

**A Report  
on**

**Selected Innovative Practices  
in Open and Distance Learning**



**Documentation Unit**

**National Centre for Innovations in Distance Education**

**Indira Gandhi National Open University**

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# Innovations in Open and Distance Learning

## 1.1 An Overview

The National Centre for Innovations in Distance Education (NCIDE) at the Indira Gandhi National Open University (IGNOU) is a ground for nurturing bright minds whose ideas are expected to revolutionize the Open and Distance Learning (ODL) system globally. NCIDE encourages innovations in distance education through collaborations within IGNOU and with other institutes in India and abroad. Recognizing this initiative of NCIDE, IGNOU has instituted a gold medal for the best innovation in Distance Education, to be awarded at the Annual Convocation. For the Gold medal 2006, NCIDE had called for nominations on innovations in ODL system and received sixteen entries from various staff and faculty of IGNOU. Three entries were short listed through a committee, among which one was awarded the Gold Medal for the year 2006. This report presents these innovations in brief and also enlists two other close contenders for the Gold medal 2006. This effort is expected to disseminate this information to the stakeholders in distance education and encourage them to innovate.

## 1.2 Need for Innovations in Open and Distance Learning System

The ODL system has shown a tremendous growth during the past few decades due to its unique feature of being a user-friendly system. In this system, the students are free to learn at their own pace and convenience while being placed far away from the institution. This uniqueness and the ease of gaining knowledge have a pivotal role to play in facilitating today's emerging knowledge society. Today almost

half of the students enrolled in higher education are receiving education through the distance mode, i.e. through the open universities or through the correspondence courses of traditional universities. However, the problems of efficiency, equity, quality and benchmarking of the ODL system still persist. All this is reflected in the low acceptability of students from the ODL system in reputed traditional Universities for higher degrees. Further, the students of the ODL system find gainful employment with difficulty.

In the wake of the UN Millennium Development Goals, which emphasize on education for sustainable development, there is a need and demand for innovative methodologies and programmes in the ODL system that would meet the quality requirements of the large and diverse communities of the country, for their overall development.

The Indira Gandhi National Open University (IGNOU) is a pioneer in Open and Distance Learning in India and is among the prime educational institutions not only in the country but also in the Indian subcontinent<sup>1</sup>. It has crossed the national boundaries, providing higher education and assisting other developing countries in this regard. It strives to provide cost-effective and quality education to all sections of the society, including those living in remote and far-flung areas through the ODL system.

The infrastructure of IGNOU comprises a three-tier system. The headquarter is placed at the top tier, under which are placed the Regional Centres<sup>2</sup> and Sub-Regional Centres. The Study Centres in India<sup>3</sup> and abroad<sup>4</sup> form the third tier and form the interface or connecting point of the University with the students. The headquarter houses the Schools and Divisions. Each component of this huge ODL

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<sup>1</sup> IGNOU has been ranked 17<sup>th</sup> among the Universities of the Indian Subcontinent by Webometrics ranking of World Universities.

<sup>2</sup> Total number of Regional Centres=64

<sup>3</sup> Total number of Study Centres in India=1400

<sup>4</sup> Total number of Study Centres outside India=41

infrastructure is capable of playing a very important role in devising new and innovative solutions to provide quality, cost effective and user-friendly services to the learners through distance mode. IGNOU, recognizing the need for such an innovation system in the ODL system, established the National Centre for Innovations in Distance Education (NCIDE).

The NCIDE is an innovation system, which is a ground for nurturing bright minds whose ideas are expected to revolutionize the ODL system. The aim of the Centre is to develop a culture of constant search for new innovative solutions towards IGNOU's mission of seamless education, cost efficiency and borderless access to quality education. NCIDE promotes, develops and pilots innovations in all aspects of the ODL system and works through the build-operate-transfer (BOT) mechanism. It provides intellectual and technological support to the stakeholders for the growth and development of the ODL system. It acts as a resource centre for prototype development that ensures quality assurance, cost- and learner-related effectiveness, and system efficiency. NCIDE encourages innovations in distance education through collaborations within IGNOU and with other institutes in India and abroad.

