely delivery of study materials to students.

The following Graph 4.1 illustrates the volume of study material printed by MPDD over the last decade in terms of numbers of blocks in lakh. MPDD published 226 lakh Blocks of study materials to meet requirements of 9.17 lakh of students in 236 academic programmes during the period of the report.



**Graph 4.1: Learning Material blocks, printed in the last one decade (in lakh)**

## N. Student Service Centre

Student Support Services are an integral and essential component of ODL system, and serve as an interface between the institution and learner. The Student Service Centre (SSC), located at IGNOU Headquarters, continued to provide a cluster of facilities and services to the diverse learner population. The SSC is assigned additional responsibility of coordinating the Science Centre, established on IGNOU Campus by Agastya International Foundation (AIF) under the IGNOU-AIF MoU signed in the reported period. The Science Centre aims at providing hands on science experience and exposure to children, especially those from govt. schools and the community around IGNOU campus.



**Inauguration of Science Centre on IGNOU's Foundation day on 19 November, 2016**

Queries and grievances were received at SSC through fax, post, in person, whatsapp, IGNOU's grievance portal, UGC grievance portal e-mail/SMS and telephone. SSC has devised mechanism for prompt reply of queries and grievances. This year it responded to enquiries/queries of students/stakeholders received through 1,057 letters by post, 76,639 messages through e-mail, and 64,090 voice responses over telephone, 23 messages on Whatsapp, 5,600 messages on IGNOU Grievance Portal and 408 messages on Online RTI MIS Grievance Portal. The Centre also attended to 51,281 students/ stakeholders who visited Headquarters in person. SSC addressed 41,720 grievances pertaining to Online Admission through Phone while through e-mails the number was 33,962. 212 out of 212 UGC online grievances were resolved and 616 Centralized Public Grievance Redress and Monitoring System (PG portal) grievances were resolved. 10,693 Prospectus (Common/B. Com. A&F/MBA/B.Ed/B.Sc Nursing) were sold. Most of enquiries and grievances received at the SSC were immediately and satisfactorily responded under the single window concept. The frequently raised queries from students can be classified as:

- Pre-admission enquiry and advice to potential learners by providing information on academic programmes, admission procedures, fee details, guidance and counseling. Pre-admission support services were also provided in the form of sale of handbook and prospectus, guidance in filling up of forms and timely submission of

admission form in the reported period. Pre-admission Counseling was conducted by SSC on 01 December, 2016 to familiarize and guide the prospective learners about the procedures involved before and after enrolment into an IGNOU programme. For the same, a Ready Reckoner was also prepared and distributed to students.



**Pre-admission Counseling conducted by SSC on 01 December, 2016**

- Post-admission enquiry and redressal of grievances of enrolled students regarding schedule of counseling/contact classes, conduct of practical, submission of assignments; non-updating of marks, non-receipt of mark sheet/degree, non receipt of study materials and non-declaration of result. Student Grievance Redressal Week was organized from 19-23 September, 2016.
- Post-programme enquiry by pass outs/alumni regarding convocation, career prospects, campus placement and re-entry into the system for advanced studies.

The SSC organizes trainings and workshops for capacity building of staff in the reported period so that staff is able to provide efficient and effective support services to learners. Two computer training programmes for the staff of SSC on the use of RTI MIS Online Portal and a Workshop on developing communication skills with special focus on handling student related queries and grievances were also organized in the reported period. SSC organized a sensitization workshop with aim to sensitize and educate employees in dealing with needs of PWDs and the Elderly on 27 March, 2017, it was organized in collaboration with the National Centre for Disabilities Studies (NCDS).

## **O. Student Management System**

The Computer Division has developed an integrated system titled as 'IGNOU Students Management System' (ISMS) to support online delivery of information and services to students, RCs and others. Students are provided the following facilities through ISMS:

- Compilation of Admission and Re-Registration activities;
- Submission and Management of Assignment, Practical and Project;
- Transfer of registration data of students from RCs to Headquarters;

- Submission of Examination forms for Term-End Examination (TEE);
- Management and monitoring of pre and post examination activities;
- Dynamic dashboard facility; and
- Student e-profile on demand.

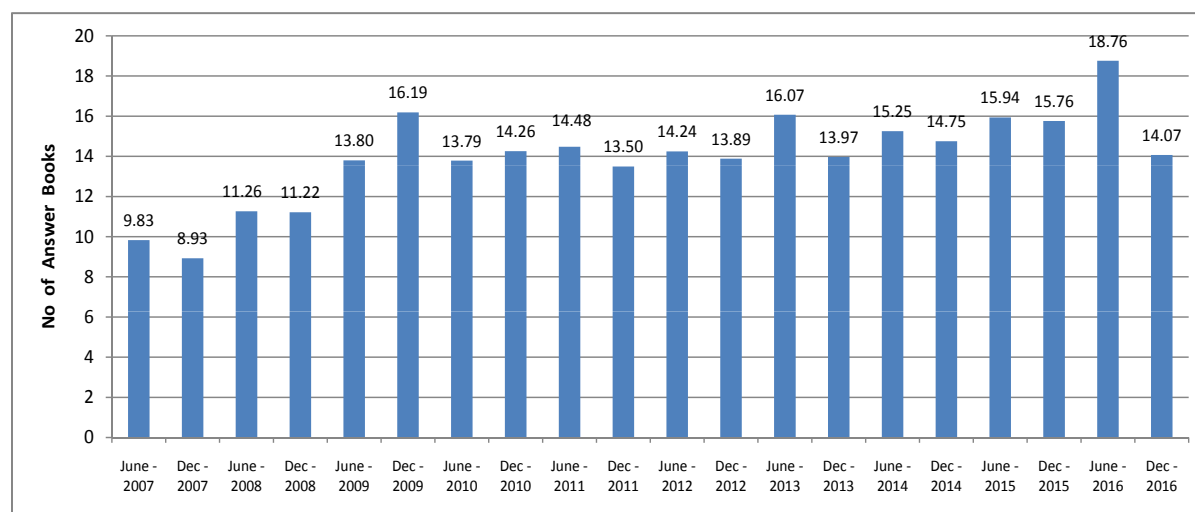
## P. Student Assessment and Evaluation

At IGNOU, a three-tier system of evaluation and assessment of performance of students is followed comprising built-in self-evaluation in study materials; continuous evaluation through combination of theory and practical based assignments; and summative Evaluation through term-end examinations, conducted twice a year, in June and December at a large number of centres spread across the country Jails and overseas in 11 countries. In case of Post-Graduate/under graduate programmes with project component, the evaluation methodology also includes a viva-voce.

In December, 2016 Term End Examination, over 4.76 lakh students appeared in 2,450 courses across 890 Examination Centres, which included a striking number of 91 Jail Centres and 21 International Centres. Similarly, 5.56 lakh students appeared in Term-End-Examination held in June, 2016.

With regard to Term End Examinations, decentralization of the evaluation of answer scripts to the seven Evaluation Centres situated at Delhi, Kolkata, Patna, Lucknow, Guwahati, Pune and Chennai had led to early declaration of results. Most of the RCs conducted practical examinations; organized evaluation of Project Proposals and Project Reports of the BCA, MCA, and MA (Education) programmes. The University closely monitors conduct of Term End Examination with the help of Regional Centres spread across the country.

Graph 4.2 shows volume of Answer books of Term End Examinations (TEEs) handled by the University over a period of ten Years from June, 2007 to December, 2016. The University evaluated 18.76 lakh answer books during the TEE-June, 2016 and 14.07 lakh Answer books in TEE-December, 2016 in the period of Report.



**Graph 4.2: Answer Books of Term End Examination Processed (in lakh)**



## Q. Convocation

Learners, who successfully complete the prescribed number of credits in a particular academic programme, are awarded Certificates/Diplomas/Degrees at the Convocation, usually held in March/April of every year at the University Headquarters, and at selected Regional Centres simultaneously through the teleconferencing mode. Gold medals are awarded in all the academic programmes at Diploma and Degree levels to meritorious students during the Convocation.

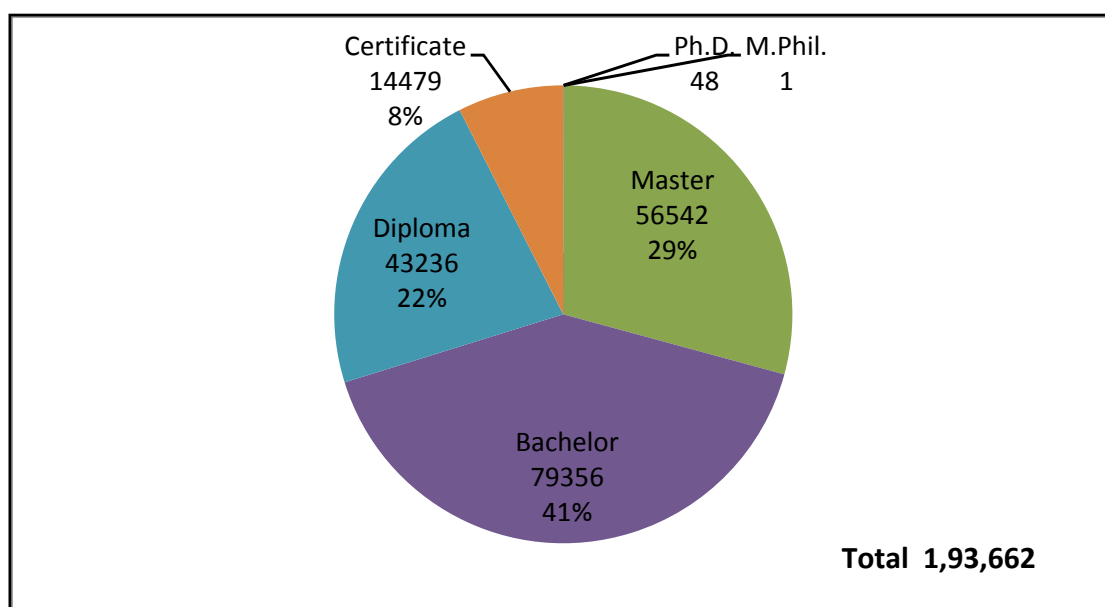
University decided that degree/diploma/certificates to the eligible students who have completed their academic Programme of study in December 2014 and June 2015 Term End Examinations be awarded in absentia in 29<sup>th</sup> Convocation under clause 5 of Ordinance on the Convocations under Statute 21 of the IGNOU Act. Accordingly, the degree/diploma/certificates of the students eligible in 29<sup>th</sup> Convocation were forwarded to concern Regional Centres of the University for their onwards issuance to the eligible students as per the University rules. A Total of 1,93,662 students spread in all regions of India and overseas have received Degree/Diploma and Certificates, it includes 48 students awarded Doctoral degrees.



**Vice-Chancellor signing records of awardees students in 29<sup>th</sup> convocation**

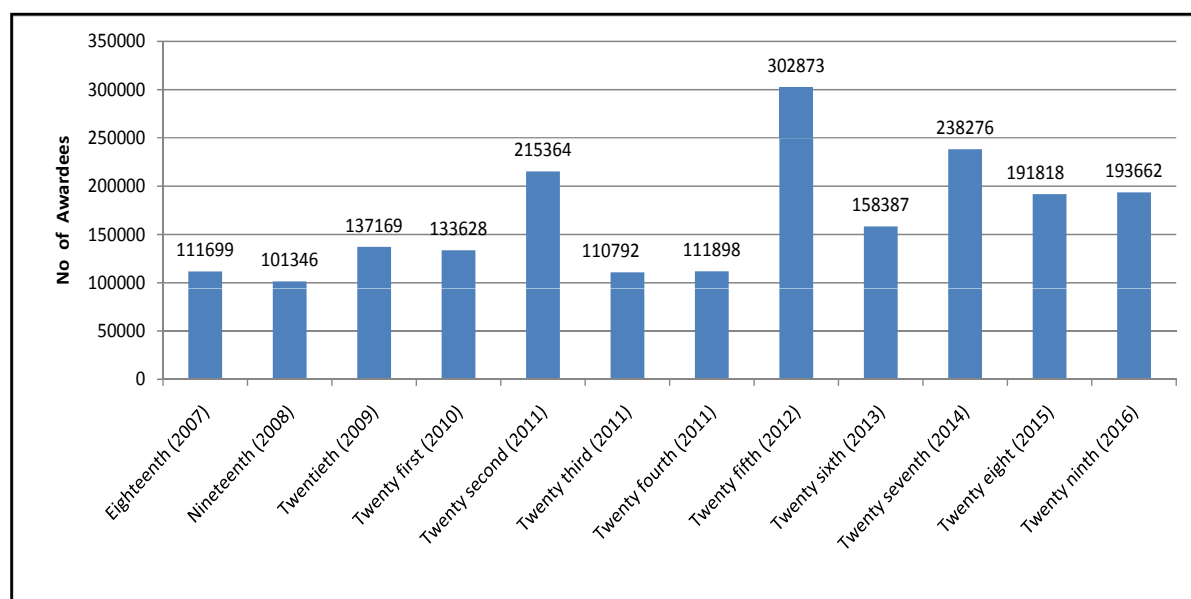
Graph 4.3 presents the level-wise distribution of awards conferred by the University in the 29<sup>th</sup> Convocation. Of the Total number of 1,93,662 awardees, Bachelors constitute the largest number with 79,356 (41%), followed by Masters with 56,542 (29%), Diplomas with 43,236 (22%), Certificates with 14,479 (8%), 48 Ph.D., and 1 in M.Phil.





**Graph 4.3: Students Eligible for award of Degree/Diploma/Certificate at the 29<sup>th</sup> Convocation**

Graph 4.4 shows the growth in numbers of awards conferred by the University in the last decade ranging from 2007 (18<sup>th</sup> Convocation) to 2016 (29<sup>th</sup> Convocation).



**Graph 4.4: Degree/Diploma/Certificate Awardees (Convocation-wise) in the last decade**

## R. Campus Placement

The objective of Campus Placement is to assist and facilitate the process of interaction between potential employers and successful students so that they can meet suitable employers. The nodal unit for placement is the Campus Placement Cell (CPC) at the Headquarters.

During this period, CPC has collaborated with many reputed companies like Indigo Airlines, ICICI Prudential Life Insurance Company Ltd., NetAmbit, Genpact India Ltd., Interglobe Technologies, Globus Infocom, HDFC Bank, Club Mahindra, Policy Bazaar, Bharat BPO Ltd., Cogent E Services, Future Soft Solution Pvt. Ltd., 1point1solutiion Pvt. Ltd, ICCS Ltd. (HR Firm), VivahZone.com, Navjyoti Global Solutions Pvt. Ltd., Ornatus Business Pvt. Ltd., AllSec Technology, Frankfinn, CarTrade.com, NIIT Limited, Intelenet Global Services, Allsec IDS Infotech Ltd., Convergys BPO Ltd., Navigant technology, Reliance Life Insurance Company Ltd., Dizypro Infotech Pvt. Ltd., PAYTM Process, Pyramids Marine Aviation Management Pvt. Ltd., Adecco Group, VcareAll Solution Pvt. Ltd., Digicall Teleservices Pvt. Ltd., Technaq Systems Pvt. Ltd., Proviso Solutions India, Convergys, Aegis, Hinduja Global Solutions, iEnergizer and KritiKal Solutions. In order to facilitate the students for their placement, various recruitment drives, campus placement drives, job fairs etc. were conducted in association with the above mentioned companies.

A Total of 08 events were organized in the reported period at various places with proactive assistance from the respective Regional/Study Centres. During the reporting period, the Campus Placement Cell organized three Campus Placement Drives at Headquarters, three Placement Drives at Regional Centres, and two Job Fairs at Study Centres of IGNOU under Delhi-1 and RC Delhi-2. A Total of 4,462 students of the University attended these placement drives, out of which 1,374 students were shortlisted/selected.



**Students at Job Fair held on 23 November, 2016**

## **S. International Activities**

On the international front, IGNOU focused on enrolling students, collaborations with foreign institutions, undertaking research projects and conducting capacity-building workshops. Admission and student support overseas are managed by the International Division (ID). The International Division follows a four-fold approach for expanding the frontiers of IGNOU beyond India, through Collaboration, Cooperation, Coordination and Competition at the global platform. Earlier, IGNOU had its reach in 15 countries through

29 Overseas Study Centres (OSCs) (excluding Learning Centres established under the Pan Africa e-Networking Project). The details of this Project are given in Chapter IV: 'Technology for Education'. OSCs offer Students Support Services, conduct counseling, practical, training and examination for students enrolled with the university. The activities of OSCs were kept in abeyance due to some administrative reasons of a short time about four year ago. The University initiated process of activation of OSCs in financial year 2015-16. 12 OSCs in 10 countries have been reactivated with the approval of the Hon'ble President of India, the Visitor of the University in the last two Years, out of which three are reactivated in the reported period.

**Table 4.3: Overseas Study Centres (OSCs)**

<b>Name and Location of Overseas Study Centres (OSCs)</b>
International Centre for Academics, Kathmandu, Nepal (9602)
Glory Institute, Sultanate of Oman, Muscat (5905)
Regent International Institute of Higher Education, Gampaha, Srilanka (9702)
St. Mary's University, Addis Ababa, Ethiopia (8105)
Nepal Information Technology Pvt. Ltd., Kathmandu, Nepal (9604)
Gulf Centre for University Education, Kuwait (5704)
Open University of Mauritius, Mauritius, (7202)
Centre for Open and Distance Education, Kenya (9401)
Hautes Etudes Commerciales (HEC), Ivory Coast (8203)
Indian Academy W.L.L, Bahrain (6001)
Educational Consulting & Guidance Services, Jeddah, Saudi Arabia (6101)
Educational Consulting & Guidance Services, Riyadh, Saudi Arabia (6102)



**Parliamentary delegation from Namibia, headed by Prof. Peter H. Katjavivi, Speaker of National Assembly of Namibia on 29 March, 2017**

The cumulative enrolment of overseas learners through Overseas Study Centres (OSCs) is 2,435 in the reported period. The other major activities of the International Division include coordination of visits of following delegations in the reported period:

- 1) Seven member delegation from different universities/institutions of Kyrgyzstan on 11 April, 2016
- 2) Delegation from the Open University of Guangdong, China on 19 December, 2016
- 3) Parliamentary Delegation Led by Hon'ble Speaker of Namibia on 29 March, 2017.

Other visits of foreign delegations to specific school/centre/division are coordinated by concerned units reflected in Chapter II : Academic Activities.



**8<sup>th</sup> Coordinators meeting of Overseas Study Centres held from 23-25 January, 2017**

## CHAPTER-V

### TECHNOLOGY FOR EDUCATION

With the advent of innovative education technologies, particularly Information and Communication Technologies (ICTs), there has been a paradigm shift in the pedagogy and delivery of higher education. IGNOU as an apex Open and Distance Learning University in the country has been making significant contribution in both the generation and dissemination of knowledge with the use of innovative technologies and ICTs.

#### **Pan Africa E-Network**

Pan Africa E-Network was started on 11 February 2010 with Master's in Business Administration (MBA) and Diploma in Early Childhood Care and Education (DECE) programmes being offered for the students of four African countries viz. Egypt, Rwanda, Botswana and Malawi. In July 2010, Ghana and Ethiopia joined the project for MBA programme. Students from Botswana, Malawi and Rwanda also joined the Pan Africa E-Network by enrolling students in Diploma in HIV and Family Education (DAFE) programme. IGNOU has signed MoUs with 32 Institutes/ Universities in 31 countries of the African continent viz., Benin, Botswana, Burkina Faso, Cameroon, Cape Verde, Congo, Democratic Republic of Congo, Ethiopia, Egypt, Eritrea, Gabon, Ghana, Guinea, Ivory Coast, Lesotho, Madagascar, Malawi, Mali, Mauritius, Mozambique, Nigeria, Rwanda, Seychelles, Senegal, Sierra Leone, Somalia, Sudan, Sao Tome, Tanzania, Uganda, and Zambia under the Pan African E-Network.

Students from African countries were enrolled under the project in Master and Diploma programmes mentioned above with a cumulative strength of 2,750 students. 618 students successfully completed their education. The project was extended till March 2017.

#### **Inter-University Consortium for Technology-enabled Flexible Education and Development**

The Inter University Consortium (IUC) is a platform for collaborative efforts among the institutions working for the growth and development of ODL system. The Consortium also works as a nodal point to undertake various collaborative activities involving ODL, e-learning, new knowledge creation and appropriate technologies. The IUC objectives are:

- To promote technology enabled education and training for the overall development of the country;
- To promote ODL programmes through flexible and interactive formats enhanced through Information and Communication Technologies (ICTs);
- To undertake research and development related to social, educational and economical development through ODL technology enabled programmes;
- To stimulate further thinking on development of education and employment of people with disabilities, educationally backward and weaker sections in particular;
- To pool talents available in different segments of society such as open universities, conventional universities, NGOs and others; and



- To translate instructional material available in one language into other languages in collaboration with State Open Universities using appropriate technology.

The IUC has been entrusted with responsibility of hosting five DTH channels SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) and SWAYAMPBABA an initiative of Ministry of Human Resource Development, Government of India, in the reported period. Eleven courses have been developed and hosted on SWAYAM platform for July 2017 semester. A Total of 44 courses will be developed in the second phase in coming year. One of five channels being coordinated by the University is “State Open Universities”. The IUC convened a meeting of State Open Universities for planning and formulating a plan of action for development and operations of video contents for the channel. Vice Chancellors and their representatives from twelve Open Universities attended the meeting.



**Vice-Chancellors of State Open Universities who came to discuss State Open Universities DTH Channel on 19 September, 2016**

The Digital Repository (e-Gyankosh) service was restored and made operational. IUC has been given responsibility of hosting, updating and maintaining the e-GyanKosh along with webcasting and online e-learning platform. Self Learning Material of more than 227 Programmes offered by IGNOU are available in digital form at e-GyanKosh portal ([www.egyankosh.ac.in](http://www.egyankosh.ac.in)). Anyone with internet can access it. The Consortium is coordinating Web-Conferencing facilitating two way video interactions of IGNOU headquarters with Regional Centres across India. Web-Conferencing sessions were held regularly in the reported period. The web-cast videos of major events are also uploaded on the IGNOU YouTube section of e-GyanKosh digital repository.

### **Electronic Media Production**

The responsibility for the development and dissemination of academic content through electronic media rests with the Electronic Media Production Centre (EMPC). Initially, the Centre produced audio and video programmes to supplement the SLMs (Self Learning Materials) of various academic programmes and courses of the University. Over a period of time, EMPC diversified its activities manifold including interactive transmissions through radio, television and EduSat based teleconferencing. EMPC also

serves as the Nodal Centre for managing Gyan Darshan 1 and 2 Channels and Gyan Vani Stations. IGNOU programmes were also being telecast on DD National Channel from 6:00 am to 6:30 am every day.

A Total number of 4,665 video and 2,570 audio programmes have been produced by the EMPC till date including 55 video programmes and 83 audio programmes during the period under the report.

### **Gyan Darshan-1**

Gyan Darshan-I (GD-1) is a major milestone in the field of Educational Television in India launched in the year 2000. It is a joint venture of the Ministry of Human Resource Development and Ministry of Information and Broadcasting with IGNOU serving as the nodal agency. Programmes telecast on GD-I were pooled from various educational institutions and organizations, like Central Institute of Educational Technology of NCERT, NIOS, Rashtriya Sanskrit Sansthan, CEC (UGC), DST, DAE (Directorate of Adult Education), NLM (National Literacy Mission), NITTTRs, BRAOU and Ministries of Government of India.

### **Gyan Darshan-2**

In order to build interactivity in ODL, one-way video and two-way audio teleconferencing facilities are being offered through Gyan Darshan-2 (GD-2). Important nationwide programmes for IGNOU's learners, lectures by eminent experts/dignitaries, Tele-counseling discussions with Regional Centre (RC) staff were being organized through this channel. In addition to IGNOU, many other institutions like ICAI, NBE, DAVCMC, ICAI and UNICEF also utilized this facility for reaching out cost effectively to their target audiences spread across the country. The transmission of GD-1 and GD-2 channels was discontinued w.e.f. June 2014 by ISRO to facilitate its migration from existing INSAT 3C satellite to new GSAT-10. An MoU was signed on 7 October, 2016 between IGNOU and Doordarshan to facilitate the reactivation of Gyan Darshan.