The very first initiative by NCIDE has been to promote innovations in the ODL system. Recognizing this initiative, a Gold Medal for Innovations has been instituted by IGNOU, to be awarded at the Annual Convocation.

# 2

## Potential Areas of Innovation in the ODL System

The word innovation is derived from the Latin word *innovare*, which means ‘renew’ or ‘alter’. Innovation is the first attempt to carry out a new idea or invention into practice. In simple language we may say that innovation is the successful implementation of creative ideas within an organization or system. In this view, the creativity of an individual is the starting point for innovation. Broadly, an action can be identified as an innovation if it is new and useful to the system; increases the efficiency of the system; is cost effective; and is compatible/adaptable with other similar systems.

In today’s competitive world, the success of the ODL system depends upon innovations, which would increase the efficiency and quality of the system. For this, a concerted study of the diverse areas of the ODL system is required, which should be followed by introducing innovations in it. This can be done through the identification, adaptation and introduction of the existing innovations in the system or through the introduction of new innovations.

For this purpose and also for the award of the Gold Medal 2006, NCIDE has classified the diverse areas of innovation of the ODL system into the following categories:

- i. Innovative Programme
- ii. Innovative application of ICT in delivery mechanism
- iii. Innovations in admission procedures and learner support
- iv. Innovations in evaluation methodologies and practices

- v. Innovations supporting convergence of systems
- vi. Quality management and benchmarking

## **2.1 Innovative Programme**

A programme forms the core of the ODL system. It refers to either a certificate, diploma or degree programme that consists of a few courses (the number of which differs from programme to programme). Examples of programmes include MBA programme, BDP programme, PGDDE programme, etc. The main component of a programme comprises instructional design. Instructional design is the special design of the instructions to the learners (study material) of the ODL system. The instruction is learner-centric instead of teacher-centric and has features that the learner easily understands. It is designed in such a way so as to cater to learners with a wide range of qualifications and learning abilities. It is designed in the form of printed and non-printed self-reading material where instructions, pictorial depictions, several languages, interactive dialogues and stories etc. are used liberally. The programmes considered innovative contain new content which includes contemporary development issues, e.g. programmes and courses on any social problem, such as HIV /AIDS, Family Education, Dengue; or special education programmes for establishing a model operating system to cater to the emerging knowledge society in the cybernetic age. Instructional materials designed to innovatively promote Indian culture, constitutional laws, clean environment, etc., are also considered innovative programmes.

Several innovative programmes have been offered by different ODL universities. These include gardening, child labour eradication, personality development, museum studies, life coping skills, horticulture, natural resource management, vocational skills, mushroom cultivation, water treatment, and sustainable community

development. These programmes encourage capacity building and impart knowledge to a layperson. Various other innovative programmes<sup>5</sup> on special education, such as parent education, parenting skills, child psychology, school phobia, school psychology, staff development, aromatherapy, Reiki etc. are offered all over the world. These can be offered in India through the ODL system.

## 2.2 Innovative application of ICT in delivery mechanism

Information and Communication Technology (ICT) touches all parts of life including education. The impact of ICT in education can be felt strongly by observing the uses of ICT tools, such as multiple media, in teaching. These ICT tools support the predominant print media being used by the ODL system. The current multiple media being used by the ODL system include audio and video cassette tapes, CD-ROM, interactive radio, television, teleconferencing, video-conferencing<sup>6</sup>, online teaching<sup>7</sup> through multimedia and recently, instruction delivery through iPods<sup>8</sup>. Another important ICT tool, the mobile, is showing good promise as a means of instructional delivery to the ODL learner. Mobile learning aims to make the learning process more flexible, accessible and personalized. Mobile learning is about

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<sup>5</sup> South Africa has shown how elderly rural teachers with outdated qualifications can be assisted to improve and update their skills. In the same way, a new programme has been designed by the Arizona State University, in collaboration with the School of Health Management and Policy, to manage the health problems in our daily life. The programme named Master of Healthcare Innovation (MHI) is an online distance education programme designed to prepare graduates to be innovators who are able to influence the future direction of healthcare and to transform the current healthcare system. In the future the aspect of health disease diagnostic will not only be done by the M.B.B.S doctors but also by persons who have successfully completed the MHI programme. Available at: <http://nursing.asu.edu/programs/graduate/mhi>