**MoU signing between Doordarshan and the University on 7 October, 2016 at DG's office for reactivation of Gyan Darshan Channels**

## Gyan Vani FM Radio

Gyan Vani (GV), an educational FM Radio Channel, has been operating through FM radio stations from 37 cities in the country. Gyan Vani aims to enhance and supplement the teaching-learning process by reaching out to the learners through a low cost popular mass medium using interactive formats. Gyan Vani Stations operate as media broadcasting cooperatives. Academic Programmes contributed by various educational institutions. NCERT, NIOS, IGNOU, State Open Universities, NGOs, GOI Ministries, government organizations and foreign broadcasters are regularly broadcast through Gyan Vani FM radio.

The broadcasting on Gyan Vani FM radio was discontinued w.e.f. October 2014, however consistent efforts have been made to re-activate Gyan Vani. Noteworthy achievements in this regard is the signing of Grant of Permission Agreement (GOPA) with Ministry of Information and Broadcasting, which enabled IGNOU to operate Gyan Vani stations from 37 places for 15 Years. This year, Wireless Operating license (WOL) of 37 Gyan Vani stations was renewed by Ministry of Communication and Information Technology on 18 October, 2016. A fresh MoU was signed between All India Radio (AIR) and IGNOU on 9 December, 2016 for operationalization of Gyan Vani 10 KW FM radio stations from 37 cities.



**IGNOU and All India Radio signed an MoU on 09 December, 2016 for reactivation of Gyan Vani FM Radio Transmissions**

These efforts have finally culminated into the reactivation of Gyan Vani channel. Daily transmission of Gyan Vani - Delhi from 8 am to 8 pm was resumed w.e.f. 11 January, 2017.





**Inaugural session with VC, IGNOU for reactivation of Gyan Vani, Delhi**

### **Gyan Dhara – An Experiment in Educational Web Radio**

Gyan Dhara is an internet based interactive audio counseling/web radio service for the students, it was introduced in this reported year. Students can listen to live discussions by teachers and experts on the topic of the day and interact with them through telephone, email or chat mode. School of Extension & Development Studies (SOEDS), School of Journalism and New Media Studies (SOJNMS) and School of Tourism Hospitality Service Management (SOTHSM) utilized this service on a trial basis for two Months.



**Gyan Dhara – An internet based radio service offered by IGNOU for its students**

## **Production of Tele-courses for SWAYAM (MOOCs) and SWAYAM PRABHA Projects of MHRD**

The EMPC has been actively involved in the production of tele-lectures MOOCs courses for MHRD's recently launched Swayam and Swayam Prabha projects. Within a short time (From May 2016 to March, 2017) approximately 600 tele-lectures have been recorded for courses in Social Sciences, Humanities, Foreign Languages, Distance Education and other subject areas, out of which 394 tele-lecture have been edited also. The tele-lectures recorded at EMPC for SWAYAM and SWAYAM PRABHA Projects will also be used for related academic programmes/ courses of IGNOU.



**Recording of a Swayam Prabha tele-lecture for 'Korean Language Appreciation Course' in progress in the Studio**

## **Remote access of e-resources**

Library and Documentation Division implemented RATE service (Remote Access to e-resources) in June 2011, through Ezproxy (a product of OCLC, USA) along with EcAccess (Informatics Indian Ltd) which connects Library users to web based subscribed e-contents/resources by allowing remote access using library issued credentials. At present 1,646 Users (Faculty, Staff, RC, Research Scholars and students etc) are able to access more than 7,500 e-journals, 16 million articles published in journals, and 1,711 e-Books (purchased), 35 lakh e-books through National Digital Library on 24x7 basis from anywhere.



## CHAPTER-VI

### GOVERNANCE, RESOURCES AND INFRASTRUCTURE

In this chapter, a brief account of governance, financial outlays and infrastructure of the University is being provided. The organizational structure and officers of the University have been covered in Chapter-I: IGNOU- a Profile and Appendix-1 (1.6: Directors of the School of Studies and 1.7: Directors/Head of the Division/Unit/Centre).

#### Administration and Governance

The day-to-day administration and governance of the University is looked after by the Administration Division in conjunction with other functional and operational Divisions. This Division provides support to all functional and operational Divisions, Centres, Units, Schools of Studies, Institutes, and Regional Centres by providing logistic and administrative support to facilitate academic and non-academic activities. The security and safety of the University property at the University Headquarters and other locations in Delhi and Regional Centres is also managed by the Administration Division.

To carry out its various functions, the Administration Division is divided into Sections on the basis of the nature of duties and responsibilities. The organization of the meetings of the Board of Management (BOM) and its Standing Committees viz Establishment Committee and Purchase Committee are dealt by the Governance Section. It also deals with amendment, addition and deletion in the Act and Statutes of the University; the Ordinance and Regulations framed under the Act and ensures their compliance. The section also deals with the matters related to Parliament questions. This section also liaises with the MHRD and UGC for providing the requisite information related to IGNOU and handling grievances of the students received from the MHRD/PMO etc. The Governance Section gives inputs to other Sections/Divisions/Centres/Units/Cells/Schools by providing key papers/minutes/decisions etc., to facilitate their work particularly in policy matters. The Governance Section facilitated conducting of three meetings of the Board of Management (BOM), one meeting each of Purchase Committee and Establishment Committee in the reported period.



**Swach Bharat Abhiyan Drawing Competition on 05 August, 2016**

## Establishment

The service matters of non-academic employees (Administrative and Technical) of the University are looked after by the Establishment Section. Table 6.1 reflects the sanctioned strength and in-position of the Administrative and Technical staff. The sectioned strength of administrative staff is 2.95 times the strength of technical staff. 24.6% of Administrative staff and 16.4% of Technical staff belong to SC/ST community.

**Table 6.1: Administrative and Technical Staff Strength Sanctioned and in Position**

Category	Administrative Staff				Technical Staff				Total Staff			
	Sanctioned	In position		Va-cant	Sanctioned	In position		Va-cant	Sanctioned	In position		Va-cant
		SC/ST	General/OBC			SC/ST	General/OBC			SC/ST	General/OBC	
Group A	203	28	114	61	81	3	51	27	284	31	165	88
Group B	527	79	345	103	345	43	187	115	872	122	532	218
Group C	1137	134	280	723	206	22	109	75	1343	156	389	798
<b>Grand Total</b>	<b>1867</b>	<b>241</b>	<b>739</b>	<b>887</b>	<b>632</b>	<b>68</b>	<b>347</b>	<b>217</b>	<b>2499</b>	<b>309</b>	<b>1086</b>	<b>1104</b>

In the reported period, 31 employees in Group A, One employee in Group B and 45 employees in Group C were promoted.

## Recruitment

The Recruitment Cell looks after advertisement, screening and other activities pertaining to the recruitment of administrative and technical posts under Group 'A', 'B' and 'C' categories. The activities involve publication of advertisement, receipt of applications, scrutiny of applications through a constituted Screening Committee, conduct of Written Test/Interview, selection of candidates on the basis of the recommendations of the Selection Committee(s).



**Workshop for Newly Promoted Assistants/JATs held on 30 January to 01 February, 2017**

## Welfare of SC/ST

The University has a specialized Cell to look after the welfare of SC and ST employees. This Cell monitors the implementation of the reservation policy of the Government of India in the University. The Cell also facilitates welfare activities of staff and students belonging to SC/ST. Statistical data pertaining to SC/ST employees and students is collated and furnished to the MHRD, UGC and other outside agencies by the SC/ST Cell of the University.

## Implementation of Official Language Policy

The Rajbhasha Cell looks after the implementation of the Official Language Policy of the Government of India and makes available necessary inputs/help to improve use of Hindi in the day-to-day work of the University. The Cell translates administrative documents as per the Official Language Act and its requirements. The Cell conducted workshops and orientation programmes for capacity building of the staff members to train them in the use of Hindi in official work in the reported period. The cell celebrated Hindi Diwas by organizing Kavi Sammelan, debates, competitions to improve awareness and use of Hindi in office work.



Kavi Sammelan during Hindi Pakhwara

## Right to Information

The University is prompt in providing timely replies to the queries raised under the Right to Information (RTI) Act 2005. There is a separate Cell for this purpose. The University



designated Public Information Officers (PIOs) and Appellate Authorities at Headquarters and Regional Centres for strict compliance of RTI Act and for providing timely replies. The quarterly Report on RTI related issues, as per directions of the Chief Information Commission (CIC), has been uploaded on their website. The University responded to 1975 queries received under the RTI Act, 2005 during the period of the report.

### Central Purchases

The Central Purchase Unit manages the tasks of purchase of items for the University. It is also responsible for the insurance of the assets and properties of the University as well as the annual maintenance contracts of all the equipment/machines procured by this Unit.

### Legal Matters

The Legal Cell takes care of all legal matters related to the University, including pending cases before the various courts located all over the country and their monitoring through the Regional Centres. The Cell also deals with the legal vetting of various documents referred to it by the University.

### Vigilance

The Vigilance Cell was established in 1998 to bring into practice the guidelines laid down by the Central Vigilance Commission (CVC). The Chief Vigilance Officer (CVO) acts as a special assistance/advisor to the Vice-Chancellor in all matters pertaining to vigilance. The CVO provides a link between the University and the Central Vigilance Commission; and the Central Bureau of Investigation (CBI). The objectives of the Vigilance Cell are to:

- Activate vigilance machinery in the University for investigation of complaints;
- Sensitize the University community against corruption and corrupt practices;
- Strengthen preventive vigilance by streamlining procedures; and
- Prevent the possibilities of corruption and encourage a culture of honesty and integrity.

Vigilance Awareness Week was observed from 31<sup>st</sup> October to 5<sup>th</sup> November, 2016. The Staff of the university took the pledge to work with honesty and eradicate all corrupt practices.

### General Administration

The Section deals with matters relating to house allotment, space allocation to Schools/ Division/ Centres, receipt/payment of license fee, electricity bills, payment relating to property tax, employee welfare fund activities, maintenance of university vehicles and arranging vehicles for officers and for official visits, meetings etc. It also conducts meetings for allotment of quarters and makes logistic arrangements for other meetings of the University, conferences, convocation etc. Apart from this, the section looks after maintenance of telephone exchange, intercom lines, and liaisons with Government Bodies/Agencies like MCD/DDA/DJB/BRPL etc.



**Vice-chancellor administered the pledge to work with honesty and eradicate any corrupt practices during the Vigilance Awareness Week**

### **Welfare of Employees**

The Coordination Section deals with Personnel claims (Medical bills both indoor and outdoor, LTC, Transfer, TA and CEA) which are processed through the computerized ODL system. In addition, the Section processes employee's request for Personal Advances, Provident Fund, Advance Withdrawals and Group Insurance. It also manages the two health centres of the University located in University Headquarters at Maidan Garhi and residential complex at Asiad Village, Khelgaon, New Delhi.



**The Vice-Chancellor encouraging IGNOU Employees' Cricket Team during Sport meet**



## Prevention of Sexual Harassment

The University has adopted a policy, and developed rules and regulations for prevention of sexual harassment against women employees and students. The University has constituted four Committees each at the Regional Service Division Committee (RSDCASH), Regional Centre level Committee (RCDASH), Headquarters level Committee (ICASH) and an Apex Committee (ACASH) as per Supreme Court directives for prevention of sexual harassment. Sensitization and awareness messages and posters towards sexual-harassment-free workplace are disseminated widely at headquarters and at the Regional Centres. A page titled 'Towards Gender Equality' has been created on the IGNOU website; wherein information regarding 'IGNOU Policy for the Prevention, Prohibition and Punishment of Sexual Harassment of Women, 2008' and 'IGNOU rules and Procedures for the Prevention, Prohibition and Punishment of Sexual Harassment of Women at the Workplace, 2008' are published in English and Hindi.

## Service Matters of Teachers/Academics

The University has a separate Division namely the Academic Coordination Division to deal with the service matters of teachers/academics. It also coordinates all the administrative and academic activities pertaining to recruitment of teachers and academics, formulation of academic policy and its implementation, career advancement scheme, travel grants, study/ sabbatical leave, conduct of meetings of Academic Council and its Standing Committee. The Division deals with service matters of teachers and academic staff posted at the Headquarters and the Regional Centres. The strength of academics and teachers at the end of financial year is 250 and 273 respectively. It convened two meetings of the Academic Council and two meetings of the Standing Committee of the Academic Council during the period of the report.

## Construction and Maintenance Activities

The construction and maintenance activities of the University estate are undertaken by the Construction and Maintenance Division. The University estate includes temporary buildings, Academic Blocks, EMPC building, VC Office, Guest House, Convention Centre, Regional Centres in Delhi, residential Complex at IGNOU Campus and Asian Games Village. The maintenance activities include supply of water, electricity, air-conditioning system, maintenance of streetlights, pump houses and tube wells at the IGNOU Headquarters and residence complex. The major achievements in the construction and maintenance of building in different Regional Centres are provided in Chapter IV: 'Learner Support Activities'.

## Planning and Development

- The Planning and Development Division is responsible for the overall planning and monitoring of the University. This Division has the following objectives:
- To set the vision and directions for the University's Open and Distance Learning System;
- To identify issues, concerns and emerging opportunities for the University;
- To set short term and long term growth targets; define procedures to realize these goals and monitor the performance;

- To optimize utilization of resources by improving efficiencies and effectiveness of the system; and sharing of intellectual resources with academic institutions in compliance of IPR Policy of the University; and
- To prepare plan proposals of the University.

It convened one meeting of the Planning Board and four meetings of the Academic Programme Committee, which is a Standing Committee of the Planning Board in the reported period. The Division also coordinated drafting of policy on Direct Benefit Transfer (DBT) to students belonging to SC/ST categories in the reported period. This scheme made provision of Fee reimbursement to SC/ST students enrolled in B.A., B.Sc., B.Com, BTS, BSW and BCA academic programmes for utilization of SCSP and TSP grant components of the plan budget.

The Planning and Development Division published two data books in the reported period. The First book titled “Three Decades of Distance Education : IGNOU, from 1986-87 to 2014-15” published graphical presentations and trend analysis of year-wise, Programme-wise and level-wise enrolment of all the Schools of Studies of IGNOU. The second book titled “Nurturing Social Equity through Distance Education : IGNOU (1998-99 to 2014-15)”, gives detailed social and demographic profile of IGNOU enrolment. The book comprises of graphical presentations and trend analysis of various social category-wise, year-wise, programme-wise, and level-wise enrolment in all schools of studies of IGNOU.



**Dr. Sanjay Baru, Member of Governing Board, Centre for Policy Research, Prof. J. S. Rajput, Member of BOM, IGNOU and Prof. Ravindra Kumar, Vice-chancellor, IGNOU launched the book titled “Three Decades of Distance Education: IGNOU” on 2nd July, 2016**

## Finances and Accounts

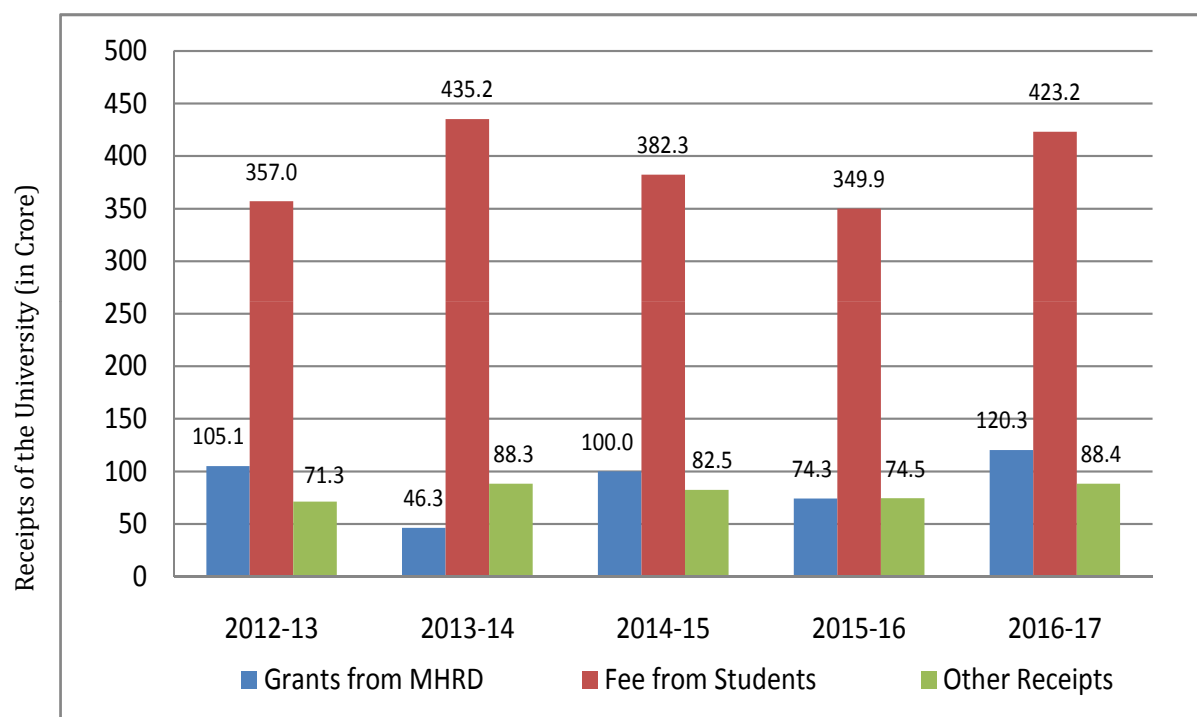
The University's finances are managed under the guidance of Board of Management and are administered by the Finance and Accounts Division. The Division is responsible for preparation of budget estimates, review of receipt and expenditure to facilitate Management Information System (MIS), preparation of inputs for Standing Finance Committee (SFC) memorandum, monitoring of financial targets of development plans, rendering financial advice/ concurrence, collection of revenue/ receipts, release of quarterly Grant under Plan and Non-Plan Funds to Regional Centres/Schools/ Units, processing and payment of Bills/ Claims pertaining to Divisions/ Units/ Centres under the Plan/Non-Plan and EMF Funds, preparation of Annual Accounts of the University as well as Provident Fund and Pension Fund Accounts and Internal Audit of Regional/ Study Centres, Divisions and Schools.

IGNOU is funded partly by grant-in-aid from Ministry of Human Resource Development in respect of its developmental activities. The expenditure relating to non-developmental activities of the University was mainly provided through University's internally generated revenue collection. The details of receipts of the University and the Plan and Non-Plan expenditure for the last five Years, including the year 2016-17, are provided in Table 6.2 and Table 6.3 respectively. The Total receipt of the University during the Financial Year 2016-17 was Rs. 631.93 Crore. It includes grant-in-aid received from MHRD, which contributed 19.0 per cent of Total receipt; receipts generated through fee from students contributed 67.0 per cent and other income contributed 14.0 per cent. This data is also graphically presented in Graph 6.1.

**Table 6.2: Receipts of the University (Rs. in Crore)**

Nature of Receipt	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total Receipts</b>	<b>533.26</b>	<b>569.71</b>	<b>564.79</b>	<b>498.63</b>	<b>631.93</b>
Grants from MHRD	105.06	46.25	100	74.25	120.32
% of Receipts	19.7	8.1	17.7	14.9	19.0
Fee from Students	356.95	435.21	382.26	349.89	423.19
% of Receipts	66.9	76.4	67.7	70.2	67.0
Other Receipts *	71.25	88.25	82.53	74.49	88.42
% of Receipts	13.4	15.5	14.6	14.9	14.0

\* It contains Sale of Application forms, Examination fees and other miscellaneous receipts etc.



**Graph 6.1: Details of receipts of the University (Rs. In Crore)**

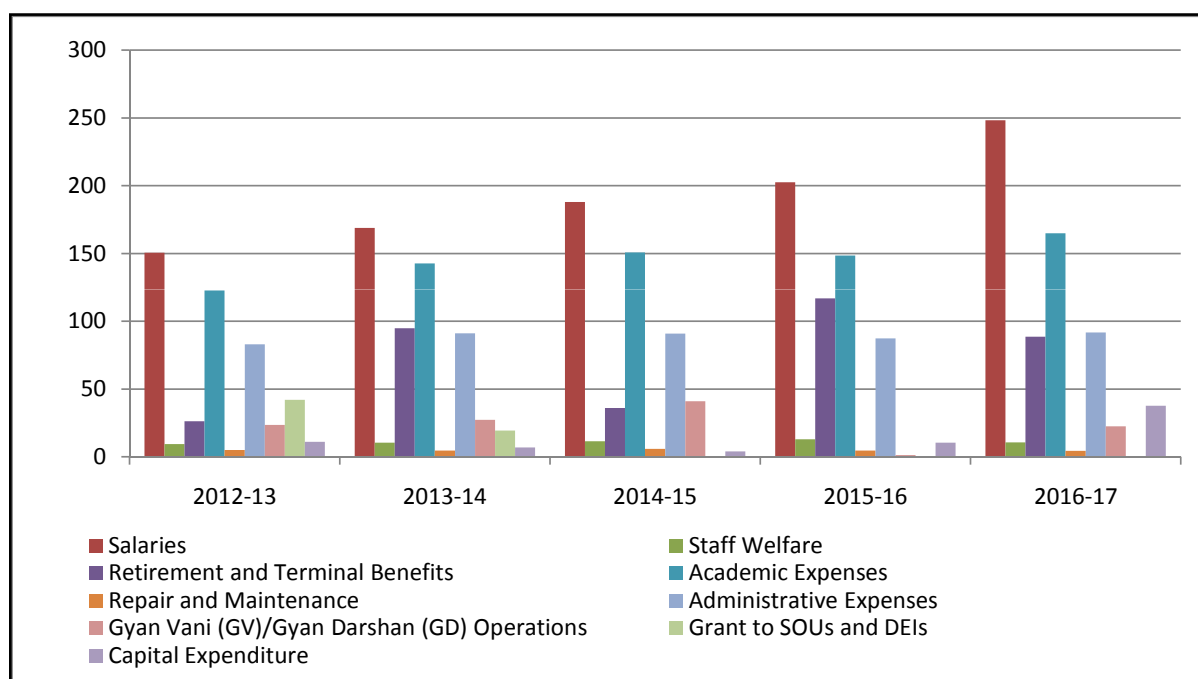
Table 6.3 reflects the Plan and Non-Plan Expenditure of the University in the period of report, which is also graphically presented at Graph 6.2.

**Table 6.3: Details of Plan and Non-Plan Expenditure (Rs. in Crore)**

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Total Expenditure	473.05	565.65	527.66	584.04	668.21
Salaries	150.47	168.81	187.99	202.55	248.17
% of Expenditure	31.8	29.9	35.6	34.7	37.1
Staff Welfare	9.28	10.48	11.47	12.82	10.56
% of Expenditure	2	1.9	2.2	2.2	1.6
Retirement and Terminal Benefits	26.21	94.72	35.9	116.84	88.52
% of Expenditure	5.5	16.7	6.8	20	13.2
Academic Expenses	122.67	142.53	150.67	148.4	164.9
% of Expenditure	25.9	25.2	28.5	25.4	24.7
Repair and Maintenance	4.9	4.6	5.81	4.61	4.34
% of Expenditure	1	0.8	1.1	0.8	0.6

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Administrative Expenses	82.85	91.14	90.89	87.26	91.62
% of Expenditure	17.5	16.1	17.2	14.9	13.7
Gyan Vani (GV)/Gyan Darshan (GD) Operations	23.57	27.18	40.93	1.24	22.38
% of Expenditure	5	4.8	7.8	0.2	3.3
Grant to SOUs and DEIs	42.06	*19.40	0	0	0
% of Expenditure	8.9	3.4	0	0	0
Capital Expenditure	11.04	6.79	4	10.32	37.72
% of Expenditure	2.3	1.2	0.8	1.8	5.6

\*Rs.19.4 Crore was transferred to UGC (Rs. In Crore)



**Graph 6.2: Details of Plan and Non-Plan Expenditure**

### Information and Communication Technology Services

The Computer Division at the Headquarters is the prime service provider of the University in the IT sector. It is the backbone of the University for providing various computing and network services through ICT. The services of the Division cater to the needs of learners, staff and faculty at the HQs, Regional Centres, Study Centres, and Overseas Study Centres across India and abroad. The web site of IGNOU i.e. [www.ignou.ac.in](http://www.ignou.ac.in) is also managed by this Division, which is extensively used for student support in virtual mode.





## ICT backbone of Headquarters

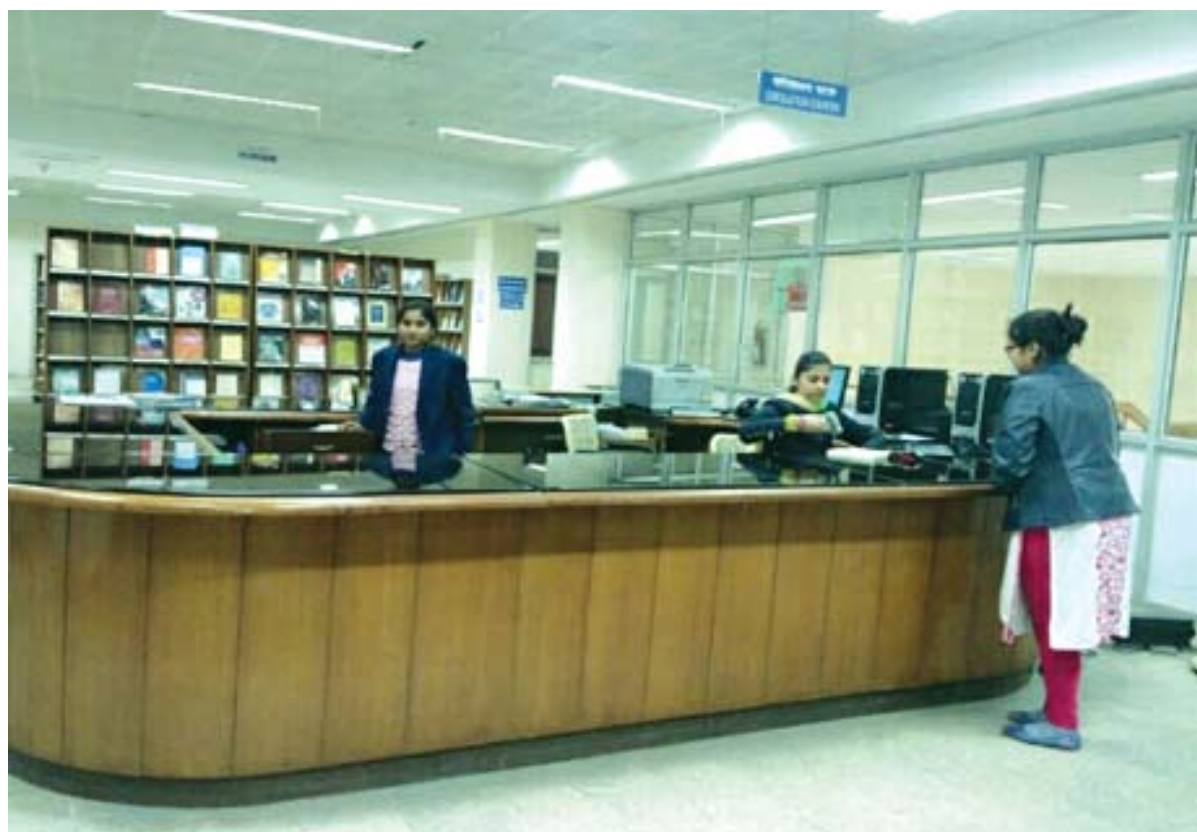
IGNOU is the first national level University that has implemented automated functionalities by implementing the Enterprise Resources Planning (ERP) for its back office processes to improve effectiveness and management of the system. This process, popularly known as 'ODL Soft-ERP', was implemented by the University in 2008. The project has been successfully executed to automate processes like Human Resource, Payroll, Purchasing, Finance and Accounting and Supply Chain Management to cater to the requirements of the Headquarters. The Computer Division has completely taken over this project from the outside agency in 2014. LAN and Internet facilities have been extended to the newly constructed buildings. The Division has been facilitating conducting of Web-Conferencing with Regional Centres and other agencies/experts on demand.

The IT Infrastructure and related services created for the ODL Soft-ERP, through the Data Center have been operational 24x7 with about 2500 network nodes using OFC, CAT6, and Wi-Fi connectivity. Necessary training and skill development on various operational modules of the ERP package of the ODL Soft was organized. The University has an additional internet broadband connectivity of 1Gbps at the Headquarters under the National Knowledge Network (NKN). This facility is used as the primary link for internet access and online support to stakeholders and others across the globe. The centralized online database of students' profile and online admission were implemented to improve convenience of students. The university introduced e-Tendering for purchase

of Items for the University through the Central Public Procurement Portal of Government of India. IT computing and storage infrastructure from NIC Cloud is hired to host some of the critical IT services of the University such as Online admission, Website and DNS to ensure the availability of these services to all stake holders of the University.

### Library Services

The library services and documentation activities are undertaken by the Library and Documentation Division (L&DD). It is the most resourceful repository in the country in the field of the ODL. This system operates in a three-tier structure having Central Library at the Headquarters and libraries at the Regional Centres (RCs) and Learner Support Centres (LSCs). The Central Library caters to the needs of academics, administrative, technical and supporting staff posted at the Headquarters, research scholars and visiting faculty. The libraries at Regional Centres take care of the library needs of the staff, academic counselors, and coordinators in their respective region. The libraries at study centres are primarily meant for students.



**Book issuing counter of Central Library at Headquarters**

The L&DD has digitized IGNOU Term End Examination question papers of previous Years and uploaded these on the website. The holdings of the library collection and e-resources can be remotely browsed and downloaded by members of the Central Library through Web-OPAC and Integrated Search Engines. Koha software provides similar services at libraries at RCs. The Library is a member of the E-ShodhSindhu, DELNET and ILA. The DELNET provides services like browsing of Union Catalogues, Inter-Library Loan and Document Delivery facility to Central as well as RC libraries. E-ShodhSindhu provides

access to number of e-resources. The details of Remote access of e-resources of Library is covered in Chapter V.

Table 6.4 reflects the library holdings at Headquarters, Regional Centres and Learner Support Centres (LSCs). Overall, the collection of printed and electronic resources is quite good with 1.43 lakh printed books at Headquarters and 2.5 lakh printed books at RC and LSC Libraries. Currently, IGNOU Library has subscription of 316 journals and 30 newspapers. E-resources comprise about 75 thousand journals and 1.7 thousand books (Purchased) apart 35 lakh books and 16 million journals articles through National Digital Library (NDL). L&DD has also decentralized the procurement process of books to RCs & LSCs to enable them to purchase books as per their requirements.

**Table 6.4: Library Holding as on 31 March, 2017**

Nature of Resources	Volume
<b>Central Library at Headquarters</b>	
a) Printed Books	1,43,981
b) Theses	260
c) Pamphlets	94
d) IGNOU Course Materials	2,443
e) Bound Journals	16,284
f) Microfiches	17,558
g) Microfilms	199
h) Journals	316
i) CD-ROMs	4,160
j) Newspapers	30
k) Magazines	49
l) Report	12
m) Manuals	195
n) Photograph albums	209
<b>Libraries in RCs and LSCs</b>	
a) Printed Books	2,51,762
<b>E-resources accessible at Headquarters and Regional Centres</b>	
a) E-books	1,711
b) E-books through NDL	35,00,000
c) E-journals	75,000
d) Journal Articles	1,60,00,000

The L&DD successfully organized the exhibition of the archival materials on the occasion of 21<sup>st</sup> Prof. G. Ram Reddy Memorial Lecture, held on 2 July, 2016.

### Greening of Campus

The Horticulture Cell of the University maintains greenery of the University campus spread in an area of 150 acres. The cell maintains and enriches Natural Forest by dispersing the seeds and by the planting of saplings. The Cell helps in maintaining ecology of the campus. The Cell has been engaged in plantation of wide variety of avenue plants, ornamental plants, seasonal flowers; growing chemical free vegetables; development of lawns in the campus in order to make the campus environment friendly and to strengthen plant biodiversity of the campus. During the past few Years, the Cell has focused on massive plantation of fruit trees on the campus and beautification of official buildings with indoor plants. The patches of vacant land areas are landscaped and developed as beautiful lawns or as recreational sites. The Cell developed two new gardens in the reported period. The Cell developed for the first time, 2,000 temporary trenches in the campus for the harvesting of rain water. The Cell developed 2,500 potted foliage plants, multiplied 5,781 plants by using different techniques of propagation, 6,013 pots of different seasonal flowering plants, 5,194 ornamental plants, Oyster mushroom and a new species of Apple “Harimone Summer Zone Apple” and Citrus plants on the campus apart from seasonal flower plants. The Cell produced organic vegetables with the help of manure produced through vermi-compost and NADEP units by using agro-waste.

## APPENDIX-1

### Members of the University Authorities and Officers of the University (During the period from 1st April 2016 to 31st March 2017)

#### 1.1 Board of Management

S. No.	Name of Members	Position/Nomination
1.	Prof. M. Aslam* (20.03.2013 - On leave from 28.11.2014) Ex-Officio	Vice-Chancellor - Chairman
	Prof. Nageshwar Rao (28.11.2014 - 28.04.2016) Ex-Officio	Vice-Chancellor (In-charge) - Chairman
	Prof. Ravindra Kumar (28.04.2016 - till date**)	Vice-Chancellor (In-charge) - Chairman
<b>Govt. of India Representative</b>		
2.	Sh. Vinay Sheel Oberoi (04.06.2015 - 28.02.2017) Ex-Officio	Secretary, Department of Higher Education, Ministry of Human Resource Development, Shastri Bhawan, New Delhi
	Sh. Kewal Kumar Sharma (01.03.2017 - till date) Ex-Officio	Secretary, Department of Higher Education, Ministry of Human Resource Development, Shastri Bhawan, New Delhi
3.	Sh. Sunil Arora (31.08.2015 - 30.04.2016) Ex-Officio	Secretary, Ministry of Information & Broadcasting, Shastri Bhawan, New Delhi
	Sh. Ajay Mittal (02.05.2016 - till date) Ex-Officio	Secretary, Ministry of Information & Broadcasting, Shastri Bhawan, New Delhi
<b>Visitor's Nominees</b>		
4.	Prof. Vasudha Kamat (08.10.2015 - 07.10.2018)	Vice-Chancellor, SNDT Women's University, Mumbai
5.	Prof. J.S. Rajput (08.10.2015 - 07.10.2018)	Former Director, NCERT A-16, Sector P-7, Mitra Enclave (Opposite Greater Valley School), Greater Noida, UP
6.	Sh. Ramji Raghavan (08.10.2015 - 01.05.2017)	Founder and Chairman, Agastya International Foundation, Bangalore



S. No.	Name of Members	Position/Nomination
7.	Sh. Manish Sabharwal (08.10.2015 - 15.07.2016)	Co-founder and Chairman of Team Lease Services Ltd., Bangluru
<b>Co-opted by Board of Management</b>		
8.	Dr. Hitesh Deka (04.03.2016 - 03.03.2019)	Vice-Chancellor, Krishna Kanta Handique State Open University, Guwahati
9.	Prof. K.N. Tripathi (31.10.2014 - 30.10.2017)	Former Pro-Vice Chancellor, IGNOU
10.	Dr. A. Surya Prakash (05.01.2016 - 04.01.2019)	Chairman, Prasar Bharati Board, PTI Building, New Delhi
<b>Vice-Chancellor's Nominee</b>		
11.	Prof. S. Srilatha (23.04.2015 - 04.08.2016)	Director, School of Management Studies, IGNOU
	Prof. Swaraj Basu (04.10.2016 - 03.10.2018)	Director, School of Social Sciences, IGNOU
12.	Prof. Kapil Kumar (04.05.2016 - 03.05.2018)	Professor, School of Social Sciences, IGNOU
13.	Dr. P. Sivaswaroop (04.05.2016 - 03.05.2018)	Regional Director, IGNOU Regional Centre, Nagpur, Maharashtra
<b>Secretary (Ex-officio)</b>		
14.	Sh. Sudhir Budakoti (11.09.2014 - 18.10.2016)	Registrar, Administration, IGNOU
	Sh. S. K. Sharma (19.10.2016 - till date**)	Registrar(I/c), Administration , IGNOU

*\*In compliance of No. F. 10-2/2014-D4 dated 18-11-2014 from the MHRD; Prof. Nageshwar Rao (Senior Most PVC) is the Acting Vice-Chancellor from 28<sup>th</sup> November, 2014 to 28.04.2016; and Prof. Ravindra Kumar is the Acting Vice-Chancellor from 28.04.2016*

*\*\*Till date indicates the end of reporting period i.e. 31<sup>st</sup> March, 2017*

## 1.2 Academic Council

S. No.	Name of Members	Position/Nomination
1.	Prof. M. Aslam* (20.03.2013 - On leave from 28.11.2014) Ex-Officio	Vice-Chancellor - Chairman
	Prof. Nageshwar Rao (28.11.2014 - 28.04.2016) Ex-Officio	Vice-Chancellor (In-charge) - Chairman
	Prof. Ravindra Kumar (28.04.2016 - till date**)	Vice-Chancellor (In-charge) - Chairman
<b>Members (Ex-officio)</b>		
2.	Prof. Sunaina Kumar (01.10.2013 - 30.09.2016)	Director, School of Humanities
	Prof. Satyakam (01.10.2016 - till date)	
3.	Prof. Darvesh Gopal (01.07.2013 - 30.06.2016)	Director, School of Social Sciences
	Prof. Swaraj Basu (01.07.2016 - till date)	
4.	Prof. Vijayshri (09.07.2013 - 30.06.2016)	Director, School of Sciences
	Prof. M.S. Nathawat (01.07.2016 - till date)	
5.	Prof. Pity Koul (06.08.2014 - till date)	Director, School of Health Sciences
6.	Dr. P.V. Suresh (14.05.2015 - Till date)	Director , School of Computer and Information Sciences
7.	Prof. P. Srinivas Kumar (05.08.2014 - Till date)	Director, School of Engineering and Technology
8.	Prof. K. Elumalai (03.05.2013 - 24.11.2016)	Director, School of Law
	Prof. T.U. Fulzele (25.11.2016 - till date)	Director(I/c), School of Law

S. No.	Name of Members	Position/Nomination
9.	Dr. S.K. Yadav (25.06.2013 - 24.06.2016)  Prof. M.K. Salooja (25.06.2016 - till date)	Director, School of Agriculture
10.	Dr. Ashok Kumar Gaba (25.06.2013 - 24.06.2016)  Dr. R.S.P. Singh (25.06.2016 - till date)	Director, School of Vocational Educational & Training
11.	Prof. Shambhu Nath Singh (25.02.2016 - till date)	Director, School of Journalism and New Media Studies
12.	Prof. Ravindra Kumar (30.04.2015 - till date)	Director (I/c), School of Tourism Hospitality Services Management
13.	Prof. Gracious Thomas (11.02.2012 - 24.06.2016)  Dr. Rose Nembiakkim (25.06.2016 - till date)	Director, School of Social Work
14.	Prof. Anu Aneja (11.02.2015 - till date)	Director, School of Gender and Development Studies
15.	Dr. Nehal A. Farooquee (25.06.2013 - 24.06.2016)  Dr. P.V.K. Sasidhar (25.06.2016 - till date)	Director, School of Extension and Development Studies
16.	Dr. Govindraju Bhardwaja (25.06.2013 - 24.06.2016)  Dr. Seema Johri (25.06.2016 - till date)	Director, School of Performing and Visual Arts
17.	Prof. Anju Sehgal Gupta (27.10.2014 - till date)	Director (I/c), School of Foreign Languages
18.	Dr. R.P. Pandey (02.06.2014 - till date)	Director, School of Translation Studies and Training

S. No.	Name of Members	Position/Nomination
19.	Dr. Babu P. Ramesh (01.08.2015 - 03.08.2016)  Dr. Boyina Rupini (04.08.2016 - till date)	Director, School of Interdisciplinary and Trans-Disciplinary Studies
20.	Prof. Neerja Chadha (01.01.2015 - till date)	Director, School of Continuing Education
21.	Prof. N.K. Dash (01.08.2013 - 31.07.2016)  Prof. Saroj Pandey (01.08.2016 - till date)	Director, School of Education
22.	Prof. S. Srilatha (05.08.2013 - 04.08.2016)  Prof. Madhu Tyagi (05.08.2016 - till date)	Director, School of Management Studies
23.	Prof. Jaideep Sharma (01.01.2014 - till date)	Librarian (I/c), Library & Documentation Division
<b>Nominated by Board of Management of IGNOU</b>		
24.	Prof. Satyakam (02.08.2014 - 01.08.2016)  Prof. Pradeep Sahni (24.11.2016 - till date)	Professor, School of Humanities  Professor, School of Social Sciences
25.	Prof. Deeksha Kapur (08.07.2015 - 01.08.2016)  Prof. B.I. Fozdar (24.11.2016 - till date)	Professor, School of Continuing Education  Professor, School of Sciences
26.	Prof. P.K. Biswas (02.08.2016 - 01.08.2016)  Prof. S. Srilatha (24.11.2016 - till date)	Professor, Staff Training and Research Institute of Distance Education  Professor, School of Management Studies

S. No.	Name of Members	Position/Nomination
27.	Dr. Sanjay Gupta (08.07.2015 - 01.08.2016)	Reader, School of Sciences
	Dr. Nilima Srivastava (24.11.2016 - till date)	Reader, School of Gender and Development Studies
28.	Dr. Bharti Dogra (02.08.2014 - 01.08.2016)	Reader, School of Education
	Dr. Neera Singh (24.11.2016 - till date)	Reader, School of Humanities
29.	Dr. B. Kiranmayi (02.08.2014 - 01.08.2016)	Reader, School of Social Sciences
	Dr. O.P. Dewal (24.11.2016 - till date)	Reader, School of Journalism and New Media Study
30.	Dr. Anupriya Pandey (15.03.2016 - 01.08.2016)	Assistant Professor, School of Management Studies
	Dr. Harish K. Sethi (24.11.2016 - till date)	Assistant Professor, School of Translation Studies and Training
31.	Dr. Nisha Varghese (02.08.2014 - 01.08.2016)	Assistant Professor, School of Extension and Development Studies
	Dr. Rachna Aggarwal (24.11.2016 - till date)	Assistant Professor, School of Vocational Studies and Training
32.	Dr. Vijay Kumar (02.08.2014 - 01.08.2016)	Assistant Professor, School of Agriculture
	Dr. Anand Gupta (24.11.2016 - till date)	Assistant Professor, School of Law
33.	Prof. Satyakam (27.01.2016 - 01.08.2016)	Director (I/c), Research Unit
	Dr. Bini Toms (24.11.2016 - till date)	Director (I/c), Student Support Service Centre
34.	Dr. V. Venugopal Reddy (12.05.2015 - 01.08.2016)	Director, Regional Services Division
	Prof. T.U. Fulzele (24.11.2016 - till date)	Director (I/c), Planning & Development Division



S. No.	Name of Members	Position/Nomination
35.	Prof. C.R.K. Murthy (02.08.2014 - 01.08.2016)	Director, Staff Training and Research Institute of Distance Education
	Prof. Uma Kanjilal (24.11.2016 - till date)	Director (I/c), Inter University Consortium
36.	Dr. P. Sivaswaroop (02.08.2014 - 01.08.2016)	Regional Director, Nagpur, IGNOU
	Dr. Purnendu Tripathi (24.11.2016 - till date)	Deputy Director, VCO, IGNOU
37.	Dr. S.K. Prasad (02.08.2014 - 01.08.2016)	Director(I/c), National Centre for Disability Studies, IGNOU
	Dr. S. Raja Rao (24.11.2016 - till date)	Regional Director, Vishakhapatnam, IGNOU
<b>Co-opted by the Academic Council (not employees of the University)</b>		
38.	Prof. Rajni Dhingra (19.04.2016 - 18.04.2018)	Dean, Faculty of Science & Professor of Human Development University of Jammu
39.	Prof. Kuldeep Agnihotri (19.04.2016 - 18.04.2018)	Vice-Chancellor, Himachal Pradesh Central University, Himachal Pradesh
40.	Prof. Furqan Qamar (19.04.2016 - 18.04.2018)	Secretary General, Association of Indian Universities, New Delhi
41.	Prof. Mandava Venkata Basaveswar Rao (19.04.2016 - 18.04.2018)	Special Officer & Faculty of Sciences Krishna University, Andhra Pradesh
42.	Prof. Makkhan Lal (19.04.2016 - 18.04.2018)	Director, Delhi Institute of Heritage Research Management, New Delhi
43.	Prof. S.P. Bansal (19.04.2016 - 18.04.2018)	Vice-Chancellor, Indira Gandhi University, Haryana
44.	Prof. Mohammad Miyan (19.04.2016 - 18.04.2018)	Former Vice-Chancellor, Maulana Azad Urdu University, Hyderabad
45.	Prof. A.N. Maurya (19.04.2016 - 18.04.2018)	Former Dean, Institute of Agriculture Sciences, BHU, Varanasi, UP
46.	Prof. M.M. Salunkhe (19.04.2016 - 18.04.2018)	Vice-Chancellor, Bharti Vidyapeeth Deemed University, Pune

S. No.	Name of Members	Position/Nomination
47.	Prof. Ramesh Chandra (19.04.2016 - 18.04.2018)	Professor of Chemistry, Department of Chemistry, University of Delhi, Delhi
<b>Registrars Designated by BOM (Ex-Officio)</b>		
48.	Sh. N.P. Singh (12.05.2015 - till date)	Registrar (I/c), Student Evaluation Division, IGNOU
49.	Sh. S.K. Sharma (22.04.2015 - 23.10.2016)	Registrar (I/c) , Student Registration Division, IGNOU
	Dr. S.K. Pulist (24.10.2016 - 27.11.2016)	Registrar (I/c), Student Registration Division, IGNOU
	Prof. S. Srilatha (28.11.2016 - till date)	Registrar (I/c), Student Registration Division, IGNOU
<b>Member Secretary</b>		
50.	Prof. Manjulika Srivastava (17.11.2015 - till date)	Director (I/c), Academic Coordination Division, IGNOU

*\*In compliance of No.F. 10-2/2014-D4 dated 18-11-2014 from the MHRD; Prof. Nageshwar Rao (Senior Most PVC) is the Acting Vice-Chancellor from 28<sup>th</sup> November, 2014 to 28.04.2016; and Prof. Ravindra Kumar is the Acting Vice-Chancellor from 28.04.2016*

*\*\*Till date indicates the end of reporting period i.e. 31<sup>st</sup> March, 2017*

### 1.3 Planning Board

S. No.	Name of Members	Position/Nomination
1.	Prof. M. Aslam* (20.03.2013 - On leave from 28.11.2014) Ex-Officio	Vice-Chancellor - Chairman
	Prof. Nageshwar Rao (28.11.2014 - 28.04.2016) Ex-Officio	Vice-Chancellor (In-charge) - Chairman
	Prof. Ravindra Kumar (28.04.2016 - till date**)	Vice-Chancellor (In-charge) - Chairman
<b>Vice-Chancellor's Nominees</b>		
2.	Prof. B.S. Saraswat (17.07.2015 - 31.03.2017)	Professor, School of Sciences, IGNOU
3.	Prof. Swaraj Basu (17.07.2015 - 16.07.2018)	Professor, School of Social Sciences, IGNOU
4.	Prof. K. Ravi Sankar (17.07.2015 - 16.07.2018)	Professor, School of Management Studies, IGNOU
5.	Dr. C.K. Ghosh (17.07.2015 - 31.08.2016)	Regional Director, RC - Delhi-3, Dwarka, New Delhi, IGNOU
	Dr. Gulab Jha (06.03.2017 - 16.07.2018)	Regional Director, RC- Noida, IGNOU
<b>Registrar (Ex-Officio)</b>		
6.	Sh. Sudhir Budakoti (11.09.2014 - 18.10.2016)	Registrar, Administration, IGNOU
	Shri S.K. Sharma (19.10.2016 - till date)	Registrar (I/c), Administration, IGNOU
<b>Visitor Nominees</b>		
7.	Sh. Sashi Kumar (28.04.2014 - 27.04.2017)	Chairman, Asian College of Journalism, Chennai
8.	Prof. Santosh Mehrotra (28.04.2014 - 27.04.2017)	Professor, Centre for Informal Sector & Labour Studies, School of Sciences, JNU, New Delhi
9.	Prof. Anupama Roy (28.04.2014 - 27.04.2017)	Professor, Centre for Political Studies, School of Social Sciences, JNU, New Delhi