<sup>6</sup> [www.id21.org/education/e3jg2g1.html](http://www.id21.org/education/e3jg2g1.html)

<sup>7</sup> [http://books.google.com/books?hl=en&lr=&id=\\_DPOGnwIe=fnd&pg=University+of+the+South+Pacific+\(USP\)+in+online+teaching+for+distance+education&ots=75\\_mv01nE5&sig=134RIyhdINFSCv9Ym6eTn-kzdg](http://books.google.com/books?hl=en&lr=&id=_DPOGnwIe=fnd&pg=University+of+the+South+Pacific+(USP)+in+online+teaching+for+distance+education&ots=75_mv01nE5&sig=134RIyhdINFSCv9Ym6eTn-kzdg)

<sup>8</sup> <http://www.apple.com/education/solutions/ipod/news.html>

exploring new ways to use mobile environments to improve access to information for the learners who want to update their knowledge continuously to satisfy the everyday demands of their jobs.

The ICT tools are expected to help teachers in finding solutions to learning problems by providing them with new instruments for the analysis and continuous monitoring of students learning processes.

The category of “Application of ICT in delivery mechanism” includes the innovative use of ICT tools in delivery mechanism and learning methodologies. It also includes innovative ICT-enabled online student registration, online programme delivery, online evaluation of assignments and project reports, online examination, online availability of results, and making available the self learning materials and other resources in a digital repository, etc. Any creative intervention that uses ICT in print material production and its distribution to learners is also considered an innovation in this category.

### **2.3 Innovations in admission procedures and learner support**

The admission procedure to the ODL system involves walk-in-admission or through entrance tests. As of today the admission forms and prospectus is available online for several ODL institutions. The detailed information about the eligibility criteria depending upon the course selected by the learner is also available online. However, there is much scope of innovation in the area of admissions that would ease the workload of the staff involved. Similarly, the learner support system is overloaded and is slow owing to several factors. An innovative application of technology and idea in admission procedures and practices that is useful and effective; and also has the characteristic of user-friendliness and cost effectiveness has been considered as an innovation. If technology has been used creatively

and applied for monitoring the learners' needs and for receiving the feedback from the learners and for dissipating any other learner related dynamic information, it is considered as an innovation. For example, the innovation could be a software that can monitor counseling sessions and assignments handling; and if the learner gives the feedback, then it can make changes according to the learner requirement.

#### **2.4 Innovations in evaluation methodologies and practices**

Monitoring and evaluation are critical elements in managing the ODL system. They provide an evidential base and establish linkages between course structure, instructional delivery and expectations from the students. Evaluation is the most important strategy of the ODL system. The overall aim of the evaluation is to ensure that the programme/course result in the expected outcomes from learners. Evaluation of students in ODL system becomes critical since the learner is not present physically in front of teachers/evaluators as in case of traditional teaching/evaluating mode. The learner in ODL system is generally evaluated by providing self assessment questions in the course book itself, questions at the end of each unit, multiple choice questions, projects, assignments, and through term end examination.

Any innovative method or practice that contributes to the efficiency of the evaluation system is considered an innovation under this category.

#### **2.5 Innovations supporting convergence of systems**

Convergence of systems is envisioned to ease the flow of students from ODL system to Conventional system and vice versa. Today in India, although the transfer of students from the conventional system to the

ODL system is easy, the reverse is not true. As a result the student of the ODL system faces difficulties. The rules of admission need to be reworked in detail to enable the transfer of students from one system to another with ease.

The creation of intelligent solutions to address credit transfers, exemptions, transfers, recognition of prior learning etc., have been considered as innovations under this category.

## **2.6 Quality management and benchmarking**

Quality management plays a key role in developing and maintaining quality in distance education institutes. It deals with the quality of the learning experience and the support services. It helps to ensure the completion rates of studies and diminishes dropout figures and results in satisfied students who may in the future be willing to start new studies. Also it ensures that the students are easily accepted in the traditional universities.