S. No.	Name of Members	Position/Nomination
<b>Board of Management Nominees***</b>		
10.	Dr. K. Srinath Reddy (21.08.2013 - 20.08.2016)	President, Public Health Foundation of India, PHD House, New Delhi-110 016
11.	Prof. J. B. G. Tilak (21.08.2013 - 20.08.2016)	Professor and Head National University of Educational Planning and Administration (NUEPA), New Delhi
12.	Er. Milind Kamble (21.08.2013 - 20.08.2016)	Chairman, Dalit India Chamber of Commerce and Industry (DICCI), Pune
13.	Prof. Pankaj Chandra (21.08.2013 - 20.08.2016)	Director, Indian Institute of Management Bangalore
14.	Prof. V. S. Prasad (21.08.2013 - 20.08.2016)	Former Director, National Assessment and Accreditation Council, Bangalore
<b>Member Secretary</b>		
15.	Prof. T.U. Fulzele (16.10.2012 - till date)	Director (I/c), Planning & Development Division

*\*In compliance of No.F. 10-2/2014-D4 dated 18-11-2014 from the MHRD; Prof. Nageshwar Rao (Senior Most PVC) is the Acting Vice-Chancellor from 28<sup>th</sup> November, 2014 to 28.04.2016; and Prof. Ravindra Kumar is the Acting Vice-Chancellor from 28.04.2016*

*\*\*Till date indicates the end of reporting period i.e. 31<sup>st</sup> March, 2017*

*\*\*\* Five members nominated by Board of Management for a period of two Years is vacant since 21.08.2016.*

## 1.4 Finance Committee

S. No.	Name of Members	Position/Nomination
1.	Prof. M. Aslam* (20.03.2013 On leave from 28.11.2014) Ex-Officio	Vice-Chancellor - Chairman
	Prof. Nageshwar Rao Ex-Officio (28.11.2014 - 28.04.2016)	Vice-Chancellor (I/c) - Chairman
	Prof. Ravindra Kumar (28.04.2016 - till date**)	Vice-Chancellor (I/c) - Chairman
<b>Visitor's Nominees</b>		
2.	Sh. S.P. Goyal (21.11.2014 - May, 2017)	Joint Secretary (TEL), D/o Higher Education, MHRD
3.	Ms. Darshana M. Dabral (06.01.2016 - 05.01.2019)	Joint Secretary & Financial Adviser, MHRD
<b>Board of Management Nominees</b>		
4.	Sh. M.P. Gupta (28.05.2015 - 30.10.2017)	Additional Secretary, (Retd) Govt. of India, New Delhi
5.	Prof. K.N. Tripathi (28.05.2015 - 30.10.2017)	Former Pro-Vice Chancellor, IGNOU
<b>Director of School nominated by the Vice Chancellor</b>		
6.	Prof. P. Srinivas Kumar (15.10.2014 - 14.10.2017)	Director, School of Engineering & Technology, IGNOU
<b>Secretary (Ex-officio)</b>		
7.	Mrs. Vidya Sonal (02.02.2015 - 20.10.2016)	Finance Officer (I/c), IGNOU
	Sh. D.K. Issrani (21.10.2016 - till date**)	Finance Officer (I/c), IGNOU

*\*In compliance of No.F. 10-2/2014-D4 dated 18-11-2014 from the MHRD; Prof. Nageshwar Rao (Senior Most PVC) is the Acting Vice-Chancellor from 28<sup>th</sup> November, 2014 to 28.04.2016; and Prof. Ravindra Kumar is the Acting Vice-Chancellor from 28.04.2016*

*\*\*Till date indicates the end of reporting period i.e. 31<sup>st</sup> March, 2017*



## 1.5 Research Council

S. No.	Name of Members	Position/Nomination
1.	Prof. M. Aslam* (20.03.2013 On leave from 28.11.2014) Ex-Officio	Vice-Chancellor - Chairman
	Prof. Nageshwar Rao (Ex-Officio) (from 28.11.2014 - 28.04.2016)	Vice-Chancellor (In-charge) - Chairman
	Prof. Ravindra Kumar (Ex-Officio) (28.04.2016 - till date**)	Vice-Chancellor (In-charge) - Chairman
<b>Four experts (at least two from Board of Management), who are not employees of the University nominated by the Vice-Chancellor</b>		
2.	Prof. K. N. Tripathi (24.07.2015 - Till date)	Former PVC, IGNOU
3.	Prof. Vasudha Kamat (22.12.2015 - till date)	Vice-Chancellor, SNDT Women's University, Mumbai
4.	Prof. K.N.S. Yadava (24.07.2015 - 23.07.2018)	Vice-Chancellor, Awadhesh Pratap Singh University, Rewa, Madhya Pradesh
5.	Prof. Piyush Ranjan Agrawal (24.07.2015 - 23.07.2018)	Vice-Chancellor Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh
<b>One representative each from Planning Board and Academic Council nominated by the Vice-Chancellor</b>		
6.	Prof. T. U. Fulzele (24.07.2015 - till date)	Director (I/c), P&DD, IGNOU
7.	Prof. D Gopal (24.07.2015 - 30.06.2016)	Director, SOSS, IGNOU
	Prof. Swaraj Basu (25.11.2016 - till date)	Director, SOSS, IGNOU
<b>Three Directors of School/Head of Division nominated by the Vice-Chancellor</b>		
8.	Prof. S. Srilatha (24.07.2015 - 04.08.2016)	Director, SOMS, IGNOU
	Prof. M.K. Salooja (25.11.2016 - till date)	Director, SOA, IGNOU

S. No.	Name of Members	Position/Nomination
9.	Prof. Ravindra Kumar (24.07.2015 - till date)	Director, SOTHSSM, IGNOU
10.	Prof. Sunaina Kumar (24.07.2015 - 30.09.2016)	Director, SOH, IGNOU
	Prof. P.K. Biswas (25.11.2016 - till date)	Director, STRIDE, IGNOU
<b>Five members (three from Teachers (two internal and one external) and two others Academics staff nominated by the Vice-Chancellor)</b>		
11.	Prof. A.K. Singh (24.07.2015 - 23.07.2018)	School of Translation Studies and Training, IGNOU
12.	Prof. Harjeet Singh (24.07.2015 - 23.07.2018)	Ex Dean, Jawaharlal Nehru University, New Delhi
13.	Shri K. Ravi Kant (22.12.2015 - 14.12.2018)	Joint Director, Electronic Media Production Centre, IGNOU
14.	Dr. Venugopal Reddy (24.07.2015 - 23.07.2018)	Director, Regional Services Division, IGNOU
<b>Member Secretary (Ex-Officio)</b>		
15.	Prof. Satyakam (27.01.2016 - 04.10.2016)	Director (I/c), Research Unit, IGNOU
	Prof. Narayan Prasad (06.10.2016 - till date)	Director (I/c), Research Unit, IGNOU

*\*In compliance of No.F. 10-2/2014-D4 dated 18-11-2014 from the MHRD; Prof. Nageshwar Rao (Senior Most PVC) is the Acting Vice-Chancellor from 28<sup>th</sup> November, 2014 to 28.04.2016; and Prof. Ravindra Kumar is the Acting Vice-Chancellor from 28.04.2016*

*\*\*Till date indicates the end of reporting period i.e. 31<sup>st</sup> March, 2017*

## 1.6 Directors of the Schools of Studies

S. No.	Name of School	Name of Directors/Head
1.	School of Agriculture	Dr. S.K. Yadav (25.06.2013 - 24.06.2016)  Prof. M.K. Salooja (25.06.2016 - till date*)
2.	School of Computer and Information Sciences	Shri P.V. Suresh (14.05.2015 - till date)
3.	School of Continuing Education	Prof. Neerja Chadha (01.01.2015 - till date)
4.	School of Education	Prof. N.K. Dash (01.08.2013 - 31.07.2016)  Prof. Saroj Pandey (01.08.2016 - till date)
5.	School of Engineering and Technology	Prof. P. Srinivas Kumar (05.08.2014 - till date)
6.	School of Extension and Development Studies	Dr. Nehal A. Farooquee (25.06.2013 - 24.06.2016)  Dr. P.V.K. Sasidhar (25.06.2016 - till date)
7.	School of Foreign Languages	Prof. Anju Sehgal Gupta (I/c) (27.10.2014 - till date)
8.	School of Gender and Development Studies	Prof. Anu Aneja (11.02.2015 - till date)
9.	School of Health Sciences	Prof. Pity Koul (06.08.2014 - till date)
10.	School of Humanities	Prof. Sunaina Kumar (01.10.2013 - 30.09.2016)  Prof. Satyakam (01.10.2016 - till date)
11.	School of Inter-disciplinary and Trans-disciplinary Studies	Dr. Babu P. Ramesh (01.08.2015 - 03.08.2016)  Dr. Boyina Rupini (04.08.2016 - till date)
12.	School of Journalism and New Media Studies	Prof. Shambhu Nath Singh (25.02.2016 - till date)

S. No.	Name of School	Name of Directors/Head
13.	School of Law	Prof. K. Elumalai (03.05.2013 - 24.11.2016)  Prof. T.U. Fulzele (I/c) (25.11.2016 - till date)
14.	School of Management Studies	Prof. S. Srilatha (05.08.2013 - 04.08.2016)  Prof. Madhu Tyagi (05.08.2016 - till date)
15.	School of Performing and Visual Arts	Dr. Govindraju Bhardwaja (25.06.2013 - 24.06.2016)  Dr. Seema Johri (25.06.2016 - till date)
16.	School of Sciences	Prof. Vijayshri (09.07.2013 - 30.06.2016)  Prof. M.S. Nathawat (01.07.2016 - till date)
17.	School of Social Sciences	Prof. Darvesh Gopal (01.07.2013 - 30.06.2016)  Prof. Swaraj Basu (01.07.2016 - till date)
18.	School of Social Work	Prof. Gracious Thomas (I/c) (11.02.2012 - 24.06.2016)  Dr. Rose Nembiakkim (25.06.2016 - till date)
19.	School of Tourism and Hospitality Services Sctoral Management	Prof. Ravindra Kumar (I/c) (30.04.2015 - till date)
20.	School of Translation Studies and Training	Dr. Rajinder Parsad Pandey (02.06.2014 - till date)
21.	School of Vocational Education and Training	Dr. Ashok Kumar Gaba (25.06.2013 - 24.06.2016)  Dr. R.S.P. Singh (25.06.2016 - till date)

**Note-** Till date indicates the end of reporting period i.e. 31<sup>st</sup> March, 2017.

## 1.7 Directors/Heads of the Divisions/Units/Centres

S. No.	Name of Directors/Heads of Divisions/Units/Centre	Name of Directors/Heads
1.	International Division	Dr. Silima Nanda, (I/c) (07.09.2012 - till date)
2.	Library and Documentation Division	Prof. Jaideep Sharma (I/c) (31.12.2013 - till date)
3.	Regional Services Division	Dr. V.V. Reddy (12.05.2015 - till date)
4.	Staff Training and Research Institute of Distance Education	Prof. C.R.K. Murthy (26.08.2013 - 25.08.2016)  Prof. P.K. Biswas (26.08.2016 - till date)
5.	Planning and Development Division	Prof. T.U. Fulzele (I/c) (16.10.2012 - till date)
6.	Electronic Media Production Centre	Shri Ravi Kanth (I/c) (19.10.2015 - 08.01.2017)  Prof. Kapil Kumar (I/c) (09.01.2017 - till date)
7.	Inter-University Consortium	Prof. Gayatri Kansal (I/c) (03.11.2014 - 01.08.2016)  Prof. Uma Kanjilal (I/c) (02.08.2016 - till date)
8.	National Centre for Innovation in Distance Education	Dr. Jyotsna Dixit (I/c) (17.08.2013 - 03.10.2016)  Prof. Manoj Kulshrestha (I/c) (04.10.2016 - till date)
9.	National Centre for Disability Studies	Dr. S.K. Prasad (I/c) (25.08.2013 - 25.04.2016)  Dr. Hemlata (I/c) (26.04.2016 - till date)
10.	Research Unit	Prof. Satyakam (I/c) (27.01.2016 - 04.10.2016)  Prof. Narayan Prasad (I/c) (06.10.2016 - till date)
11.	Academic Coordination Division	Prof. Manjulika Srivastava (I/c) (17.11.2015 - till date)



S. No.	Name of Directors/Heads of Divisions/Units/Centre	Name of Directors/Heads
12.	Administration Division	Sh. Sudhir Budakoti (11.09.2014 - 19.10.2016)  Sh. S.K. Sharma (I/C) (20.10.2016 - till date)
13	Construction and Maintenance Division	Sh. Sudheer Reddy (I/c) (14.06.2012 - till date)
14.	Computer Division	Dr. A. Murali M. Rao (I/c) (31.01.2016 - till date)
15.	Finance and Accounts Division	Mrs. Vidya Sonal (I/c) (02.02.2015 - 19.10.2016)  Sh. D.K. Issrani (I/c) (20.10.2016 - till date)
16.	Material Production and Distribution Division	Prof. Pradeep Sahni (I/c) (27.04.2015 - till date)
17.	Student Evaluation Division	Sh. N.P. Singh (I/c) (10.06.2015 - till date)
18.	Student Registration Division	Sh. S.K. Sharma (I/c) (22.04.2015 - 23.10.2016)  Dr. S.K. Pulist (I/c) (24.10.2016 - 27.11.2016)  Prof. S. Srilatha (I/c) (28.11.2016 - till date)
19.	Vigilance Cell	Prof. B.B. Khanna (04.01.2016 - 13.07.2016)  Prof. B. I. Fozdar (14.07.2016 - till date)

**Note-** Till date indicates the end of reporting period i.e. 31<sup>st</sup> March, 2017.

## APPENDIX-2

**List of MoUs/MoCs/Agreements/Contracts by IGNOU  
(From 1st April 2016 to 31st March, 2017)**

Sl. No	Agreement/MoU/ MoA/ MoC with IGNOU	Date of Signing	Regarding	Nodal School/ Division/ Centre
1.	The Indian Culinary Institute Society, Noida, Uttar Pradesh	05.05.2016	Offering under-graduate programme in the area of Culinary & Catering Art and Management	SOTHSM
2.	Indian Institute of Technology Bombay, Maharashtra	26.04.2016	Implementation of project titled 'National Virtual Library of India' funded by National Mission on Libraries under Ministry of Culture, Govt. of India	SOSS
3.	State Council of Educational Research & Training, Govt. of Uttarakhand, Dehradun	22.06.2016	Training of untrained teachers by enrolling in D. E.El.Ed Programme	SOE
4.	Ministry of Health & Family Welfare, Govt of India	03.08.2016	To develop and launch the Bridge Programme in community Health for Ayurveda Practitioners.	SOHS
5.	Prasar Bharti (Broadcasting Corporation of India )	07.10.2016	Regarding Transmission of Gyan Darshan TV Channels	EMPC
6.	Office of the Development Commissioner for Handlooms, Ministry of Textiles, Govt of India	07.08.2016	To Cooperate and Collaborate in the area of education for handloom weavers and their children	SRD
7.	St. Mary's University, Addis Ababa, Ethiopia	12.08.2016	For establishment of overseas Study Centre at Ethiopia.	ID

Sl. No	Agreement/MoU/ MoA/ MoC with IGNOU	Date of Signing	Regarding	Nodal School/ Division/ Centre
8.	Indian Academy, Bahrain	12.08.2016	For establishment of overseas Study Centre at Bahrain.	ID
9.	Educational Consulting & Guidance Services, Riyadh, Kingdom of Saudi Arabia	12.08.2016	For establishment of overseas Study Centre at Riyadh	ID
10.	Educational Consulting & Guidance Services, Jeddah, Kingdom of Saudi Arabia	12.08.2016	For establishment of overseas Study Centre at Jeddah.	ID
11.	World Health Organization	15.11.2016	For revision of Certificate in Health Care Waste Management (CHCWM) Programme	SOHS
12.	Office of Development Commissioner for Handicraft, Ministry of Textile, Govt of India	09.11.2016	Main objectives are to increase earning of artisans, their empowerment and welfare.	IGNOU
13.	Prasar Bharti (Broadcasting Corporation of India)	09.12.2016	Broadcast of Gyanvani FM Educational radio channel	EMPC
14.	Agastya International Foundation, Bangalore, Karnataka	18.01.2017	Launching a Project titled 'Hand-On Science'. "Honeywell Science Experience" - A Science Centre will be established at IGNOU for school children.	SSC
15.	NSE Academy Ltd., Mumbai, Maharashtra	23.01.2017	For award of professional certificate, diploma, graduate and post graduate degrees for securities market professionals	SOMS

## APPENDIX-3

## Academic Programmes offered by the University

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of Instruction	School
			Min.	Max.		
1.	Doctor of Philosophy in Agriculture Extension *	PHDAGE	2 Years	5 Years	English & Hindi	SOA
2.	Doctor of Philosophy in Dairy Science and Technology *	PHDDR	2 Years	5 Years	English & Hindi	SOA
3.	Doctor of Philosophy in Computer & Information Sciences	PHDCISC	2 Years	5 Years	English & Hindi	SOCIS
4.	Doctor of Philosophy in Rural Development	PHDRD	2 Years	5 Years	English & Hindi	SOCE
5.	Doctor of Philosophy in Child Development *	PHDCDEV	2 Years	5 Years	English & Hindi	SOCE
6.	Doctor of Philosophy in Food & Nutrition	PHDFN	2 Years	5 Years	English & Hindi	SOCE
7.	Doctor of Philosophy in Education	PHDEDU	2 Years	5 Years	English & Hindi	SOE
8.	Doctor of Philosophy in Extension & Development Studies *	PHDEDS	2 Years	5 Years	English & Hindi	SOEDS
9.	Doctor of Philosophy in Civil Engineering	PHDCENG	2 Years	5 Years	English & Hindi	SOET
10.	Doctor of Philosophy in Mechanical Engineering	PHDMECE	2 Years	5 Years	English & Hindi	SOET

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of Instruction	School
			Min.	Max.		
11.	Doctor of Philosophy in French *	PHDFL	2 Years	5 Years	French	SOFL
12.	Doctor of Philosophy in Arabic *	PHDAL	2 Years	5 Years	Arabic	SOFL
13.	Doctor of Philosophy in Gender & Development Studies *	PHDGDS	2 Years	5 Years	English & Hindi	SOGDS
14.	Doctor of Philosophy in Women's Studies *	PHDWS	2 Years	5 Years	English & Hindi	SOGDS
15.	Doctor of Philosophy in Hindi	PHDHIN	2 Years	5 Years	Hindi	SOH
16.	Doctor of Philosophy in English	PHDENG	2 Years	5 Years	English	SOH
17.	Doctor of Philosophy in Nursing	PHDNUR	2 Years	5 Years	English & Hindi	SOHS
18.	Doctor of Philosophy in Inter-disciplinary and Trans-disciplinary Studies	PHDITS	2 Years	5 Years	English & Hindi	SOITS
19.	Doctor of Philosophy in Journalism & Mass Communication	PHDJMC	2 Years	5 Years	English & Hindi	SOJNMS
20.	Doctor of Philosophy in Law	PHDLAW	2 Years	5 Years	English & Hindi	SOL
21.	Doctor of Philosophy in Commerce	PHDCOM	2 Years	5 Years	English & Hindi	SOMS
22.	Doctor of Philosophy in Management	PHDMGMT	2 Years	5 Years	English & Hindi	SOMS



S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
23.	Doctor of Philosophy in Performing and Visual Arts with specialization in Fine Arts, Theatre Arts and Music	PHDPFVA PHDFA * PHDTH PHDMU *	2 Years	5 Years	English & Hindi	SOPVA
24.	Doctor of Philosophy in Biochemistry	PHDBC	2 Years	5 Years	English & Hindi	SOS
25.	Doctor of Philosophy in Chemistry	PHDCHE	2 Years	5 Years	English & Hindi	SOS
26.	Doctor of Philosophy in Geography	PHDGG	2 Years	5 Years	English & Hindi	SOS
27.	Doctor of Philosophy in Geology	PHDGY	2 Years	5 Years	English & Hindi	SOS
28.	Doctor of Philosophy in Life Sciences	PHDLS	2 Years	5 Years	English & Hindi	SOS
29.	Doctor of Philosophy in Mathematics *	PHDMT	2 Years	5 Years	English & Hindi	SOS
30.	Doctor of Philosophy in Physics *	PHDPH	2 Years	5 Years	English & Hindi	SOS
31.	Doctor of Philosophy in Statistics	PHDSTAT	2 Years	5 Years	English & Hindi	SOS
32.	Doctor of Philosophy in Economics	PHDEC	2 Years	5 Years	English & Hindi	SOSS
33.	Doctor of Philosophy in Gandhian Thought and Peace Studies	PHDGDS	2 Years	5 Years	English & Hindi	SOSS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
34.	Doctor of Philo-sophy in History	PHDHIS	2 Years	5 Years	English & Hindi	SOSS
35.	Doctor of Philo-sophy in Library & Information Science	PHDLIS	2 Years	5 Years	English & Hindi	SOSS
36.	Doctor of Philosophy in Political Science	PHDPS	2 Years	5 Years	English & Hindi	SOSS
37.	Doctor of Philo-sophy in Psychol-ogy	PHDPC	2 Years	5 Years	English & Hindi	SOSS
38.	Doctor of Philosophy in Public Admn.	PHDPA	2 Years	5 Years	English & Hindi	SOSS
39.	Doctor of Philo-sophy in Sociology	PHDSOC	2 Years	5 Years	English & Hindi	SOSS
40.	Doctor of Philo-sophy in Social Work	PHDSW	2 Years	5 Years	English & Hindi	SOSW
41.	Doctor of Philosophy in Translation Studies	PHDTT	2 Years	5 Years	English & Hindi	SOTST
42.	Doctor of Philo-sophy in Tourism and Hospitality Services	PHDTS	2 Years	5 Years	English & Hindi	SOTHSM
43.	Doctor of Philosophy in Distance Education	PHDDE	2 Years	5 Years	English & Hindi	SOE
44.	Doctor of Philo-sophy in Vocation-al Education *	PHDVED	2 Years	5 Years	English & Hindi	SOVET
45.	Master of Philo-sophy in Commerce	MPHILCOM	2 Years	5 Years	English & Hindi	SOMS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of Instruction	School
			Min.	Max.		
46.	Master of Philosophy in Economics	MPHILEC	18 Months	4 Years	English & Hindi	SOSS
47.	Master of Philosophy in Sociology	MPHILSO	18 Months	4 Years	English & Hindi	SOSS
48.	Master of Philosophy in Political Science	MPHILPS	18 Months	4 Years	English & Hindi	SOSS
49.	Master of Philosophy in Public Administration *	MPHILPA	18 Months	5 Years	English & Hindi	SOSS
50.	Master of Philosophy in Gandhian Thought and Peace Studies *	MPHILGDS	18 Months	7 Years	English & Hindi	SOSS
51.	Master of Philosophy in Social Work	MPHILSW	18 Months	18 Months	English & Hindi	SOSW
52.	Master of Philosophy in Translation Studies	MPHILTT	18 Months	30 Months	English & Hindi	SOTST
53.	Master of Philosophy in Distance Education	MPHILDE	18 Months	4 Years	English & Hindi	SOE
54.	Master of Philosophy in Theatre Arts *	MPHILTH	19 Months	5 Years	English & Hindi	SOPVA
55.	Master of Computer Applications	MCA	3 Years	6 Years	English	SOCIS
56.	Master of Science (Dietetics and Food Services Management)	MSCDFSM	2 Years	5 Years	English	SOCE

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
57.	Master of Arts (Rural Development)	MARD	2 Years	5 Years	English & Hindi	SOCE
58.	Master of Commerce	MCOM	2 Years	5 Years	English & Hindi	SOMS
59.	Master of Tourism and Travel Management	MTTM	2 Years	4 Years	English	SOTHSM
60.	Master of Arts (English)	MEG	2 Years	5 Years	English	SOH
61.	Master of Arts (Hindi)	MHD	2 Years	5 Years	Hindi	SOH
62.	Master of Social Work	MSW	2 Years	5 Years	English & Hindi	SOSW
63.	Master of Social Work (Counseling)	MSWC	2 Years	5 Years	English	SOSW
64.	Master of Arts (Philosophy)	MAPY	2 Years	5 Years	English	SOITS
65.	Master of Arts (Gandhi and Peace Studies)	MGPS	2 Years	5 Years	English & Hindi	SOSS
66.	Master of Arts (Education)	MAEDU	2 Years	5 Years	English	SOE
67.	Master of Arts (Economics)	MEC	2 Years	5 Years	English & Hindi	SOSS
68.	Master of Arts (History)	MAH	2 Years	5 Years	English & Hindi	SOSS
69.	Master of Arts (Political Science)	MPS	2 Years	5 Years	English & Hindi	SOSS
70.	Master of Arts (Public Admn.)	MPA	2 Years	5 Years	English & Hindi	SOSS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of Instruction	School
			Min.	Max.		
71.	Master of Arts (Sociology)	MSO	2 Years	5 Years	English & Hindi	SOSS
72.	Master of Arts (Psychology)	MAPC	2 Years	5 Years	English	SOSS
73.	Master of Science in Counseling and Family Therapy	MSCCFT	2 Years	5 Years	English	SOCE
74.	MA in Extension & Development Studies	MAEDS	2 Years	5 Years	English	SOEDS
75.	Master of Arts in Adult Education	MAAE	2 Years	5 Years	English	SOE
76.	Master in Gender & Development Studies	MAGD	2 Years	5 Years	English & Hindi	SOGDS
77.	Master of Arts (Distance Education)	MADE	2 Years	6 Years	English	SOE
78.	Masters in Anthropology	MAAN	2 Years	5 Years	English	SOSS
79.	M.Sc. (Mathematics with Applications in Computer Science)	MSCMACS	2 Years	4 Years	English	SOS
80.	Master of Arts (Women's & Gender Studies)	MAWGS	2 Years	5 Years	English	SOGDS
81.	Master of Library and Information Science	MLIS	1 Year	4 Years	English	SOSS
82.	Master of Education*	MED	2 Years	4 Years	English	SOE
83.	Master of Business Administration	MP	2½ Years	8 Years	English	SOMS



S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
84.	Master of Commerce (in Finance & Taxation)	MCOMFT	2 Years	5 Years	English & Hindi	SOMS
85.	Master of Commerce in Business Policy and Corporate Governance	MCOMB-PCG	2 Years	5 Years	English & Hindi	SOMS
86.	Master of Commerce in Management Accounting & Financial Strategies	MCOM-MAFS	2 Years	5 Years	English & Hindi	SOMS
87.	Master of Business Administration (Banking & Finance)	MPB	2½ Years	8 Years	English	SOMS
88.	Master of Science (Hospitality Administration)	MHA	2 Years	4 Years	English	SOTHSM
89.	Master of Arts (Translation Studies)	MATS	2 Years	5 Years	Hindi	SOTST
90.	Bachelor of Arts (Tourism Studies)	BTS	3 Years	6 Years	English & Hindi	SOTHSM
91.	Bachelor of Computer Applications	BCA	3 Years	6 Years	English	SOCIS
92.	Bachelor of Arts	BA	3 Years	6 Years	English & Hindi	SOSS
93.	Bachelor of Commerce	BCOM	3 Years	6 Years	English & Hindi	SOMS
94.	Bachelor of Science	BSC	3 Years	6 Years	English & Hindi	SOS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
95.	Bachelor of Social Work	BSW	3 Years	6 Years	English & Hindi	SOSW
96.	Bachelor of Library & Information Science	BLIS	1 Year	4 Years	English & Hindi	SOSS
97.	Bachelor of Science (Hospitality and Hotel Administration)	BHM	3 Years	6 Years	English	SOTHSM
98.	Bachelor of Education (Through Entrance Test)	BED	2 Years	4 Years	English & Hindi	SOE
99.	B.Sc.Nursing (Post Basic)	BSCN	3 Years	5 Years	English	SOHS
100.	Bachelor of Commerce (with Major in Accountancy and Finance)	BCOMAF	3 Years	6 Years	English & Hindi	SOMS
101.	B.Com with Major in Corporate Affairs and Administration	BCOMCAA	3 Years	6 Years	English & Hindi	SOMS
102.	B.Com with Major in Financial and Cost Accounting	BCOMFCA	3 Years	6 Years	English & Hindi	SOMS
103.	Bachelor Preparatory Programme	BPP	6 Months	2 Years	English, Hindi, Oriya, Tamil, Bengali, Marathi, Telugu, Malayalam & Gujarati	SOSS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
104.	Post Graduate Diploma in Library Automation and Networking	PGDLAN	1 Year	4 Years	English	SOSS
105.	Post Graduate Diploma in Disaster Management	PGDDM	1 Year	4 Years	English & Hindi	SOSS
106.	Post Graduate Diploma in Rural Development	PGDRD	1 Year	4 Years	English & Hindi	SOCE
107.	Post Graduate Diploma in Translation	PGDT	1 Year	4 Years	Hindi	SOTST
108.	Post Graduate Diploma in International Business Operations	PGDIBO	1 Year	3 Years	English & Hindi	SOMS
109.	Post Graduate Diploma in Environment and Sustainable Development	PGDESD	1 Year	3 Years	English	SOS
110.	Post Graduate Diploma in Analytical Chemistry	PGDAC	1 Year	3 Years	English	SOS
111.	Post Graduate Diploma in Journalism and Mass Communication	PGJMC	1 Year	4 Years	English	SOJNMS
112.	Post Graduate Diploma in Audio Programme Production	PGDAPP	1 Year	4 Years	English & Hindi	SOJNMS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
113.	Post Graduate Diploma in Educational Technology	PGDET	1 Year	3 Years	English	SOE
114.	Post Graduate Diploma in School Leadership and Management	PGDSLM	1 Year	2 Years	English & Hindi	SOE
115.	Post Graduate Diploma in Educational Management and Administration	PGDEMA	1 Year	4 Years	English	SOE
116.	Post Graduate Diploma in Higher Education	PGDHE	1 Year	4 Years	English	SOE
117.	Post Graduate Diploma in Social Work Among Tribals*	PGDSWT	1 Year	4 Years	English	SOSW
118.	Post Graduate Diploma in Pharmaceutical Sales Management	PGDPSM	1 Year	3 Years	English	SOVET
119.	Post Graduate Diploma in Maternal & Child Health	PGDMCH	1 Year	3 Years	English	SOHS
120.	Post Graduate Diploma in Intellectual Property Rights	PGDIPR	1 Year	3 Years	English	SOL
121.	Post Graduate Diploma in Criminal Justice	PGDCJ	1 Year	3 Years	English	SOL

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
122.	Post Graduate Diploma in Extension and Development Studies	PGDEDS	1 Year	3 Years	English	SOEDS
123.	Post Graduate Diploma in Adult Education	PGDAE	1 Year	4 Year	English	SOE
124.	Post Graduate Diploma in Folklore and Culture Studies	PGDFCS	1 Year	4 Years	English	SOITS
125.	Post Graduate Diploma in Gandhi and Peace Studies	PGDGPS	1 Year	3 Years	English & Hindi	SOSS
126.	Post Graduate Diploma in Women's and Gender Studies	PGDWGS	1 Year	3 Years	English	SOGDS
127.	Post Graduate Diploma in Counseling and Family Therapy	PGDCFT	1 Year	4 Years	English	SOCE
128.	Post Graduate Diploma in Hospital & Health Management	PGDHHM	1 Year	3 Years	English	SOHS
129.	Post Graduate Diploma in Geriatric Medicine	PGDGM	1 Year	3 Years	English	SOHS
130.	Post Graduate Diploma in HIV Medicine	PGDHVM	1 Year	3 Years	English	SOHS
131.	Post Graduate Diploma in Plantation Management	PGDPM	1 Year	4 Years	English	SOA



S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
132.	Post Graduate Diploma in Book Publishing	PGDBP	1 Year	4 Years	English	SOH
133.	Post Graduate Diploma in Pre Primary Education	PGDPPED	1 Year	4 Years	English	SOE
134.	Post Graduate Diploma in Information Security	PGDIS	1 Year	3 Years	English	SOVET
135.	Post Graduate Diploma in Food Safety & Quality Management	PGDFSQM	1 Year	4 Years	English	SOA
136.	Post Graduate Diploma in Clinical Cardiology*	PGDCC	2 Years	4 Years	English	SOHS
137.	Post Graduate Diploma in Teaching & Research in Management*	PGDTRM	1 Year	4 Years	English	SOMS RC Cochin
138.	Post Graduate Diploma in Urban Planning and Development	PGDUPDL	1 Year	3 Years	English	SOEDS
139.	Post Graduate Diploma in Applied Statistics	PGDAST	1 Year	3 Years	English	SOS
140.	Post Graduate Diploma in Sustainability Science	PGDSS	1 Year	4 Years	English	SOITS
141.	Post Graduate Diploma in Mental Health	PGDMH	1 Year	4 Years	English	SOSS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
142.	Post Graduate Diploma in Social Work Counseling	PGDCOUN	1 Year	4 Years	English	SOSW
143.	Diploma in Early Childhood Care and Education	DECE	1 Year	4 Years	English, Hindi & Tamil	SOCE
144.	Diploma in Nutrition & Health Education	DNHE	1 Year	4 Years	English & Hindi	SOCE
145.	Diploma in Tourism Studies	DTS	1 Year	4 Years	English & Hindi	SOTHSM
146.	Diploma in Aquaculture	DAQ	1 Year	3 Years	English	SOS
147.	Diploma in Creative Writing in English	DCE	1 Year	4 Years	English	SOH
148.	Diploma in Urdu	DUL	1 Year	3 Years	Urdu	SOH
149.	Diploma in HIV and Family Education	DAFE	1 Year	4 Years	English & Hindi	SOSW
150.	Diploma in Women's Empowerment & Development	DWED	1 Year	4 Years	English & Hindi	SOGDS
151.	Diploma in BPO Finance & Accounting	DBPOFA	1 Year	3 Years	English	SOVET
152.	Diploma in Paralegal Practice	DIPP	1 Year	3 Years	English & Hindi	SOL
153.	Diploma in Value Added Products from Fruits and Vegetables	DVAPFV	1 Year	4 Years	English & Hindi	SOA

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
154.	Diploma in Production of Value Added Products from Cereals, Pulses and Oilseeds	DPVCPO	1 Year	4 Years	English & Hindi	SOA
155.	Diploma in Meat Technology	DMT	1 Year	4 Years	English & Hindi	SOA
156.	Diploma in Dairy Technology	DDT	1 Year	4 Years	English & Hindi	SOA
157.	Diploma in Watershed Management	DWM	1 Year	4 Years	English & Hindi	SOA
158.	Diploma in Fish Products Technology	DFPT	1 Year	4 Years	English	SOA
159.	Diploma in Nursing Administration	DNA	1 Year	3 Years	English	SOHS
160.	Diploma in Panchayat Level Administration & Development	DPLAD	1 Year	4 Years	English	SOCE
161.	Diploma in Critical Care Nursing	DCCN	1 Year	3 Years	English	SOHS
162.	Diploma in Elementary Education	DELED	2 Years	4 Years	English, Hindi, As-samees, Bengali, Khasi Garo	SOE
163.	Diploma in Culinary Arts	DCA	1 Year	4 Years	English	SOTHSM
164.	Diploma in Teaching German	DTG	1 Year	4 Years	German	SOFL

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
165.	Advanced Certificate in Power Distribution Management	ACPDM	6 Months	2 Years	English	SOET
166.	Advanced Certificate in Information Security	ACISE	6 Months	2 Years	English	SOVET
167.	Post Graduate Certificate in Bangala-Hindi Translation	PGCBHT	6 Months	2 Years	Hindi	SOTST
168.	Post Graduate Certificate in Malyalam Hindi Translation	PGCMHT	6 Months	2 Years	Hindi	SOTST
169.	Post Graduate Certificate in Extension & Development Studies	PGCEDS	6 Months	2 Years	English	SOEDS
170.	Post Graduate Certificate in Adult Education	PGCAE	6 Months	2 Years	English	SOE
171.	Post Graduate Certificate in Cyber Law	PGCCL	6 Months	2 Years	English	SOL
172.	Post Graduate Certificate in Patent Practice	PGCPP	6 Months	2 Years	English	SOL
173.	Post Graduate Certificate in Gandhi and Peace Studies	PGCGPS	6 Months	2 Years	English & Hindi	SOSS
174.	Post Graduate Certificate in Agriculture Policy	PGCAP	6 Months	2 Years	English	SOA

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of Instruction	School
			Min.	Max.		
175.	Post Graduate Certificate in Information and Assistive Technologies for the Instructors of Visually Impaired	PGCIATIVI	6 Months	2 Years	English	SOE
176.	Post Graduate Certificate in Geoinformatics	PGCGI	6 Months	2 Years	English	SOS
177.	Post Doctoral Certificate in Dialysis Medicine*	PDCDM	1 Year	2 Years	English	SOHS
178.	Certificate in Indigenous Art Practices	CIAP	1 Year	3 Years	English / Hindi / others	SOPVA
179.	Certificate in Visual Arts - Painting	CVAP	1 Year	3 Years	English	SOPVA
180.	Certificate in Visual Arts - Applied Arts	CVAA	1 Year	3 Years	English	SOPVA
181.	Certificate in Performing Arts - Theatre Arts	CPATHA	1 Year	3 Years	English	SOPVA
182.	Certificate in Performing Arts - Hindustani Music	CPAHM	1 Year	3 Years	English	SOPVA
183.	Certificate in Performing Arts - Karnatak Music	CPAKM	1 Year	3 Years	English	SOPVA
184.	Certificate in Performing Arts - Bharatnatyam	CPABN	1 Year	3 Years	English	SOPVA
185.	Certificate in Arabic Language	CAL	6 Months	2 Years	English / Arabic	SOFL



S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
186.	Certificate in Disaster Management	CDM	6 Months	2 Years	English & Hindi	SOSS
187.	Certificate in Environmental Studies	CES	6 Months	2 Years	English & Hindi	SOSS
188.	Certificate in Teaching English	CTE	6 Months	2 Years	English	SOH
189.	Certificate in Functional English (Basic Level)	CFE	6 Months	2 Years	English	SOH
190.	Certificate in Urdu Language	CUL	6 Months	2 Years	Bilingual Hindi/Urdu	SOH
191.	Certificate in HIV and Family Education	CAFE	6 Months	2 Years	English & Hindi	SOSW
192.	Certificate in Social Work and Criminal Justice System	CSWCJS	6 Months	2 Years	English & Hindi	SOSW
193.	Certificate in Health Care Waste Management	CHCWM	6 Months	2 Years	English & Hindi	SOHS
194.	Certificate in Newborn & Infant Nursing	CNIN	6 Months	2 Years	English	SOHS
195.	Certificate in Maternal and Child Health Nursing	CMCHN	6 Months	2 Years	English	SOHS
196.	Certificate in Home Based Health Care	CHBHC	6 Months	2 Years	English & Hindi	SOHS
197.	Certificate in Community Radio	CCR	6 Months	2 Years	English & Hindi	SOJNMS
198.	Certificate in Tourism Studies	CTS	6 Months	2 Years	English & Hindi	SOTHSM

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of Instruction	School
			Min.	Max.		
199.	Certificate in Food & Nutrition	CFN	6 Months	2 Years	English, Hindi As-samese, Gujarati, Kannada, Malayalam, Marathi, Punjabi, Tamil and Oriya	SOCE
200.	Certificate in Nutrition and Child Care	CNCC	6 Months	2 Years	English & Hindi	SOCE
201.	Certificate in Rural Development	CRD	6 Months	2 Years	English & Hindi	SOCE
202.	Certificate in Organic Farming	COF	6 Months	2 Years	English & Hindi	SOA
203.	Certificate in Human Rights	CHR	6 Months	2 Years	English & Hindi	SOL
204.	Certificate in Consumer Protection	CCP	6 Months	2 Years	English & Hindi	SOL
205.	Certificate in Co-operation, Co-operative Law and Business Laws	CCLBL	6 Months	2 Years	English	SOL
206.	Certificate in Anti Human Trafficking	CAHT	6 Months	2 Years	English & Hindi	SOL
207.	Certificate in International Humanitarian Law	CIHL	6 Months	2 Years	English	SOL
208.	Certificate in Information Technology	CIT	6 Months	2 Years	English	SOCIS

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
209.	Certificate in Guidance	CIG	6 Months	2 Years	English & Hindi	SOE
210.	Certificate in Business Skills	CBS	6 Months	2 Years	English	SOMS
211.	Certificate in Sericulture	CIS	6 Months	2 Years	English	SOA
212.	Certificate Programme in Laboratory Techniques	CPLT	6 Months	2 Years	English & Hindi	SOS
213.	Certificate in Teaching of Primary School Mathematics	CTPM	6 Months	2 Years	English & Hindi	SOS
214.	Certificate in Communication and IT Skills	CCITSK	6 Months	2 Years	English	SOVET
215.	Certificate Programme in Value Education	CPVE	6 Months	2 Years	English	SOEDS
216.	Certificate in Water Harvesting and Management	CWHM	6 Months	2 Years	English & Hindi	SOA
217.	Certificate in Poultry Farming	CPF	6 Months	2 Years	English/ Hindi/ Mizo	SOA
218.	Certificate in Beekeeping	CIB	6 Months	2 Years	English & Hindi	SOA
219.	Certificate in NGO Management	CNM	6 Months	2 Years	English	SOMS
220.	Certificate in Energy Technology and Management	CETM	6 Months	2 Years	English	SOET

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
221.	Certificate in Elementary Teacher Education	CETE	6 Months	2 Years	English	SOE
222.	Certificate of Competency in Power Distribution	CCPD	6 Months	2 Years	English & Hindi	SOET
223.	Awareness Programme on Dairy Farming for Rural Farmers	APDF	2 Months	-	Hindi	SOA
224.	Awareness Programme on Value Added Products from Fruits & Vegetables	APVPFV	1-1/2 Months	-	Hindi & English	SOA
225.	Computer Literacy Programme	CLP	1 Month	-	English	RSD
226.	Certificate Programme on Integrated Pest Management Technology in Potato Cultivation	CIPMT	3 Months	-	Bengali & English	SOA
227.	Short Term Training Programme for Farmers of Betel-Vine	TPBV	2 Weeks	-	Bengali & English	SOA
228.	Appreciation Course on Environment	ACE	3 Months	1 Year	English & Hindi	SOS
229.	Certificate in Motorcycle Service and Repair	CMSR	2 Months	-	English, Hindi Bengali, Tamil & Malay-alam	SOET

S. No.	Name of the Programme	Prog. Code	Duration of the Programme		Medium of In-struction	School
			Min.	Max.		
230.	Post Graduate Diploma in Bioethics *	PGDBE	1 Year	3 Years	English	SOHS
231.	Certificate Programme for Professional Development of Primary Teachers	CPPDPT	6 Months	18 Months	English	SOE
232.	Certificate in French Language	CFL	6 Months	2 Years	English, Hindi & French	SOFL
233.	Certificate in Russian Language	CRUL	6 Months	2 Years	Russian & English	SOFL
234.	Bridge Programme (Certificate) in Community Health for Nurses	BPCCHM	6 Months	2 Years	English	SOHS
235.	Certificate in Library and Information Science	CLIS	6 Months	2 Years	English	SOSS
236	Appreciation Course on Population and Sustainable Development	ACPSD	3 Months	1 Year	English	SOITS

*\*Admission in these academic programmes was on hold in the reported period.*



## APPENDIX-4

**Regional Centre-wise Learners' Support Centre Network  
as on 31 March, 2017**

Sr. No.	Location of RC	Regular Centre	Pro-gramme Centre	Special Centre	Regular Centre for Women	North Bihar Pattern Centre	Recognized Centre	Sub-Centre	Total Centre
1.	Agartala	8	35	1					44
2.	Ahmedabad	19	13	12					44
3.	Aizwal	13	17	12					42
4.	Aligarh	8	1	4					13
5.	Bangalore	15	56	1					72
6.	Bhopal	11	47	15		1			74
7.	Bhubaneswar	36	27	15		3			81
8.	Bijapur	8	17	4					29
9.	Chandigarh	7	18	5					30
10.	Chennai	14	81	5			1		101
11.	Cochin	14	16	7					37
12.	Darbhanga	10	20	1					31
13.	Dehradun	17	33	3					53
14.	Dehri-On-Sone	4	6						10
15.	Delhi 1	21	38	9					68
16.	Delhi 2	15	17	8	1				41
17.	Delhi 3	17	29	4			1	8	59
18.	Deoghar	11	8	9	1		1		30
19.	Gangtok	6	7	2					15
20.	Guwahati	15	125	3					143
21.	Hyderabad	10	30	1					41
22.	Imphal	15	62	2					79
23.	Itanagar	8	54						62

Sr. No.	Location of RC	Regular Centre	Pro-gramme Centre	Special Centre	Regular Centre for Women	North Bihar Pattern Centre	Recognized Centre	Sub-Centre	Total Centre
24.	Jabalpur	7	14	48					69
25.	Jaipur	24	17	14					55
26.	Jammu	21	15	25					61
27.	Jodhpur	11	12	4					27
28.	Jorhat	11	13	3					27
29.	Karnal	11	17	12					40
30.	Khanna	9	25	8					42
31.	Kohima	15	10	5					30
32.	Kolkata	24	47	18					89
33.	Koraput	8	5	25					38
34.	Lucknow	40	40	21	2		1		104
35.	Madurai	19	80	9					108
36.	Mumbai	8	23	3			2		36
37.	Nagpur	8	30	3					41
38.	Noida	31	39	15	1		1		87
39.	Panaji	7	4	2					13
40.	Patna	14	26	6					46
41.	Port Blair	2	3	6					11
42.	Pune	17	23	4					44
43.	Raghunath-ganj	5	2	4					11
44.	Raipur	13	140	13					166
45.	Rajkot	7	8	15					30
46.	Ranchi	24	26	7	1		1		59
47.	Saharsa	11	11	3					25
48.	Shillong	15	37	13		2			67
49.	Shimla	27	19	7			1		54
50.	Siliguri	12	7	11					30

Sr. No.	Location of RC	Regular Centre	Pro-gramme Centre	Special Centre	Regular Centre for Women	North Bihar Pattern Centre	Recognized Centre	Sub-Centre	Total Centre
51.	Srinagar	20	19	6	1				46
52.	Trivandrum	12	32	6	1				51
53.	Varanasi	31	15	5			2		53
54.	Vatakara	11	12	4					27
55.	Vijayawada	20	26						46
56.	Visakhapatnam	11	16	5					32
<b>Total</b>		<b>808</b>	<b>1570</b>	<b>453</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>8</b>	<b>2864</b>

**Learners' Support Centre under IGNOU Army Education Project (IAEP),  
IGNOU Navy Education Project (INEP) and IGNOU Assam Rifles Education  
Project (IAREP) as on 31<sup>st</sup> March, 2017**

S. No.	Location of Recognized RC	Type of Recognized RC	Total
1.	IAEP - Chandimandir	IGNOU Army Education Project	8
2.	IAEP - Jaipur	IGNOU Army Education Project	4
3.	IAEP - Kolkata	IGNOU Army Education Project	14
4.	IAEP - Lucknow	IGNOU Army Education Project	5
5.	IAEP - Pune	IGNOU Army Education Project	8
6.	IAEP - Udhampur	IGNOU Army Education Project	10
7.	INEP - Kochi	IGNOU Navy Education Project	2
8.	INEP - Mumbai	IGNOU Navy Education Project	1
9.	INEP - New Delhi	IGNOU Navy Education Project	1
10.	INEP - Visakhapatnam	IGNOU Navy Education Project	1
11.	IAREP - Shillong	IGNOU Assam Rifles Education Project	30
<b>Total</b>			<b>84</b>