Benchmarking is one form of monitoring and measurement used in quality management. Benchmarking is being highly used in educational organizations to evaluate various aspects of the teaching-learning processes in relation to [best practice](#) or innovations. It provides new methods, ideas and tools to improve the effectiveness of the organization. The ODL system in India needs to improve its quality management and benchmarking mechanisms to develop and establish innovative practices in the system for increasing its efficiency.

A practice that has markedly improved the quality of the system is considered an innovation under this category.

# 3

## **Selected Innovative Practices in ODL**

The Gold medal in innovations for the year 2006-07 was awarded to the School of Engineering and Technology, IGNOU for developing and successfully running an innovative course in pottery. There were two other close contenders for the Gold Medal. These were judged to be the second and the third. The details of these innovations are provided in the following pages.

### **3.1 Instructional design of Certificate in Craft and Design (Pottery)**

**Innovators:** Dr Ajit Kumar

**School/Division:** School of Engineering and Technology (IGNOU)

**Area of innovation:** Instructional Design

#### **Description of the innovation**

This innovative course on craft and design (pottery) has been developed by the School of Engineering and Technology, IGNOU in collaboration with Khadi Village Industries Commission (KVIC). The basic purpose behind designing this innovative programme was to improve the working conditions of rural artisans and creating opportunities for the unemployed. This course targets a heterogeneous group of learners with multilingual and highly diverse educational levels viz., the functionally literate artisans and the educated urban group. The course is less theoretical and focuses more on developing the skills in the learners. The major expertises imparted through this course are technical skills, design skills, marketing skills, and communication skills.



**Pots made by the learners**

### **Strategy/methodology used**

An interactive workshop was organized for experts and the 'awarded' artisans for an extensive discussion on their work experiences, opportunities, difficulties, processes and challenges. This workshop helped in the preparation of the syllabus and courseware.

### **Target audience**

This programme was designed basically for functionally literate artisans and educated urban youth. It was prepared for highly diverse educational levels.

### **Media used**

For imparting the technical, conceptual, procedural and artistic content to multilingual and highly diverse educational levels, the various media used were books, CDs, tele-conferencing, radio counseling, T.V. broadcast, and practical training.

### **Salient features of the Instructional Design**

The real challenge lay in designing and developing the self-instructional material. The print material, which includes books, practical guide and workbook are such that a layperson can easily understand it. The beauty of the print material is that the theoretical concepts are explained in simple steps and is reinforced with pictorial expressions, wherever needed. The language of the print material is simple, bilingual (English and Hindi), with interactive dialogues and stories. The course is divided in small steps and stepwise explanation is given. Apart from print material, the non-print material includes live demonstrations, slide presentations, tele/radio-counseling and video films. The practicals are categorized as **Home practical**: Design and Hand Built Pottery; **Lab practical**: Wheel, Drying, Firing and Decoration; and **Field practical**: Preparation of clay at site. Field projects on marketing are also part of the course.

## Outcome

The materials have been quite successful in imparting the knowledge and skills to the learners. The photographs of the pots made by the learners in practical and examinations show its quality and the extent of learning.



More than 80% candidates appeared in the first cycle of examination and have scored 'A' grade (> 80%) in the theory and practical examinations. The materials were found useful even to the artisans of other languages because of the extensive use of graphics, film, demonstrations etc.

### **3.2 Application of ICT in delivery mechanism: Web based environment for evaluation of project reports**

**Innovators:** Ms. G. Mythili and Dr. Sanjaya Mishra

**School/Division:** Staff Training and Research Institute of Distance Education (STRIDE)

**Area of innovation:** Application of ICT in delivery mechanism

**Rank:** 2<sup>nd</sup> among 16 entries

#### **Description of the innovation**

Ms. G. Mythili and Dr. Sanjaya Mishra from STRIDE developed an online system “Web based environment of evaluation of project reports (A Software tool for Evaluation of ES-320)” for assessment of project reports which has the features such as online student registration/authentication; online evaluator authentication; automatic allotment of project report to evaluators; automatic updating of student record and feedback. The features like automatic allotment of project report to evaluators and automatic update of student record and feedback are an innovative mechanism developed by the team. This system can be used as an online availability or submitted and evaluated as reports in a digital repository.