**Total Number of Learner Support Centres: 2864 + 84= 2948**

## APPENDIX-5

### Details of Externally Funded Projects

Name of the Nodal School	Title of the Research Projects	Funding Agency
School of Agriculture	<ul style="list-style-type: none"> <li>IGNOU-APEDA Development of Agricultural Exports Related Educational Programmes</li> </ul>	Agricultural and Processed Food Products Export Development Authority (APEDA), Ministry of Commerce
	<ul style="list-style-type: none"> <li>Capacity Building Diploma Training Programme under Common Guidelines 2008 for Watershed Development Projects</li> </ul>	Department of Land Resources (DoLR), Ministry of Rural Development
	<ul style="list-style-type: none"> <li>Development of Training Module on Food Safety and Hygiene for Housewives</li> </ul>	Food Safety and Standards Authority of India (FSSAI), Government of India
	<ul style="list-style-type: none"> <li>Human Resource Development in Sericulture and Ancillary Disciplines</li> </ul>	Central Silk Board (CSB), Ministry of Textiles
	<ul style="list-style-type: none"> <li>Capacity Building in Horticulture</li> </ul>	Ministry of Agriculture
School of Inter-disciplinary and Trans-Disciplinary Studies	<ul style="list-style-type: none"> <li>Functionalized Nano Antimalarials: Design synthesis and structural aspects of novel aspartic protease Plasmepsin I &amp; Plasmepsin II</li> </ul>	Indo Portuguese Bilateral Research Cooperation Project, Department of Science and Technology (DST), Ministry of Science and Technology
	<ul style="list-style-type: none"> <li>Asymmetric Reductive animation of carbonyl compounds in Chiral Ionic Liquids</li> </ul>	University Grants Commission (UGC)
	<ul style="list-style-type: none"> <li>Functionalized Nano-antimalarials: Design, Synthesis and Structural aspects of Novel Metal Complexes as Inhibitors of Plasmepsin I and Plasmepsin II.</li> </ul>	Indo Portuguese Bilateral Research Cooperation project, Department of Science and Technology (DST), Ministry of Science and Technology
	<ul style="list-style-type: none"> <li>Search for proficient Antimalarial Agents: Design, Synthesis and Structural Characterization of small molecule inhibitors of malarial aspartic proteases, Plasmepsin I &amp; Plasmepsin II.</li> </ul>	Department of Science and Technology - Science and Engineering Research Board(DST-SERB), Ministry of Science and Technology

Name of the Nodal School	Title of the Research Projects	Funding Agency
School of Sciences	<ul style="list-style-type: none"> <li>• Role of Adiponectin and Uncoupling protein in diabetic heart in rats: Molecular and Stemic Mechanisms</li> </ul>	Department of Science and Technology (DST), Ministry of Science and Technology
	<ul style="list-style-type: none"> <li>• Free Radical Mediated Mechanisms of Cardiovascular Dysfunction in Chronic Heart Failure: Molecular and Systemic Mechanisms</li> </ul>	Indian Council of Medical Research (ICMR)
	<ul style="list-style-type: none"> <li>• Geochemistry, petrogenesis and Isotopic studies of mafic dykes from Sonbhadra district, Son valley: Implication to Evolution of Sub-continental Lithosphere in Central India</li> </ul>	Council for Scientific and Industrial Research (CSIR)
	<ul style="list-style-type: none"> <li>• Integrated Geospatial Information Technologies for Water Resources Management: A Case Study of Thatipudi Watershed, Eastern Ghat Terrain, Andhra Pradesh</li> </ul>	Department of Science and Technology (DST), Ministry of Science and Technology
School of Education	<ul style="list-style-type: none"> <li>• State Open Universities (SOUs) in India: An Evaluation</li> </ul>	Indian Council of Social Science Research (ICSSR)
	<ul style="list-style-type: none"> <li>• Certificate Programme for Professional Development of Primary Teachers (CPPDPT) for the Kendriya Vidyalaya Teachers</li> </ul>	Kendriya Vidyalaya Sangathan (KVS)
School of Social Sciences	<ul style="list-style-type: none"> <li>• Multi National in India: Consumption, Culture and Cooperate Life Style</li> </ul>	University Grants Commission (UGC)
	<ul style="list-style-type: none"> <li>• Assessment of Human Wellbeing: A Multidimensional Approach</li> </ul>	Indian Council of Social Science Research (ICSSR)
	<ul style="list-style-type: none"> <li>• Prevalence of Obesity and its Association with Blood Pressure and Blood Glucose levels</li> </ul>	University Grants Commission (UGC)
	<ul style="list-style-type: none"> <li>• Capacity Building in Disaster Management for Government Officials and Representatives of Panchayat Raj Institutions and Urban Local Bodies at District Level</li> </ul>	National Disaster Management Authority

Name of the Nodal School	Title of the Research Projects	Funding Agency
	<ul style="list-style-type: none"> <li>Politics of Separate States in Uttar Pradesh: Castes, Regions and Development</li> </ul>	University Grants Commission (UGC)
	<ul style="list-style-type: none"> <li>The Post Liberalization Rural Transformation: A Study of Rural Society of Bihar</li> </ul>	Indian Council of Social Science Research (ICSSR)
	<ul style="list-style-type: none"> <li>Seeing the Unseen: A Visual /Photographic Documentation of Manual Scavenging in NCR Region</li> </ul>	Indian Council of Social Science Research (ICSSR)
	<ul style="list-style-type: none"> <li>National Virtual Library of India</li> </ul>	Ministry of Culture
	<ul style="list-style-type: none"> <li>National Coordinator for SWAAYAM and SWAYAM PRABHA</li> </ul>	Ministry of Human Resource Development
	<ul style="list-style-type: none"> <li>Design and Development of a certificate programme on Life and Thought of B.R. Ambedkar</li> </ul>	Dr. B.R. Ambedkar Foundation, Ministry of Social Justice and Empowerment.
School of Management Studies	<ul style="list-style-type: none"> <li>Study on Corporate Governance Practices of Indian Financial Sector Companies</li> </ul>	National Foundation for Corporate Governance, Ministry of Corporate Affairs



## APPENDIX-6

**Conferences/Workshops/Panel Discussions/Lectures/Seminars  
organized by IGNOU**

Name of School/Unit	Theme, Venue and Date
University Level	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> G. Ram Reddy Memorial Lecture was delivered on the topic “Ram Reddy and Narasimha Rao- Why Leadership Matters” by Dr. Sanjaya Baru, Member, Governing Board, Centre for Policy Research on 02 July, 2016.</li> <li>• 31<sup>th</sup> Foundation Day of the University was celebrated with lecture on the topic, “Ethics and Values in Governance” by Shri Vivek Mehrotra, Retd Secretary, Ministry of Minority Affairs on 19 November, 2016.</li> <li>• International Yoga Day was celebrated on 21 June, 2016.</li> <li>• Vigilance Awareness Week was observed from 31 October to 5 November, 2016.</li> <li>• International Day of Persons with Disabilities was observed with a lecture on the topic “The Rights and status of persons with disabilities in Indian society” by Major Gen. (Retd.) Ian Cardozo on 2 December, 2016.</li> <li>• Hindi Diwas was celebrated on 14 September, 2016.</li> <li>• 6<sup>th</sup> Conference of Vice-Chancellors of Open Universities was held on 19 September, 2016.</li> <li>• International Women’s Day was celebrated with a panel discussion on “Voices from the Grassroots” on 8 March, 2017.</li> <li>• International Conference on Bharat Bodh in collaboration with Bharatiya Shikshan Mandal was held from 23 to 25 February, 2017.</li> </ul>
School of Social Sciences	<ul style="list-style-type: none"> <li>• National Seminar on topic “Interpreting Culture: Subjectivity, Ideology and Identity”, was organized from 16 to 17 March, 2017.</li> <li>• A session on topic “Harnessing the Potential of Generation ‘Y’” by Mr. Clifford D’Silva, Director, Goa Institute of Counseling, Goa, was organized on 11 July, 2016.</li> <li>• A talk on the topic “Overcoming Depression: The common cold of modern life” was delivered by Dr. Jayanti Dutta, a reputed psychologists in Delhi, was delivered on 7 October, 2016.</li> </ul>

Name of School/Unit	Theme, Venue and Date
	<ul style="list-style-type: none"> <li>National Seminar on topic “Thoughts and Ideology of Bharat Ratna Dr. B.R. Ambedkar: Acceptance, Deviations and Relevance, India 2025” was organized from 16 to 18 November, 2016.</li> </ul> <p><b>Indira Gandhi Centre for Freedom Struggle Studies (IGCFSS):</b></p> <ul style="list-style-type: none"> <li>Seminar on topic “Indian Freedom Struggle: Different Voices, Varied Streams but Common Goal” was organized on 9 August, 2016.</li> </ul>
School of Tourism & Hospitality Services Management	<ul style="list-style-type: none"> <li>National Seminar on topic “Problems &amp; Prospects of Tourism and Hospitality Studies in India” on 5 - 6 April, 2016.</li> <li>World Tourism day was celebrated on 30 September, 2016.</li> </ul>
School of Translation Studies & Training	<ul style="list-style-type: none"> <li>National Seminar on topic “Gender in Translation: Fidelity Reconstructed” was organized from 9 to 10 February, 2017.</li> <li>International Seminar on topic “Beyond Post-Colonial Hermeneutics: Comparative Perspectives” was organized from 3 to 5 March, 2017.</li> <li>Translation Training Workshop for faculty of IGNOU “Translation in ODL: Paradigm and Strategies” was conducted from 22 to 23 September, 2016.</li> </ul> <p><b>Under Sindhi Chair</b></p> <ul style="list-style-type: none"> <li>National workshop on topic “Framing new schemes for promotion of Sindhi language” was conducted from 25 to 26 April, 2016.</li> <li>National Seminar on topic “Identities in India with Special Reference to Sindhi Society and Culture” was organized from 28 to 29 December, 2016, Faizabad, U.P.</li> </ul> <ul style="list-style-type: none"> <li>National Seminar on topic “Translating Sindhi Literature into Hindi” was organized from 15 to 16 February, 2017, Adipur, Gujarat.</li> <li>National Seminar on topic “Sindhi Bhakti Literature” was organized from 10 to 11 March, 2017, Mumbai.</li> </ul>
School of Gender and Development Studies	<ul style="list-style-type: none"> <li>A talk on topic “ODL and Women’s Careers in IT &amp; STEM” by Dr. Cleem Herman, UK Open University, on 3 March, 2017</li> </ul>

Name of School/Unit	Theme, Venue and Date
School of Sciences	<ul style="list-style-type: none"> <li>• Seminar on the topic “Science and Technology for specially abled persons” to celebrate Science Day was delivered on 28 February, 2017.</li> </ul>
School of Education	<ul style="list-style-type: none"> <li>• National Conference on topic “Teacher Education through Open and Distance Learning Challenges and the Road Ahead” was organized from 27 to 29 March, 2017.</li> </ul>
School of Inter-disciplinary and Trans-Disciplinary Studies	<ul style="list-style-type: none"> <li>• Lecture on topic “Efficacy of Rural Public-Housing Projects: Field-based Insights on Indira Awaas Yojana in Uttarakhand Villages” by Ms. Sruthi Samuel, IGNOU, was delivered on 12 April, 2016.</li> <li>• Lecture on topic “Migration and Industrial Work: Thinking Through Key Concepts in Industrial Sociology”, by Prof. Sumangala Damodaran, Ambedkar University, Delhi, was delivered on 26 April, 2016.</li> <li>• Lecture on topic “Interdisciplinary Studies” by Prof. Kamal K. Mishra, University of Hyderabad, was delivered on 11th July, 2016.</li> <li>• Lecture on topic “Disability, Technology, Value: The Case of Deaf “Workers with Disabilities in Indian Multinational Corporations” by Dr. Michele Friedner, Stony Brook University, New York, was delivered on 8th August, 2016.</li> <li>• Lecture on topic “Environmental Geochemistry and Health” by Prof. R. Baskar, Guru Jambheshwar University of Science and Technology, Hisar, was delivered on 29 March, 2017.</li> <li>• Lecture on topic “Vaccines and Health” by Dr. Amulya K Panda, Scientist, National Institute of Immunology, New Delhi, was delivered on 29 March 2017.</li> <li>• Lecture on topic “Disaster Management”, by Dr. Anil K. Gupta, was delivered on 29th March, 2017.</li> <li>• International Conference on topic “Migration and Diasporas: Emerging Diversities and Development Challenges”, was organized from 22 to 23 March, 2017.</li> </ul>
School of Health Sciences	<ul style="list-style-type: none"> <li>• A health talk and health camp in collaboration with PSRI team to celebrate World Health Day was organized on 7 April, 2016.</li> <li>• Health Camp in collaboration with Medanata - Medicity, Gurugram, was organized on 26 October, 2016.</li> </ul>

Name of School/Unit	Theme, Venue and Date
Staff Training & Research Institute of Distance Education	<ul style="list-style-type: none"> <li>• Workshop on Development of MOOCs in India on 29 April, 2016.</li> <li>• 21 days refresher programme on topic “ICT in ODL for teachers and academics of IGNOU” was conducted from 18 July to 10 August, 2016, in collaboration with SOCIS and RSD.</li> <li>• Workshop for newly promoted Assistants/JATs (Batch-I) was conducted from 30 January to 01 February, 2017.</li> <li>• Workshop for newly promoted Assistants/JATs (Batch-II) was conducted from 1-3 March, 2017.</li> <li>• International workshop on topic “Open Badges” was conducted on 17 March, 2017.</li> <li>• Seminar presentation by two senior faculty of University of South Africa Dr. Jennifer Roberts on topic “Future and Changing Role of Staff in Distance Education: A Study to Identify Training and Continuous Professional Development Needs”; Professor Ignatius G.P., Gous on topic “Learning Re-Prioritized: Supporting ODeL Students by Developing a Personal Information Management and Mastery Systems and Strategies Programme” was organized on 13-14 October, 2016.</li> <li>• Specialized course on Design Development and Implementation of E-Learning Courses for International participants in collaboration with CDAC, Noida under the ITEC/SCAAP Scheme of MEA was conducted on 30 November, 2016.</li> <li>• Seminar on topic “Open Education in the Global World” by faculty from Rio de Janeiro University, Brazil was organized on 23 January, 2017.</li> <li>• Three days international seminar on topic “Skill Development through ODeL: Innovations, Entrepreneurship, Employment for Inclusive and Sustainable Livelihoods” was organized on 9-11 March, 2017.</li> </ul>

## APPENDIX-7

## RESEARCH PUBLICATION AND CONTRIBUTIONS IN CONFERENCES/ SEMINARS / WORKSHOPS

### A. RESEARCH PUBLICATIONS

#### A.1 PUBLISHED BOOKS

##### School of Extension and Development Studies

###### Prof. B K Pattanaik

- *Introduction to Development Studies, Sage, India, ISBN: 978-93-515-0820-5.*

##### School of Gender & Development Studies

###### Prof. Anu Aneja

- *Embodying Motherhood: Perspectives from Contemporary India, Sage, New Delhi, ISBN : 978-93-515-0893-9. ( co-authored with Shubangi Vaidya)*

##### School of Social Sciences

###### Prof. Alka Dhameja

- *Public Administration: Approaches and Applications, Pearson, India, ISBN: 978-93-325-5507-5. (co-edited with Sweta Mishra)*

###### Prof. D. Gopal

- *Indo-Pacific Emerging Power, Evolving Regions and Global Governance, Akar Books, New Delhi, 2016 (co-edited with Dalbir Ahlawat).*

###### Dr. Suhas Shetgovekar

- *Coauthor of Book on Textbook of Parametric and Nonparametric Statistics, SAGE, Delhi.*

###### Prof. Shashi Bhushan Upadhyay

- *Historiography in the Modern World, ISBN: 978-019-945970-4, Oxford University Press, New Delhi.*

##### School of Social Work

###### Dr. Rose Nembiakkim

- *Tribal Adolescents and their Public Health Concern, Uppal Publishing House, New Delhi, ISBN: 978-81-7658-090-8.*

## Planning & Development Division

### Dr. Neelam Chaudhary

- *Nurturing Social Equity through Distance Education*, ISBN: 978-93-86100-72-6, IGNOU, New Delhi, 2016 (co-authored with Girija Shankar).
- *Three Decades of Distance Education*, ISBN: 978-93-86100-71-9, IGNOU, New Delhi, 2016. (co-authored with Girija Shankar)

## A2. ARTICLES IN PEER REVIEWED JOURNALS

### School of Agriculture

#### Dr. Mukesh Kumar

- "Evaluation of Models and Approaches for Effective Rainfall in Irrigated Agriculture-A Review", *Journal of Soil and Water Conservation*, Vol. 16(1), pp. 32-36, 2017. (co-authored with Rohitashw Kumar, Zeenat Farooq and Sushmita M. Dadhich)
- "Development of Mathematical Model for Estimation of Wetting Front Advance under Drip Irrigation in Sandy Loam Soil", *Journal of Soil and Water Conservation*, Vol. 16(1), pp. 53-58, 2017. (co-authored with Shruti Rani Tirkey and Arpan Sherring)
- "Evaluation of reference evapotranspiration models using single crop coefficient method and lysimeter data", *Indian Journal of Agricultural Sciences*, Vol.87(3), pp. 350-354, 2017. (co-authored with Rohitashw Kumar)
- "Efficient design of drip irrigation system using water and fertilizer application uniformity in different operating pressures at semi-arid region of India", *Irrigation and Drainage*, 2017. DOI: 10.1002/ird.2108. (co-authored with Rohitashw Kumar, T.B.S. Rajput and Neelam Patel)
- "Sensor network based irrigation system for real time irrigation scheduling in vegetable crops under different methods of irrigation". *Indian Journal of Agricultural Sciences*. Vol. 86(11): pp. 1433-1437, 2016. (co-authored with Jitendra Kumar, Neelam Patel, and T.B.S. Rajput)
- "Modelling of soil loss using USLE through Remote Sensing and Geographical Information System in micro-watershed of Kashmir valley", *Indian Journal of Soil and Water Conservation*, Vol. 15(1), pp. 40-45, 2016. (co-authored with Rohitashw Kumar, Shah, A. I, Bhat, S. A., Wani, M. A. and D. Ram)

#### Dr. P.K. Jain

- "Knowledge mapping on cotton (*Gossypium herbaceum* L.) production technologies of the farmers of Karimnagar district in Telangana state", *The Journal of Research ANGRAU*. Vol. 45(1), pp. 64-70, 2017. (co-authored with Rao, N. Venkateshwar, N. Kishore Kumar and M. Jagan Mohan Reddy)



- “Utility of KVKs as Perceived by the Farmers in Improvement of Production and Productivity in North Eastern Region of India”, *Journal of Agroecology and Natural Resource Management*, Vol. 4(2), pp. 124-127, 2017. (co-authored with Nath Dipak, R.K. Talukdar and B.S. Hansra)
- “Performance of KVKs in North Eastern Region of India under Different Administrative Units”, *Journal of Community Mobilization and Sustainable Development*. Vol. 12(1), pp. 87-99, January-June, 2017 (Nath Dipak, R.K. Talukdar and B.S. Hansra)
- “Performance of KVKs in North Eastern Region of India, *International Journal of Agriculture Sciences*, ISSN: 0975-3710 & E-ISSN: 0975-9107, Vol. 9(16), pp.-4120-4127, 2017. (co-authored with Nath Dipak, Talukdar R. K. and Hansra B.S)
- “Extent of Utilization of Mass Media Sources by Farmers Field School (FFS) and Non-FFS Farmers of Groundnut”, *The Andhra Agricultural Journal*, Vol. 64(1), pp. 213-216, 2017. (co-authored with Sreenivasalu, S. and T.P. Sastry)
- “Adoption of Maize (*Zea mays* L) Production Technologies in Karimnagar District of Telangana”, *Journal of Krishi Vigyan*, Vol. 5(2), pp 1-4, 2017. (co-authored with Rao N V, Kumar, N Kishor and Reddy M Jagan Mohan)
- “A Study on Constraints Faced by KVK Scientists of NE Region of India and Suggestion for Improvement”, *Journal of Community Mobilization and Sustainable Development*, Vol.11(2), pp.169-172, 2016. (co-authored with Nath, Dipak, Talukdar, R.K. and Hansra, B.S.)
- “Economic Dimensions of Enterprises Established Under Agri-Clinics and Agri-Business Centers”, *Journal of Community Mobilization and Sustainable Development*, Vol.11(1), pp.39-44, 2016. (co-authored with Armorikar, P.S., Hansra, B.S, Gowda, M.J. Chandre)
- “An Analytical Study of Web Support in Distance Education Programmes”, *Indian Journal of Open Learning*, Vol. 25(3), pp. 187-203, 2016. (co-authored with Mohinder Kumar Salooja and G. Mythili)
- “Constraints Encountered by the beneficiaries of Krishi Vigyan Kendra in North Eastern Region of India”, *Journal of Extension Education*, Vol. 28(2), pp.5665-5668, 2016. (co-authored with Nath Dipak, R.K. Talukdar and B.S. Hansra)

## School of Education

### Prof. S.V.S Chaudhary

- “Towards Inclusive Education: A Case Study of IGNOU”, *Journal of Learning for Development*, ISSN: 2311-1550, Vol. 3(3), pp. 43-59, 2016. (co-authored with Pankaj Khare, Sanjay Gupta and Suresh Garg)

**Prof. Saroj Pandey**

- “Teacher Education Curriculum Reform”, *An analysis of Teacher Education Syllabus of selected universities of Uttar Pradesh*. University News 22-28 August 2016. New Delhi.