#### **Strategy/methodology used**

The Web based environment for evaluation of project report software has been placed at the following URL:

<http://learnerprojects.ignou.ac.in/>

To access this software, the following steps should be followed:

1. Click on the following URL

<http://learnerprojects.ignou.ac.in/>



2. The screen will open containing the message “Online Project Report Submission and Evaluation System“. It will contain information about the Courses viz, ES-315, ES-316, ES-317, ES-319 etc. There will be two Logins, one for students and the other for the evaluator.

Project Report Evaluation New User Registration form - Microsoft Internet Explorer

Address: http://learnerprojects.ignou.ac.in/frmnewuser1.asp?Name=%20RAM%20PRASAD%20JANA&ENRNO=061737764

Indira Gandhi National Open University  
Staff Training and Research Institute of Distance Education  
Master of Arts in Distance Education (MADE)

## Online Project Report Submission and Evaluation System

RAM PRASAD JANA061737764      Date: 1/31/2007

Theme	Technology in Distance Education
E-Mail ID	ram@yahoo.com (Enter your Valid E-Mail_ID: [eg] ramesh@hotmail.com)
Password	●●●
Confirm Password	●●●

Submit    Reset

System Designed and Developed by Ms G. Mythili and Dr. Sanjaya Mishra

http://learnerprojects.ignou.ac.in/frmevaluatorlogin.asp - Microsoft Internet Explorer

Address: http://learnerprojects.ignou.ac.in/frmevaluatorlogin.asp

Indira Gandhi National Open University  
Staff Training and Research Institute of Distance Education  
Master of Arts in Distance Education (MADE)

## Online Project Report Submission and Evaluation System

### Login Here (Evaluator)

Username: Sanjaya Mish

Password: ●●

Login

System Designed and Developed by Ms G. Mythili and Dr. Sanjaya Mishra

3. In case of the login for the students, the students will have to enter their user name and password following which a new window will open. In this window they (student) have to provide information regarding enrolment number, programme and date of birth, and submit it. In case the details provided by the student do not match with the database, a new window will open for new user registration.

The screenshot shows a web browser window titled "Project Report Evaluation New User Registration form - Microsoft Internet Explorer". The address bar shows the URL: <http://learnerprojects.ignou.ac.in/frmnewuser.asp>. The page header includes the IGNOU logo and the text: "Indra Gandhi National Open University", "Staff Training and Research Institute of Distance Education", and "Master of Arts in Distance Education (MADE)".

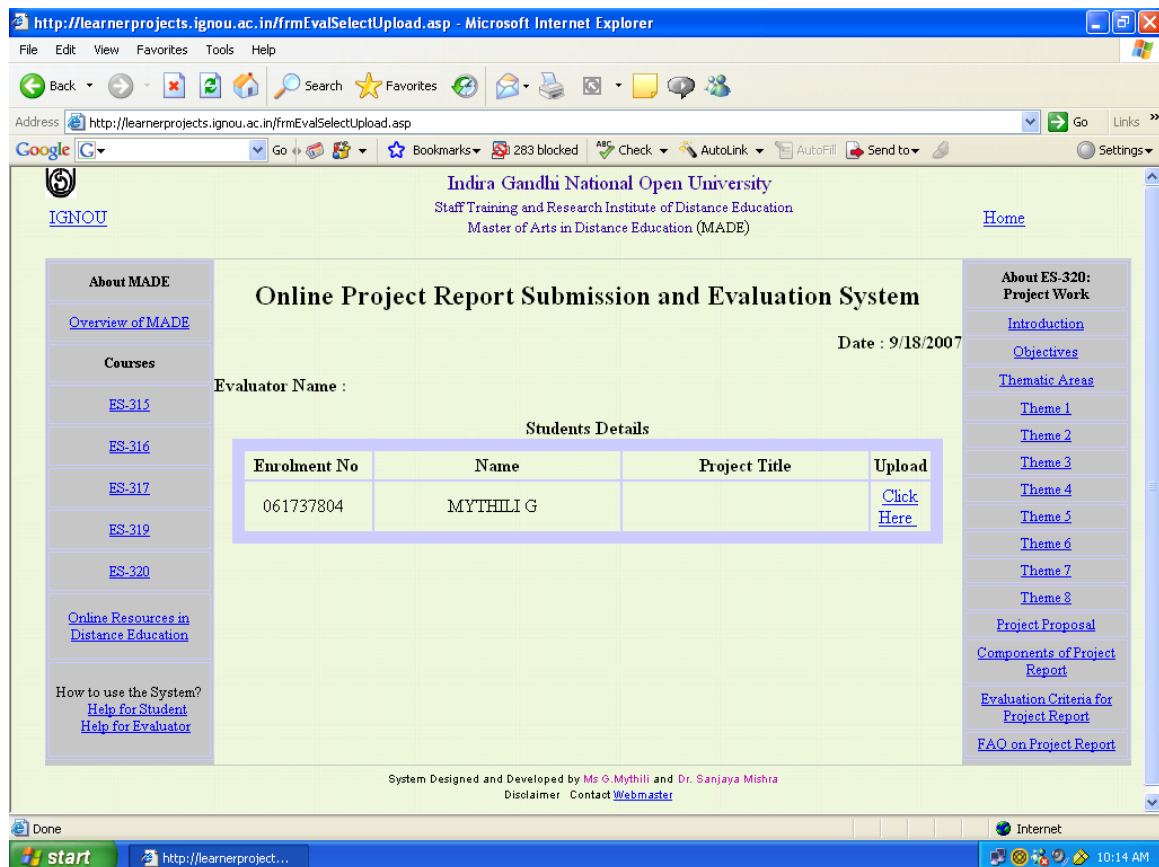
The main content area is titled "Online Project Report Submission and Evaluation System" and "New User Registration Form". It features a registration form with the following fields:

Enrolment No	<input type="text"/>
Programme	MADE
Date of Birth (dd/mm/yyyy)	dd <input type="text"/> mmm <input type="text"/> yyyy <input type="text"/>
<input type="button" value="Submit"/> <input type="button" value="Reset"/>	

The page also includes a sidebar with navigation links such as "About MADE", "Overview of MADE", "Courses" (listing ES-315, ES-316, ES-317, ES-319, ES-320), "Online Resources in Distance Education", and "How to use the System?". A right sidebar contains links for "About ES-320: Project Work", "Introduction", "Objectives", "Thematic Areas", "Theme 1" through "Theme 8", "Project Proposal", "Components of Project Report", "Evaluation Criteria for Project Report", and "FAQ on Project Report".

At the bottom, it states: "System Designed and Developed by Ms G. Mythili and Dr. Sanjaya Mishra" and "Disclaimer Contact Webmaster". The Windows taskbar at the bottom shows the Start button, open windows, and the system clock at 5:36 PM.

4. In case of evaluator login, they also have to enter their user name and password. Now there are two options for evaluator; whether they want to download or upload the student project report. Clicking on any one of the options, a new window will appear containing details of the students, such as enrolment no, name, project title, etc. The evaluator can download a project, evaluate it and upload it.



## Outcome

Is expected to be a system that can be used for any other project report submission at IGNOU. Digital report availability shall save lot of physical space and administrative efforts, and finally online library of project reports can be made available, which will help in reducing plagiarism and duplication of work.

### **3.3 Innovative technology applications for monitoring and feedback: Web based software**

**Innovators:** Dr C.K.Ghosh, Ex-Director Regional Services Division (RSD), presently Director SSS; Dr R.C. Sharma, Deputy Director (RSD); Dr V.S.P Srivastav, Head, Computer Division (CD); Mr. Ajay Rawat (CD); Mr. Bhupinder Singh (CD); Mr. Sanjay Singh (CD)