**Prof. A. Mishra**

- “Teaching Students with Hearing Impairment at Secondary Level”, *Journal of National Convention of Educators of the Deaf*, Vol. 7(1), pp.47-51, Mumbai, 2016.
- “Comparison of Environmental Characteristics between Inclusive and Non-Inclusive Set Ups with reference to DHH Children”, *Journal of National Convention of Educators of the Deaf*, Vol. 8(1), pp.27-32, Mumbai, 2017. (co-authored with A. Upadhyay)
- “Professional Collaboration of Teachers and Teach Language Pathologies for promoting inclusive practices”. *Journal of National Convention of educators of the Deaf*, Vol. 8(1), pp.12-18. Mumbai, 2017. (co-authored with S. Dash, G. Jaiwal and A.R. Singh)

**Prof. B. Dogra**

- “Leveraging Technology in Open and Distance Learning (ODL) for Continuing Teacher Education” *Gyanodaya The Journal of Progressive Education*, Vol. 9(1), pp.1-10, 2016. (Indianjournals.com)
- “An Inclusive and Contextual School Curriculum for Mainstreaming the Learners From Northeast India”, *Quest Interdisciplinary Journal*, Vol. 10(2), pp.127-133, 2016 (M. B. L. Sah in association with indianjournals.com)
- “Pedagogies for Participatory Inclusion in Schools”, *Educational Quest: An International Journal of Education and Applied Social Sciences*, Vol. 7(3), pp. 325-329, 2016. (Indianjournals.com)

**School of Extension and Development Studies****Prof. B. K. Pattanaik**

- “Decentralized development planning: An approach towards grassroots development”, *Political Economy Journal of India*, Vol. 25(1-2), pp. 77-87, January-June 2016.
- “Demonetization. Cashless Economy and Development”, *Yojana*, Vol. 61, pp. 47-52, February 2017.
- “Impact of NRHM on infrastructure, manpower, and service delivery at village level: A study in Rajasthan”, *Political Economy Journal of India*, Vol. 25(2), pp. 1-6, 2016 (First author G. S. Karol, Co-authored J. K. Das).
- “Health and nutritional status of women and children: An empirical study in the slums of Delhi, India”, *International Journal of Child Health and Human Development*,

ISSN: 1939 -5965, Vol. 9(2), pp. 163 -170, 2016. (First author S. Singh, Co-authored with N. A. Farooquee, and A. Mitra,)

### **Dr. Nehal Ahmed Farooquee**

- “Impact of Globalization and Changing values on Pastoral Grazing in Indian Central and Eastern Himalaya”, *NIU Journal of Social Sciences*, ISSN: 2347-9795, Vol. 3-4, pp. 46-61, 2016. ( Co-authored with N.K. Jha, R.K. Maikhuri and P. Gooch)
- “Nutritional status of children in slum: A case study of non-notified slum of Delhi”, *Academia*, ISSN 2395-0161, Vol. 1(1), January-June 2016. (First author S. Singh Co-authored with B. K. Pattanaik)
- “Procedural Contrivance for best Practices in Land Laws and Policies for Rural-Urban (Re) Settlement - Needs a Core Solution”, *Political Economy Journal of India*, Vol. 25(2), pp. 22-30, 2016. (First author Brij M.K. Shorey)
- “Entrepreneurial Behaviour of Vegetable Growers in Karnataka”, *Political Economy Journal of India*, 12 (2), pp. 369-376, 2016. (First author N. Kumar and, co-authored P.V.K. Sasidhar)
- “Performance of Area catechu and Piper betle as a Mixed Cropping under Organic Condition in Tumkur District of Karnataka”, *Environment and Ecology*, Vol. 34(4C), pp. 1946-1949, 2016. (First author N. Kumar and, co-authored with P.V.K. Sasidhar)
- “Study on Market Intelligence Knowledge among Tomato Farmers of Karnataka”, *Political Economy Journal of India*; 12(1), pp. 441-445, 2016. (First author N. Kumar, co-authored with P.V.K. Sasidhar)

### **Dr. P.V.K. Sasidhar**

- “Training Evaluation of Field Veterinarians: Implications for Scaling Up”. *Journal of Agricultural Extension Management*, Vol. 17(2), pp. 71-80, 2016. (First author M. Ravi Kumar, co- authored with K. Gabriel)
- “Assessment of Veterinary Health Care Infrastructure Availability in Karnataka”. *Indian Research Journal Extension Education*, Vol. 17(1), pp. 46-49, 2017. (First author B. Channappagouda)

## **School Engineering and Technology**

### **Dr. N. Venkateshwarlu**

- “Distance Education: How much Distance? The History, Opportunities, issues and Challenges”, *Global Journal of Enterprise information Systems*, ISSN: 0975-1432, Vol. 8(3), pp. 70-76, July-Sept. 2016. (co-authored with N.V.S. Raju and Pradeep Kumar)
- “Skill Development Training Programme: A Case Study of IGNOU”, *Global Journal of Enterprise information Systems*, ISSN: 0975-1432, Vol. 8(4), pp. 66-70, Oct.-Dec. 2016. (co-authored with Ashish Agarwal and Rakhi Sharma)

## School of Health Sciences

### Dr. Reeta Devi

- “Prevalence of self-reported Type 2 diabetes Mellitus and associated socio-economic-demographic factors among adults above 20 Years in a residential area of Delhi”, *Asian Journal of Medical Sciences*, ISSN: 2467-9100, Vol. (7)4 , pp. 6-13, Jul.-Aug 2016. (co-authored with Bimla Kapoor and M. Meghachandra Singh)
- “Effectiveness of self-learning module on the knowledge and practices regarding foot care among type II diabetes patients in East Delhi, India; *International Journal of Community Medicine and Public Health*, ISSN: 2394-6032, Vol. 3(8), pp. 2133-2141, August 2016. (co-authored with Bimla Kapoor and M. Meghachandra Singh)
- “Positive thinking and health status among adults in a tertiary care hospital of Delhi, India”, *International Journal of Community Medicine and Public Health*, ISSN: 2394-6032, Vol. 3(12), pp. 3511-3514, December 2016. (First authors M. Meghachandra Singh, Sanchit Duhan, Sumita Sandhu)

## School of Interdisciplinary and Trans-disciplinary Studies

### Dr. B. Rupini

- “Design, synthesis and biological evaluation of arylpiperazine-based novel phthalimides: Active inducers of testicular germ cell apoptosis”, *Journal of Chemical Sciences*, Vol. 128(8), August 2016, pp. 1245-1263, DOI: 10.1007/s12039-016-1122-0. (First author Anil K. singh co-authored Jitender K. Bhardwaj, Ana Olival, Yogesh Kumar, Avijit Podder, Ankur Maheshwari, Renuka Agrawal, N. Latha, Brajendra K. Singh, Helena Tomas, Joao Rodrigues, Ram Kishan, and Brijesh Rathi)
- “Skill development in environmental sector through open and distance learning using information and communication technologies”, *International Journal of Multidisciplinary Educational Research*, ISSN 2277-7881, Vol. 5(4), pp. 87-98, May 2016. (First authors A. Murali M. Rao and Sushmita Baskar)

### Dr. Sushmita Baskar

- “Evidences for microbial precipitation of calcite in speleothems from krem syndai in Jaintia Hills, Meghalaya, India”, *Geomicrobiology Journal*, Vol. 133(10), pp. 906-933, 2016, Taylor & Francis.(co-authored with Joyanto Routh, Ramanathan Baskar, Abhinav Kumar, Hanna Miettinen and Merja Itavaara)
- “Biomining abilities of cupriavidu strain and bacillus subtilis strains in vitro isolated from speleothems, Rani Cave, Chhattisgarh, India”, *Geomicrobiology Journal*, pp. 1-16. 8 December 2016. <http://dx.doi.org/10.1080/01490451.2016.1257663> (First author Swati Chalia, co-authored with Minakshi Prasad, Ramanathan Baskar and Koushlesh Ranjan)

## School of Journalism & New Media Studies

### Dr. Kiron Bansal

- “Alternative media in HIV AIDS prevention: A study in Nagaland”, *International Journal of Indigenous and Marginalized Affairs*, ISSN: 2454-1699, Vol. 2(1-2), pp. 99-114, New Delhi, Jan-June-Dec., 2016. (First author Imechen Imnasen)
- “Knowledge and beliefs about HIV/AIDS among rural women of Udham Singh Nagar”, *Vivekananda Journal of Research*, ISSN: 2319-8702, Vol. 5(1), pp. 48-62, Jan-June 2016. (First author Yuki Azaad Tomar)

## School of Sciences

### Prof. Bharat Inder Fozdar

- “Cuspidate A, new anti-fungal Triterpenoid Saponin from *Lepidagathis cuspidate*”, *National Product Research*, Vol. 31(7), pp. 773-779, 2017. (First author Rajiv rattan, co-authored with Veena Gautam, Ritika Sharma, Dinesh Kumar and Upendra Sharma)

### Dr. M. Abdul Kareem

- “Antihaemolytic activity of phytochemical aqueous extracts of *pterocarpus santalinus* and *phyllanthus emblica* in red blood cells of human subjects receiving chronic alcohol and cigarette smoking”, *International Journal of Pharmaceutical Sciences and Research*, ISSN: 0975-8532, Vol. 7(9), pp. 3857-3864, September 2016. (First authors Thippannagari Lokesh, Bulle Sarada, Kodidela Swarnalatha, and N.C.H. Varadacharyulu)

### Dr. Arvind Kumar Shakya

- “Medicinal plants: Future source of new drugs”, *International Journal of Herbal Medicine*, ISSN: 2394-0514, Vol. 4(4), pp. 59-64, 2016.
- “Protective effect of Sharbat-e-Deenar against acetaminophen-induced Hepatotoxicity in experimental animals”, *Journal of Traditional Chinese Medicine*, ISSN 0255-2922, Vol. 37(3), pp. 387-392, 2017. (co- authored with Sangeeta Shukla)

### Dr. Maneesha Pandey

- “Candiduria: Managing a therapeutic challenge diagnostically”, *International Journal of Health System and Disaster Management*, pp. 139-142, January 05, 2017, Wolters Kluwer-Medknow, DOI: 1044103/2347-9019.196795. (First authors Hariom Sharan, Ganesh S. Bhatambare and Trupti Bajpai, co-authored with Meena Varma)
- “Species-level Identification of *Acinetobacter* by 16s rRNA sequencing: Necessity Today, Essentiality Tomorrow”, *New Nigerian Journal of Clinical Research*, Vol. 5(8), pp. 55-58, July-December 2016, Wolters Kluwer-Medknow, DOI: 10.4103/2250-9658.197438. (First authors Trupti Bajpai, Ganesh S. Bhatambare, co-authored with Meena Varma)

- “Prevalence of TEM, SHV and CTX-M Beta-Lactamase genes in the urinary isolates of a tertiary care hospital”, *Avecenna Journal of Medicine*, Vol. 7(1), pp.12-16, Jan-March, 2017, Wolters Kluwer-Medknow, DOI: 10.4103/2231-0770.197508. (First authors Trupti Bajpai and S. Ganesh Bhatambare, co-authored with M. Varma)

#### **Dr. Parvesh Babber**

- “Thiamine Deficiency induced dietary disparity promotes oxidative stress and neurodegeneration”, *Indian Journal of Clinical Biochemistry*, pp.1-7, September 01, 2017, Springer, DOI: 10.1007/s12291-017-0690-1. (First authors Anisha Chauhan, Nidhi Srivastva)

#### **Dr. Kamalika Banerjee**

- “Synthesis, spectroscopic characterization and invitro bacterial evaluation of Ni(II) complexes of new tridentate arolydrazone ligands”, *International Journal of Advanced Engineering Research and Science (IJAERS)*, ISSN 2349-6495(P) 2456-1908(O), Vol. 3(12), pp. 119-125, December 2016. (First author Pramod Kumar Singh, co-authored with Sangeeta Singla)
- “Synthesis and spectroscopic properties of Co(II) complexes derived from new arolyhydrazone ligands”, *International Journal of Science and Research*, ISSN: 2319-7064(Online), Vol. 6(2), pp. 1911-1915, February 2017. (First author Pramod Kumar Singh, co-authored with Sangeeta Singla)
- “Synthesis and spectroscopic properties of Co(III) complexes of dibasic tridentate hydrazone Schiff base Ligands”, *International Journal of engineering Research and Application*, ISSN: 2248-9622, Vol. 7(3)1, pp. 41-45, March 2017. (First author Pramod Kumar Singh, co-authored with Sangeeta Singla)

#### **Dr. Sanjeev Kumar**

- “Validation of RP-HPLC method for simultaneous determination of Curcumin, Sesamin and Glycyrrhetic Acid in a wound healing Polyherbal oil formulation”, *International Journal of Chemistry*, ISSN: 2249-2119, Vol. 5(3-4), pp. 264-274, 2016. (First authors Remya U, Pradnya J. prabhu, co-authored with Suresh Patankar)
- “TLC-MS identification and HPTLC fingerprinting of Curcumin, sesamin, Glycyrrhetic acid and Beta sitosterol in wound healing Polyherbal Oil formulation followed by Preliminary Phytochemical Screening and Physicochemical Analysis”, *International Journal of Chemistry*, ISSN: 2249-2119, Vol. 5 (3-4), pp. 212-222, 2016. (First authors Remya U, Pradnya J. prabhu, co-authored with Suresh Patankar)

#### **Dr. Kakoli Gogoi**

- “Challenges and opportunities in geosciences education in open and distance learning :India”, *Learning Community*, ISSN 0976-3201, Vol. 7(2), pp.117-126, August 2016. (co-authored with Benidhar Deshmukh and Meenal Mishra)



**Dr. Omkar Verma**

- “Historical Biogeography of the late cretaceous vertebrates of India: Comparison of Geophysical paleontological data” In Khosla A and Lucas S.G, (eds), *Cretaceous Period : Biotic Diversity and Biogeography*, New Mexico, pp. 317-330, 2016. (co-authored with Ashu Khosla, Francisco J. Goin and Jasdeep Kaur)
- “Myliobatid and pycnodont fish from the Late Cretaceous of Central India and their paleobiogeographic implications”, *Historical Biology: An International Journal of Paleobiology*, ISSN: 0891-2963, Vol. 29(2), pp. 253-265, 2017, Taylor & Francis. (co-authored with Ashu Khosla, Jasdeep Kaur and M. Prashanth)

**Prof. Sunita Malhotra**

- “Design Synthesis and Biological Evaluation of Fluroquinolone Schiff Bases”, *World Journal of Pharmacy and Pharmaceutical Science*, ISSN: 2278-4357, Vol. 5(6), pp. 2320-2336 (co-authored with Krishnaiah Pendem and Radha Nandan Chaturvedi)
- “Development of Cosmeceutical Products from Nano-sized Active Colour Constituents of Ratanjot, Seabuckthorn and Annatto”, *International Journal of Pharmacy and Pharmaceutical Science*, ISSN: 0975-1491, Vol. 8(5), pp. 232-237, 2016 (co-authored with Swati Pal and Satyanarayan Naik)
- “A Convenient and Industrially Viable Route to Separate Lipophilic and Hydrophilic Fractions of Seabuckthorn Pulp and Analysis of their Activities”, *International Research Journal of Pharmacy*, ISSN: 2230-8407, Vol. 7(11), pp. 86-91 (co-authored with Swati Pal and S. N. Naik)

**Dr. Shubha Gokhale**

- “Dysprosium doping induced shape and magnetic anisotropy of Fe<sub>3</sub>-xDy<sub>x</sub>O<sub>4</sub>(x=0.01-0.1) nanoparticales”, *Journal of Magnetism and Magnetic Materials*, Vol. 414, (2016), pp. 111-115, Cross Mark. (co-authored with Richa Jain and Vandna Luthra )

**Dr. S. Lamba**

- “Exchange hardening in FePt/Fe<sub>3</sub>Pt dual exchange spring magnet: Monte Carlo modeling”, *Journal of Alloys and Compounds*, Vol. 30, pp. 1-6. (authored with Rajan Goyal, Nishta Arora and S. Annapoorni, co-authored with Akanksha Kapoor)

**Dr. Sanjay Gupta**

- “Implementation of Choice Based Credit System in Open Universities”, *University News*, Vol. 54(47), pp. 3-10, 21-27 November 2016. (co-authored with Suresh Garg)
- “Autonomy, Accountability and Governance of Higher Education Intuitions”, *University News*, Vol. 54(26), pp. 3-10, 27 June 2016. (co-authored with Suresh Garg)

## School of Social Sciences

### Dr. Rukshana Zaman

- “Sashimani: The God-Kings Last Wife”, *The Eastern Anthropologists*, ISSN: 0012-8686, Vol. 69(3-4), pp.477-488, July-Dec. 2016.

### Prof. D. Gopal

- “Australia-India Strategic Relations: From Estrangement to Engagement”, *India Quarterly*, Vol. 71(3), pp. 206-220, 2015. (co-authored with Dalbir Ahalwat)

### Prof. Jagpal Singh

- “Communal Violence in Muzaffarnagar: Agrarian Transformation and Politics”, *Economic and Political Weekly*, Vol. 51 (30), pp. 94-101, 2016.

### Dr. Archana Shukla

- “Growth of Solar Physics Research in India since 1960: A Scientometric Analysis”, *Journal of Indian Library Association*, Vol. 52(3), pp. 63-71, 2016.(co-authored with M. N. Alam)
- “Stellar Research in India: A Scientometric Study”, *INFOLIB*, Vol. 9(3-4), pp. 9-20, 2016. (co-authored with M.N. Alam)
- “Research on Astronomical Instrumentation, Methods and Techniques (AIMT): A Sientometric Analysis”, *LIS Communication*, Vol. 2(4), pp. 2-12, 2016. (co-authored with Alam, M. N. and Sarkhel, J. K.)
- “Progress of Meteorology and Atmospheric Research Publication in India since 1960s: A Scientometric Analysis”, *Indian Journal of Library Science and Information Technology*, Vol. 1(2), pp. 66-74, 2016. (co-authored Alam, M. N.)
- “Dental Clinics of North America 2004-2014: A Bibliometric Study” *Library Herald*, Vol. 54( 1), 2016. (co-authored with Papreja, Shruti)
- “Instructional services for the students of Ramakrishna Mission Blind Boys Academy-A case Study. *IASLIC Bulletin*, Vol. 61(1), 2016. (co-autnored with Mitra, Sharmishtha, and Sen, B.K.)

### Dr. Rashmi Sinha

- “Body Mass Index, Blood Pressure and Blood Sugar in Adult Women of Delhi - Is their Co-Existence Inevitable?”, *International Journal of Scientific Research*, ISSN: 2277-8179, Vol. 5(7), pp. 637-639, Inpressco India, 2016.
- “An Association between Working Status, Physical Activity, Food Preference and BMI among Adult Women of Delhi”, *International Educational Scientific Research Journal*, ISSN: 2455-295X, Vol. 2(7), pp. 91-93, Worldwide Journals, Ahmedabad, 2016.
- “Combating Obesity Anthropologically”, *International Journal for Applied Science*, Vol. 1(6), pp. 1-12, 2016.

- “Anthropology in Forensic Science (Editorial)”, *Everyman’s Science*, 51(6), ISSN: 0531-495X, Indian Science Congress Association Kolkata, 2017.

### School of Social Work

#### Dr. Rose Nembiakkim

- “Reproductive and Sexual Health Awareness among adolescent girls: A micro study in Churachandpur district of Manipur”, *Political Economy Journal of India*, ISSN: 0971-2097, Vol. 26(1-2), pp-87-98. January-June 2017.

### Planning & Development Division

#### Dr. Pankaj Khare

- “Project approach for capacity building of ODL practitioners”, *Educational Quest*, ISSN: 0976-7258, Vol. 7(1), pp. 43-48, April 2016.

#### Dr. Neelam Chaudhary

- “A Tracer Study of IGNOU Graduates”, *International Journal of Current Advanced Research*, ISSN: 2319-6505, Vol. 5(4), pp. 791-798, Delhi, April 2016. (co-authored with Girija Shankar)

#### Dr. Pankaj Khanna

- “A Conceptual Framework for achieving Good Governance at Open and Distance Learning Institutions”, *Open Learning: The Journal of Open, Distance and e-Learning*; Vol. 32(I), pp. 21-35, UK, Oct. 2016.

#### Mr. Girija Shankar

- “Assessing Learner Support Services at IGNOU: A Case Study of BCA Programme”, *International Journal of Multidisciplinary Research and Development*, ISSN: 2349-5979, Vol. 3(5), pp. 198-203, Akinik Publications, New Delhi, 2016. (co- authored with Neelam Chaudhary)

### A3. CHAPTERS IN EDITED BOOK

### School of Agriculture

#### Dr. V. Venkat Ramanan

- “Impact of climate change on crop growth, development and productivity” In *Innovative Agriculture: Techniques and Practices*, Birendra Prasad and Udit Kumar (eds) ISBN: 978-81-7622-382-9, pp. 25-41 Biotech Books, New Delhi, 2017. (co-authored with Shachi Shah and S.D. Singh)

#### Dr. Shachi Shah

- “Impact of Fertilizers and Pesticides on soil Microflora in Agriculture”, In *Sustainable Agriculture Reviews*, Dr. Lichtfouse, Eric (Ed.), ISBN: 978-3-319-26777-7, 2016; Vol.

19, Springer International Publishing, 16 October 2017, Switzerland.(co-authored with Pratibha Prashar)

### **Prof. M. K. Salooja**

- “Issues and challenges in implementation of recognition of prior learning in Agriculture Sector”, In *Emerging Trends in Technical and Vocational Education and Training*, Asfa, M.Y and R.B. Shivagunde (Eds.), pp. 67-74, Lenin Media, Delhi, 2016 (co-authored with P. Vijayakumar)

### **School of Continuing Education**

#### **Dr. Rekha Sharma Sen**

- “The Rationale for the Right to Early Childhood Development”, in *Rights to the Youngest: Towards a Legal Framework for Early Childhood Development*, by Alliance for the Right to Early Childhood Development(ed), ISBN: 978-81-9269-072-8, pp. 17-32, Books for Change; First edition 2016.
- “Right to Pre-primary Education for 3-6 Year Olds”, in *Rights to the Youngest: Towards a Legal Framework for Early Childhood Development*, by Alliance for the Right to Early Childhood Development(ed), ISBN: 978-81-9269-072-8, pp. 112-124, Books for Change; First edition 2016.
- “Literacy in Pre Primary and Class 1 : Processes of Teaching and Learning in a Trilingual Environment”, in *Disciplinary Dialogues on Social Change*, Nitya Rao(ed), ISBN: 978-933-270-348-3, pp. 93-130, Academic Foundation, 2016 edition.

### **School of Education**

#### **Prof. S. Pandey**

- ‘Teleconference-based model of capacity building for ICT integration’ In Resource book on “*Resource book on ICT Integrated Teacher Education*”. Manas Ranjan Panigarhi (Ed), Commonwealth Educational Media Centre for Asia, New Delhi, 2016.

#### **Prof. B. Dogra,**

- “Adopting Critical Pedagogy in Teaching Learning Process”, *Learning Issues & Aspects*, (ed.), pp.101-112, Global Books Organisation, New Delhi, 2016.
- Promoting Excellence through ICTs in Higher Education, Higher Education in India Challenges and Possibilities, pp.145-157, Kanishka Publishers, New Delhi, 2017.

### **School of Sciences**

#### **Dr. Meenal Mishra**

- “Status of Women in Geosciences Education in India”, in *Dimensions of Education*, Arbind Kumar Jha and Shireesh Pal Singh(eds), ISBN: 978-93-85502-08-8, pp. 321-331, Renu Publisher New Delhi, 2016 (co-authored with Kakoli Gogoi and Benidhar Deshmukh).

**Dr. Benidhar Deshmukh**

- “Geospatial Education in India: Present Scenario”, in *Dimensions of Education*, Arbind Kumar Jha and Shireesh Pal Singh(eds), ISBN: 978-93-85502-08-8, pp. 273-286, Renu Publisher, New Delhi, 2016 (co-authored with Kakoli Gogoi and Meenal Mishra).

**Dr. Seema Kalra**

- “Micro Financing: Battle for Financial Empowerment”, in *Financial Empowerment and Economic Development*, Nishi Sharma and Rakesh Gupta(eds), ISBN: 987-81-8457-756-3, Kanishka Publishers, New Delhi.

**School of Social Sciences****Dr. Smita Gupta**

- “The Panchatantra: The Impact and Scope in Children’s Literature”, in *Dynamics Children’s Literature* Nandini Sahu and Shyam Samtani(eds), ISBN: 978-81-8290-417-0, pp. 44-53, Shubhi Publications, India, June 2017.

**Dr. Rukshana Zaman**

- “Who is a Muslim: A Reflection on the Self”, *Doing Autoethnography*, ISBN: 978-81-8387-672-8, Serial Publications, pp.168-191, 2016.

**Dr. K. Anil Kumar**

- “Indira Sagar Multipurpose Project and Its Impact on Tribals in Andhra Pradesh”, in *Development, Displacement and Capitals*, Norby Paul(ed), ISBN: 978-81-92967-13-4, Kerala, 2016.
- “Tribes and Their Indigenous Agricultural Knowledge: Dimensions and Relevance”, in *Ethno-Science and Traditional Technology in India*, Bymakesh Tripathy and D.V. Prasad(eds), , ISBN:978-93-85161-27-8, Aayu Publication, New Delhi, 2016.
- “Issues Related to Literacy and Education of Scheduled Tribes in United Andhra Pradesh”, *Tribal Education in India: Issues and Challenges*, Bhukya Devender(ed), ISBN:978-81-83877-70-1, Serial Publication, New Delhi.

**Prof. Anurag Joshi**

- “Policy Formulation, Implementation and Evaluation”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.

**Ms. Kiranmayi Bhushi**

- “Historical Antecedents of Civil Society”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN: 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.

**Sh. Saugato Sen**

- “The Rational - Choice Approach”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN: 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.
- “Public Policy: Concept and Approaches”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN: 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.

**Prof. Uma Medury**

- “The Human Relations Approach”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN: 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.
- “New Public Administration”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN: 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.
- “Concept of New Public Management”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.
- “Towards Post - New Public Management”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN: 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida.
- “Nature of Financial Administration”, *Public Administration Approaches and Applications*, Alka Dhameja and Sweta Mishra (Eds), ISBN: 978-93-325-5507-5, Pearson India Education Services Pvt. Ltd. Noida (co-authored with Sweta Mishra).

**Regional Services Division****Dr. S. Radha**

- Article published “The Signification of Bhagavad Gita as a Spiritual Theory of Human Resource Management-a Holistic View”, *International Journal of Multi Disciplinary Research*, ISSN: 2277-9302, Vol. 6(8)I, pp. 50-53, December 2016.
- Article published “A study of Entrepreneurship Traits and Skills among MBA Students”, *International Journal of Developments in Trade, Commerce and Business*, ISSN: 2348-1633, Vol. 3(8)I, pp. 8-14, August 2016 (co-authored with Dr. S. Radha, and Mr. Anil Kumar).