**School/Division:** Regional Services Division and Computer Division

**Area of Innovation:** Innovation technology applications for monitoring and feedback.

**Rank:** 3<sup>rd</sup> among 16 entries.

#### **Description of the innovation**

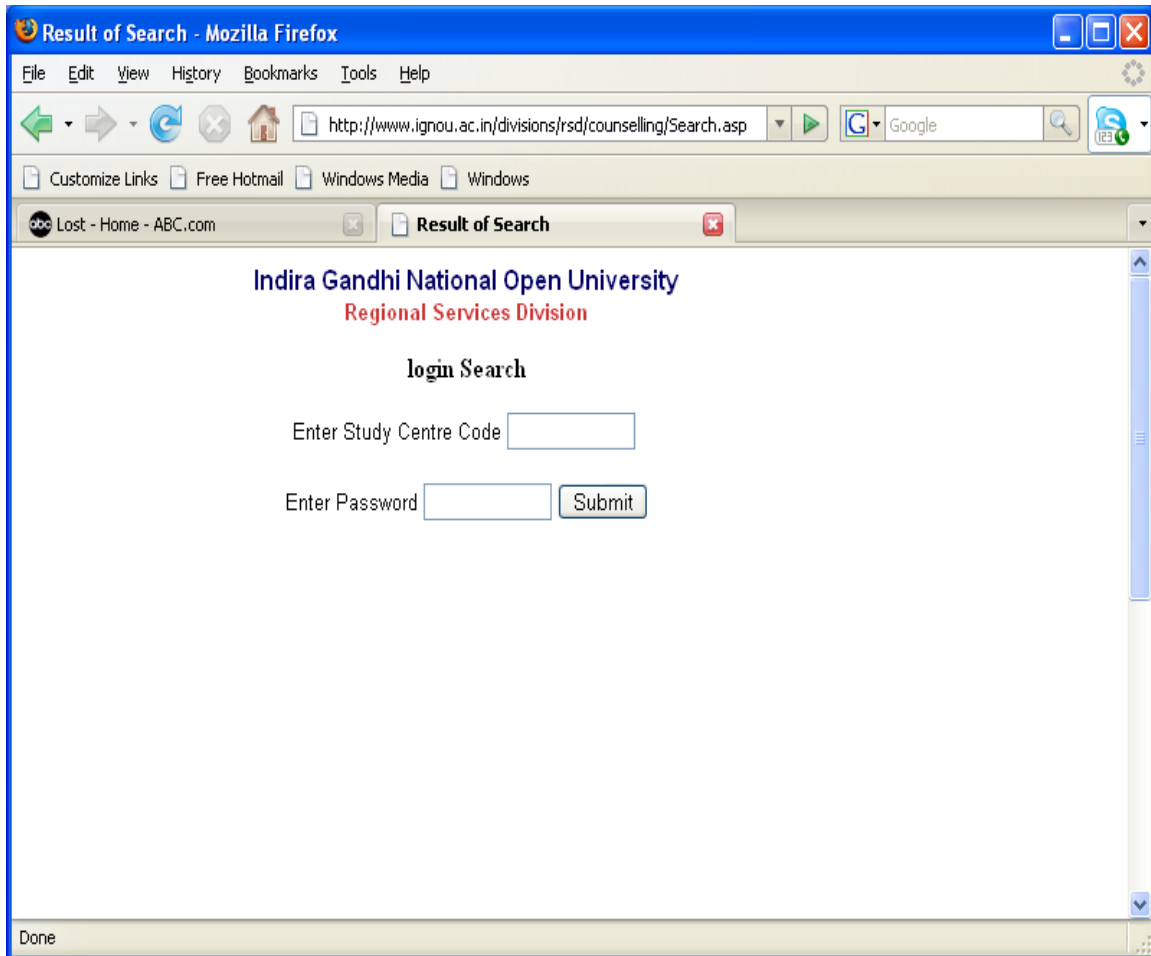
The RSD had undertaken two major innovative web-based activities as follows:

- i. Web-based monitoring of academic counseling and assignment evaluation.
- ii. Maintenance of online database of academic counselors.