**A4. OTHER PUBLICATIONS**

**(Article in Magazine/Newspaper/Creative Writing/Monographs)**



## School of Gender and Development Studies

### Prof. Anu Aneja

- Article in “Reconciling Feminist Pedagogy and Distance Education across Cultures”, In Blendig, *Taylor and Francis*, ISSN: 0954-0253, pp. 1-19, 2016. <http://dx.doi.org/10.1080/9540253.2016.1237621>.

## PARTICIPATION IN CONFERENCES/SEMINARS/ WORKSHOPS/LECTURES DELIVERED

## School of Agriculture

### Dr. Mukesh Kumar

- Presented Paper “Food and livelihood security through watershed management approach”, in 1<sup>st</sup> Asian Conference WLMFLS-2017 on Water and Land Management for Food and Livelihood” held at Raipur, Chhattisgarh, India 20-22 January, 2017 (co-presented with Rohitashw Kumar).
- Presented Paper “Temporal Analysis of Drought Using SPI Method at Temperate Region of Kashmir”, in 1<sup>st</sup> Asian Conference WLMFLS-2017 on Water and Land Management for Food and Livelihood” held at Raipur, Chhattisgarh, India 20-22 January, 2017 (co-presented Rohitashw Kumar, Maliqa Majid, Sadaf Mir, Mehreen Shahzad).

### Dr. P.K. Jain

- Presented paper “A Study on Usefulness of Learner Support Services for Completion of a Distance Education Programme”, in the International Seminar on Skill Development through ODeL: Innovations, Entrepreneurship, employment for inclusive and Sustainable Livelihoods, STRIDE, IGNOU, New Delhi, 09-11 March, 2017.
- Presented paper “Assessment of Skills Acquired by the Learners in Organic Farming and Open and Distance Learning (ODL)”, in the International Seminar on Skill Development through ODeL: Innovations, Entrepreneurship, employment for inclusive and Sustainable Livelihoods STRIDE, IGNOU, New Delhi, 09-11 March, 2017.
- Presented paper “Dropout of Learners and Support Services in Distance Education Programme: An Explanatory Study”, in The 30<sup>th</sup> Asian Association of Open University Conference, Manila, Philippines, 26-29 October, 2016.

### Prof. M. K. Salooja

- Delivered lecture “Capacity Building in Food Processing Sector Through PPP Model” at National Conference on Promoting Public-Private Sector Partnerships in Enhancing Food Value Chains, National Productivity Council, India International Centre, New Delhi, 3-4<sup>th</sup> November, 2016.

- “Skill Development for Food Processing Industries in India” at National seminar on “Recent Developments in Food Processing Technology and Opportunities for Foreign Direct Investment (FDI) in Food Retail”, All India food Processors’ Association, Pragati Maidan, New Delhi 9 March, 2017.

#### **Dr. P. Vijayakumar**

- Participated in National Conference on “Promoting Public-Private Sector Partnerships in Enhancing Food Value Chains” National Productivity Council, India International Centre, New Delhi, 3-4 November, 2016.
- Participated in International Seminar on “Skill Development through ODeL: Innovations, Entrepreneurship, Employment for Inclusive and Sustainable Livelihoods” (STRIDE), IGNOU 09-11 March, 2017.

#### **Dr. P.K. Jain**

- Participated in International Workshop on “Open Badges for Open Education” organized by STRIDE, IGNOU on 17<sup>th</sup> March, 2017.
- Participated in the seminar “Science and Technology for persons with Disabilities” organized by School of Sciences and National Centre for Disability Studies, IGNOU on 28th February, 2017.

### **School of Continuing Education**

#### **Prof. Heena K. Bijli**

- Presented Paper “Articulating Dr. Ambedkar’s Vision of Gender Equality Through Health Communication Strategies: Dr. Ambedkar’s Vision for the Development of Modern India”, Two Days National Symposium on the Contribution of Baba Saheb Ambedkar for Development of Modern India, Babasaheb Bhimrao Ambedkar Central University, Lucknow, 13th-14th April, 2016.
- Presented Paper “Exploring Delivery of Non-Formal Education Programmes Through ODL By Engaging CSR”, on International Seminar on Skill Development through ODeL: Innovations, Entrepreneurship, Employment - organized by STRIDE, IGNOU, 9-11 March, 2017.
- Presented Paper “Migrant Women and Crucial Issues for Promoting Health”, 2nd International Conference on Migration and Diasporas, ICSSR and India Centre for Migration, SOITS, IGNOU, 22-23 March, 2017.

#### **Dr. Rekha Sharma Sen**

- Presented paper “Using Distance Education in Early Childhood Teacher Preparation” National Conference on ‘Re-defining Early Childhood Professional Development in India: Challenges and Potential’ organized by Association of Early Childhood Development Profession in India, with Azim Premji University and UNICEF, Azim Premji University; Bangalore, 7-8 November, 2016.

- Presented Paper “Distance Learning in ECCE: IGNOU experience”, Expert Group Consultation on “Comprehensive Early Childhood Care & Development: Health Care and Learning” organized by ICANCL group-IAP in partnership with Dept. of Human Development and Childhood Studies, Institute of Home Economics, University of Delhi, All India Institute of Medical Sciences, New Delhi, 18 November, 2016.
- Delivery lecture “Significance and Nature of Early Childhood Interventions”, on Workshop on ‘ECCE Training’ for Nursery Teachers in Delhi State, organized by SCERT District Institute of Educational Training (DIET); R.K. Puram, New Delhi, 21 March, 2017.
- “National Curriculum, Teacher development & Distance Learning in ECCE”, National Workshop on ‘Early Childhood Care and Education’; organized by Ministry of Women and Child Development, Government of India, Vigyan Bhawan, New Delhi, 2 December, 2016.

### School of Education

#### Prof. A. Mishra

- Presented Paper “Challenges and Issue in Services for Persons with Severe Intellectual and Multiple Disabilities”, First National Convention on Severe Intellectual & Multiple Disability Organized by SOB & NIEPMD, Chennai, 26-28 June, 2016 at SOS JN Kaul Institute of Education, Bhimtal.
- Presented Paper “Critical Review on Existing Examination Provisions”, at National Conference on Examination Reforms for Inclusive Education Organized by CBSE, August 23-24, 2016, IIC, New Delhi.
- Presented Paper “Universal Design in Learning, National Conference on Holistic Management of Person with Multiple Disabilities, at NIEPMD, Chennai and Govt of Odisha, at Bhubaneswar, 1-2 September, 2016.
- Presented Paper “Welcoming and Retaining Students with Diverse Needs in Schools: Equalization of Opportunities and Universal Design for Learning (UDL): 20 Tips for Parents, INSET Programme for the Vice Principals and Administrators of Directorate of education on Inclusive Education, organized by SCERT, New Delhi, 28 December, 2016.
- Presented Paper “Research Priorities in Education of DHH Students”, National Conference of National Convention of educators of the deaf (India), NCED Rajasthan, Jodhpur 21-23 February, 2017.

#### Prof. Bharti Dogra

- Participatory Inclusive Pedagogies in School Education for Effective Learning, National Conference on Learning, Lady Irwin College, University of Delhi, New Delhi, April 2, 2016.

- Chaired session in “Relevance of Open and Distance Learning (ODL) in Contemporary India”, ‘Critical Analysis of Policies’, Central Institute of Education, University of Delhi, February 22-24, 2017.

### **Prof. D. Venkateshwarlu**

- Chaired a Session in “50<sup>th</sup> Annual Conference of IATE on Teacher Education in Digital Era: Promises and Pitfalls”, CCS University, Meerut, 25-27 February 2017.

### **Dr. M.V. Lakshmi Reddy**

- “Panacea for Pandemic Challenges of Teacher Education in India, Teacher Education through Open and Distance Learning: Challenges and the Road Ahead, School of Education, Indira Gandhi National Open University at Maidan Garhi, New Delhi, 27-29 March, 2017.

## **School of Computer and Information Sciences**

### **Dr. V.V. Subrahmanyam**

- Presented paper “MOOCs: Augmenting Training and Development for Management Students and Professionals”, at National Conference on Digization : Envisioning Technology and Accelerating Growth in Business Transformation (NCD’16) organized by Sri Guru Tegh Bahadur Institute of Management & Information Technology, New Delhi, 10<sup>th</sup> December 2016, paper is also Published in proceeding of conference, pp. 152-157, ISBN: 978-81-906342-6-7, Sparsh Book Gallery, New Delhi (co-presenter with K. Swathi).
- Presented paper “Use of Mobile Apps to Enhance the Access to ODeL Students”, at International Seminar on skill Development through ODeL: Innovation, Entrepreneurship, Employment for Inclusive and Sustainable Livelihoods, STRIDE, IGNOU, New Delhi, 9-11 March, 2017 (co-presenter with K. Swathi).
- Presented paper “MOOCs in the Digital Age Learning: An Indian Perspective”, at 8<sup>th</sup> Pan-common wealth Forum of Open Learning (PCF8), themed Open, Online and Flexible Learning : the key to Sustainable Development at Kaulaumpur, Commonwealth of Learning (COL) and Open University Malaysia (OUM), Malaysia 27-30 November, 2016 (co-presenter with K. Swathi).

## **School of Engineering and Technology**

### **Dr. N. Venkateshwarlu**

- Presented paper “The New Ways of Collaborations, Alliances and Networking Best Practices in ODL System”, at International Seminar on Skill Development through ODeL: Innovations, Entrepreneurship, Employment for Inclusive and Sustainable Livelihoods, STRIDE, IGNOU New Delhi, 09-11 March, 2017 (co-presenter with Ashish Agarwal).

## School of Vocational Education and Training

### Dr. R. S. P. Singh

- Presented paper “Digital Financial Literacy through ODeL : A Study of Skill Development Efforts Under National Digital Literacy Mission with special Reference to Digidhan Mela and Digital Payments in India”, at International Seminar on Skill Development through ODeL: Innovations, Entrepreneurship, Employment, for Inclusive and Sustainable Livelihoods. STRIDE, IGNOU New Delhi, 09-11 March, 2017 (co-presenter with Harshita Bhatnagar and Y P Chawla).

## School of Social Sciences

### Prof. D. Gopal

- Delivered a Lectures “Gandhi Memorial Lectures in various institutions in Tunisia on theme of Contemporary Relevance of Gandhian Values on Non-Violence and Truth” on 30th January, 2017, 1 February, 2017.
- Delivered a lecture on the topic “Sustainable Development: Issues and Concerns” on 21-22 March, 2017 at Panjab University, Chandigarh.
- Delivered a lecture on the topic “Politics and Ethics: Gandhian Perspectives” on 28th February, 2017 at Panjab University, Chandigarh.

### Prof. Debal K. Singha Roy

- Keynote Address “Identity and Social Movements”, National Seminar of Social Movements, SP Pune University, Pune, 13-14 June, 2016.
- Public Lecture “Agrarian Development in the Neo-liberal India: Emerging Research Concerns”, Department of Sociology, Allahabad, University, 05 August, 2016.
- Plenary Presentation in “Marginalization, Social Movements and Empowerment through Local Self Government”, International Conference on Marginalization, Poverty and Decentralization, The Kerala Institute of Local Administration (KILA), Kochi, 19-22 November, 2016.

### Prof. Jagpal Singh

- Lecture on “Collective Action: Social Movement or Public Action? - Some Theoretical Concerns” in the International Seminar on Social Movements in India: Recent Trends, organized by the Department of Political Science, University of North Bengal, Raja Rammohanpur, Darjeeling, 08 March, 2017.

### Prof. Kapil Kumar

- Presented Paper on “The Idea of Bharat (India) and its Relevance for Diaspora” at International Conference, on “100 Anniversary of End of Indentured Labour”, Indian Council of Cultural Relations (ICCR), Trinidad 17-19 March, 2017.

- Delivered Lectures “Highlighting the efforts made during the Indian Freedom Struggle on highlighting the Indentured Labour and working for its abolition” in Indian Indenture Labour at the Behest of Indian High Commissioner, Guyana sponsored by Indian Council of Cultural Relations (ICCR), Guyana 9-18 March, 2017.

#### **Dr. Swati Patra**

- Presented Paper ‘Violence among Children and Adolescents in India: A Growing Public Health Risk and Challenge’ in International Seminar on “Indian Mind and Societal Concerns: An Interdisciplinary Dialogue, Convention Centre, University of Delhi, organized by Department of Psychology, Ramanujan College (University of Delhi) in association with National Association of Psychology (NAOP) 2-3<sup>rd</sup> April, 2016.

#### **Dr. Suhas Shetgovekar**

- Presented Paper “Harnessing the Potential of Employees with Disability: The Role of the Organisation” as a part of Symposium during 26<sup>th</sup> Annual Conference of National Academy of Psychology, IIT Madras, Chennai from 29-31 December, 2016.
- Presented Paper on “Ethical Issues and Challenges while conducting research on Female Victims of Domestic Violence, 3<sup>rd</sup> Annual Conference on ‘Revisiting the Discourse on Duties and Responsibilities in Health Research’ organized by JNU, Delhi, 7<sup>th</sup> January, 2017.
- Presented Paper “Application and Effectiveness of Body Psychotherapy: Evidence based on Review of Literature” at International Conference on ‘Health and Wellbeing: An Interdisciplinary Inquiry’ held on 22-23 March, 2017.
- Delivered lecture “Counseling for anxiety and depression”, Training program on Counseling techniques for Senior Service Officers, DRDO, Delhi, 22 September, 2016.

#### **Dr. Monika Misra**

- Presented Paper “Servant Leadership-Relevance for India”, at International Seminar on ‘Indian Mind and Societal Concerns: An Interdisciplinary Dialogue’, University of Delhi, 2-3 April, 2016.
- Presented Paper “Digital Technology and Mental Health Care: An Indian Perspective” at International Conference on ‘Health and Well being: An Interdisciplinary Inquiry’, Jamia Milia Islamia, New Delhi, 22-23 March, 2017.

#### **Dr. Smita Gupta**

- Presented Paper “Happiness As an indicator among youth”, in National Seminar in North Campus, Delhi University, March 2017.

#### **Prof. Uma Kanjilal**

- Keynote Address “UGC-DEB seminar on Academic Integrity in the inaugural session”, NSOU, Kolkata, 17 February, 2017.



**Prof. P. Venkatramana**

- Presented paper “Ethnicity and Metabolic syndrome in South Indian Population”, at National Seminar on Celebrating Anthropology: The Human Science, Dept of Anthropology, University of Delhi, 22-23 April, 2016.
- Presented paper “Prevalence of Non communicable Diseases (NCD) among the South Asian immigrants: An overview”, 2nd International Conference Migration and Diasporas: Emerging diversities and development challenges, SOITS, IGNOU, 22-23 March, 2017.
- Presented paper “Increasing prevalence of obesity: Influence of cultural and behavioral factors”, at National Seminar Role of Anthropology and Forensic science in National Development, Dept of Anthropology, University of Delhi, 24-25 March, 2017.

**Dr. K. Anil Kumar**

- Presented Paper “Role of Indigenous Knowledge and Practices in Sustainable Development” at National Seminar on ‘Role of Anthropology and Forensic Science in Development’ Department of Anthropology, University of Delhi, 24-25 March 2017.
- Presented Paper “Impact of Migration Indigenous Communities: Issues and Challenges”, at 2nd International Conference ‘Migration and Diasporas Emerging Diversities and Development Challenges’, School of Interdisciplinary and Trans-disciplinary Studies Indira Gandhi National Open University, New Delhi, 22-23 March, 2017.
- Presented Paper “Development Projects and Issues of Displacement of Tribal People in Andhra Pradesh” at National Seminar ‘Education and Politics in India: A Perspective from Below’ Department of Political Science, University of Hyderabad, Hyderabad-India, 24-25 February, 2017.
- Invited Talk on “Public Health Service Delivery System in Tribal Areas of Telangana State” at National Seminar on ‘Genomic and Cultural Variation of Indian Populations: An Appraisal of Health and Disease Susceptibility’ Department of Anthropology, Sri Venkateshwara University, Tirupati, 23-24 February, 2017.
- Presented Paper “Development, Displacement, and Marginalisation: A Case Study of Polavaram Dam”, in the National Seminar on ‘Development, Dispossession and Resistance’ National Institute of Technology, Rourkela-India, 14-15 November, 2016.
- Presented Paper “Development, Displacement, Resettlement and Rehabilitation” in the National Seminar on ‘Land Rights, Changing Agrarian Relations and Rural Transformation’, National Institute of Rural Development & Panchayati Raj (NIRDPR), Hyderabad-India, 14-16 October, 2016.
- Presented paper “Rehabilitation and Resettlement of Tribals in Andhra Pradesh: Issues and Challenges” in the National Seminar on ‘Anthropological Perspective:

Contemporary Issues and Challenges', Department of Anthropology, Dr. Harisingh Gour University, Sagar-India, 15-16 July 2016.

### School of Social Work

#### Dr. Rose Nembiakkim

- Presented paper "Education: A Panacea for Tribal Development" at International Seminar Skill Development through ODeL: Innovations, Entrepreneurship, Employment for Inclusive and Sustainable Livelihoods, STRIDE, 09-11 March 2017 (co-presenter with Dr. Grace).

### Planning & Development Division

#### Dr. Pankaj Khare

- Resource Person "Faculty Development Programme on Emerging Trends of ICT in Higher Education", at Central University of Himachal Pradesh, Shahpur, Kangra between 9-15 June, 2016.

### Regional Services Division

#### Dr. S. Radha

- Presented Paper "Empowerment of Universe through Spiritual Dynamism of Bharat - A Holistic View", International Conference IDEA OF BHARAT, New Delhi, Indira Gandhi National Open University, Bharatiya Shikshan Mandal, MHFW, IGNC, IIMC, IGNTU & NITI, 23-25 February, 2017.
- Presented Paper "A study on Work Performance and Job Satisfaction among Women Teachers", UGC sponsored two days National Level Conference on 'Empowering Womanhood: Transforming Society', Krantiveer Sangoli Rayanna College of Education, Belagavi, 26-27 November, 2016.
- Resource Person for Seminar 'MUDRA-Startup Entrepreneur for Young India' in Veerashiva College, Bellary, 10 September, 2016.

#### Dr. Punam Kr. Singh

- Presented Paper "ODeL Led Skill Development-A New Perspective for Sustainable Rural Growth" in the International Seminar on "Skill Development through ODeL: Innovations, Entrepreneurship, Employment for Inclusive and Sustainable Livelihoods", STRIDE, IGNOU, New Delhi, 9-11 March, 2017.
- Delivered talk on "Capacity Building in ODL- A Broader Perspective" in the Training Programme on Capacity Building, International Centre for Distance Education and Open Learning, HPU, Shimla on 19-20 December, 2016.

### List of Abbreviations

Abbreviation	Details
AIF	Agastya International Foundation
AIR	All India Radio
BA	Bachelor of Arts
BCA	Bachelor of Computer Applications
BCOM	Bachelor of Commerce
BDP	Bachelor Degree Programme
BOM	Board of Management
BRAOU	Dr. B.R. Ambedkar Open University
BRPL	BSES Rajdhani Power Limited
BSC	Bachelor of Science
BSW	Bachelor of Social Work
CAT6	Category 6 Cable
CBCI-IGNOU Chair	Catholic Bishops Conference of India-Indira Gandhi National Open University Chair
CBCS	Choice Based Credit System
CBI	Central Bureau of Investigation
CDAC	Centre for Development of Advanced Computing
CEA	Children Education Allowance
CEC (UGC)	Consortium for Educational Communication, (University Grants Commission)
CGPS	Centre for Gandhi and Peace Studies
COL	Commonwealth of Learning
CVC	Central Vigilance Commission
CVO	Chief Vigilance Officer
DAE	Directorate of Adult Education
DAVCMC	Dayanand Anglo-Vedic College Management Committee
DBT	Direct Benefit Transfer
DD	Doordarshan
DDA	Delhi Development Authority
DDE	Directorates of Distance Education

Abbreviation	Details
DEIs	Distance Education Institutes
DELNET	Developing Library Network
DJB	Delhi Jal Board
DNS	Domain Name Server
DST	Department of Science & Technology
DTH	Direct-to-Home
EMPC	Electronic Media Production Centre
ERP	Enterprise Resource Planning
FM Radio	Frequency Mode Radio
GBPS	Gigabits Per Second
GD	Gyan Darshan
GOI	Government of India
GSAT-10	Geosynchronous Satellite - 10
GV	Gyan Vani
HIV/AIDS	Human Immunodeficiency Virus Infection/ Acquired Immune Deficiency Syndrome
HQ	Headquarters
ICAI	Institute of Chartered Accountants of India
ICAR	Indian Council of Agricultural Research
ICAR	Indian Council of Agriculture Research
ICSSR	Indian Council of Social Science Research
ICT	Information and Communication Technology
ID	International Division
IGCFSS	Indira Gandhi Centre for Freedom Struggle Studies
IGNOU	Indira Gandhi National Open University
ITE-Gandhi Nagar	Indian Institute of Teachers Education, Gandhi Nagar
IJOL	Indian Journal of Open Learning
ILA	Indian Library Association
INA	Indian National Army
INSAT 3C	Indian National Satellite -3C

Abbreviation	Details
ISRO	Indian Space Research Organization
IT	Information Technology
ITEC/SCAAP	Indian Technical and Economical Cooperation/ Special Commonwealth Assistance for Africa Programme
IUC	Inter-University Consortium
KVS	Kendriya Vidyalaya Sangathan
LSC	Learner Support Centre
M.Phil.	Master of Philosophy
MCD	Municipal Corporation of Delhi
MEA	Ministry of External Affairs
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MOC	Memorandum of Collaboration
MOHFW	Ministry of Health and Family Welfare
MOOCs	Massive Open Online Courses
MPDD	Material Production and Distribution Division
NADEP	N.D. Pandharipande
NBE	National Board of Examinations
NCDS	National Centre for Disability Studies
NCERT	National Council of Educational Research and Training
NCIDE	National Centre for Innovations in Distance Education
NDL	National Digital Library
NGO	Non-Governmental Organization
NIC	National Informatics Centre
NIOS	National Institute of Open Schooling
NITTRS	National Institute of Technical Teachers' Training and Research
NKN	National Knowledge Network
NLM	National Literacy Mission
NSE	National Stock Exchange
NSQF	National Skills Qualifications Framework

Abbreviation	Details
OBC	Other Backward Classes
ODL	Open and Distance Learning
OFC	Optical Fiber Communication
OPAC	Online Public Access Catalogue
OSCs	Overseas Study Centres
PG	Post-Graduate
Ph.D.	Doctorate of Philosophy
PMO	Prime Minister's Office
PSC	Programme Study Centre
PSRI	Pushpawati Singhanian Research Institute
PURA	Providing Urban Amenities to Rural Areas
RC	Regional Centre
RRC	Recognized Regional Centre
RSD	Regional Services Division
RTI	Right to Information
SC	Scheduled Castes
SCSP	Scheduled Castes Sub plan
SED	Students Evaluation Division
SLM	Self-Learning Material
SOA	School of Agriculture
SOCE	School of Continuing Education
SOCIS	School of Computer and Information Sciences
SOE	School of Education
SOEDS	School of Extension and Development Studies
SOET	School of Engineering and Technology
SOFL	School of Foreign Languages
SOGDS	School of Gender and Development Studies
SOH	School of Humanities
SOHS	School of Health Sciences
SOITS	School of Interdisciplinary and Transdisciplinary Studies



Abbreviation	Details
SOJNMS	School of Journalism and New Media Studies
SOL	School of Law
SOMS	School of Management Studies
SOPVA	School of Performing and Visual Arts
SOS	School of Sciences
SOSS	School of Social Sciences
SOSW	School of Social Work
SOTHMS	School of Tourism and Hospitality Services Management
SOTST	School of Translation Studies and Training
SOU <sub>s</sub>	State Open Universities
SOVET	School of Vocational Education and Training
SSC	Special Study Centre
ST	Scheduled Tribes
STRIDE	Staff Training and Research Institute of Distance Education
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
TA	Travelling Allowance
TEE	Term End Examination
TSP	Tribal Sub Plan
UGC	University Grants Commission
UNICEF	The United Nations Children's Fund
WHO	World Health Organization
WHO (SEARO)	World Health Organization-South East Asia Regional Office
Wi-Fi	Wireless Fidelity
WIPO	World Intellectual Property Organization