#### ***Web-based monitoring of academic counseling and assignment evaluation:***

Academic counseling and assignment evaluation are two prime activities carried out at the study centers. Since nearly 60% of the total budget of the Regional Centres is spent on these activities, it is important to know the status of counseling and assignment evaluation. To monitor and obtain feedback on both these activities, a web-based software was developed which receives the data on counseling held, and assignment received and evaluated per week at the Study Centre. The data is directly uploaded at the server in IGNOU headquarters at the following URL:

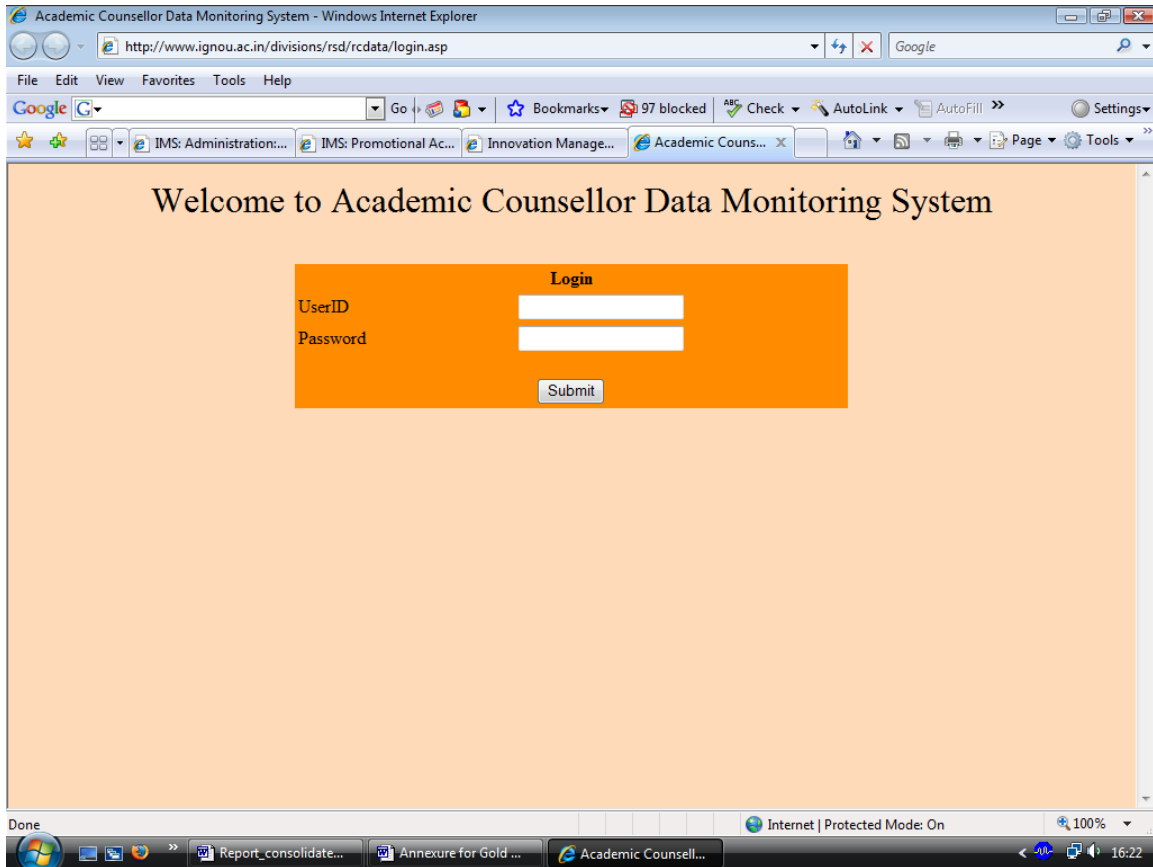
<http://www.ignou.ac.in/divisions/rsd/counseling/Search.asp>.



***Maintenance of online database of academic counselors:***

The RSD maintains the database of counselors pertaining to all Regional Centres. There had been a constant need to keep track of the academic counselors as to who among them are the most active. With the massive expansion of the network of Study Centres and Regional Centres, it was evident that the management had to be done by the way of computerization. Keeping in view this urgent requirement, a web-based online software has been developed which provides above mentioned information through the database which has been uploaded on the IGNOU server at the following URL:

<http://www.ignou.ac.in/divisions/rsd/rcdata/login.asp>



## Strategy/Methodology Used

The web-based data collection software has been placed at the following URL:

<http://www.ignou.ac.in/divisions/rsd/counseling/Search.asp> To access this software, the following steps are to be followed:

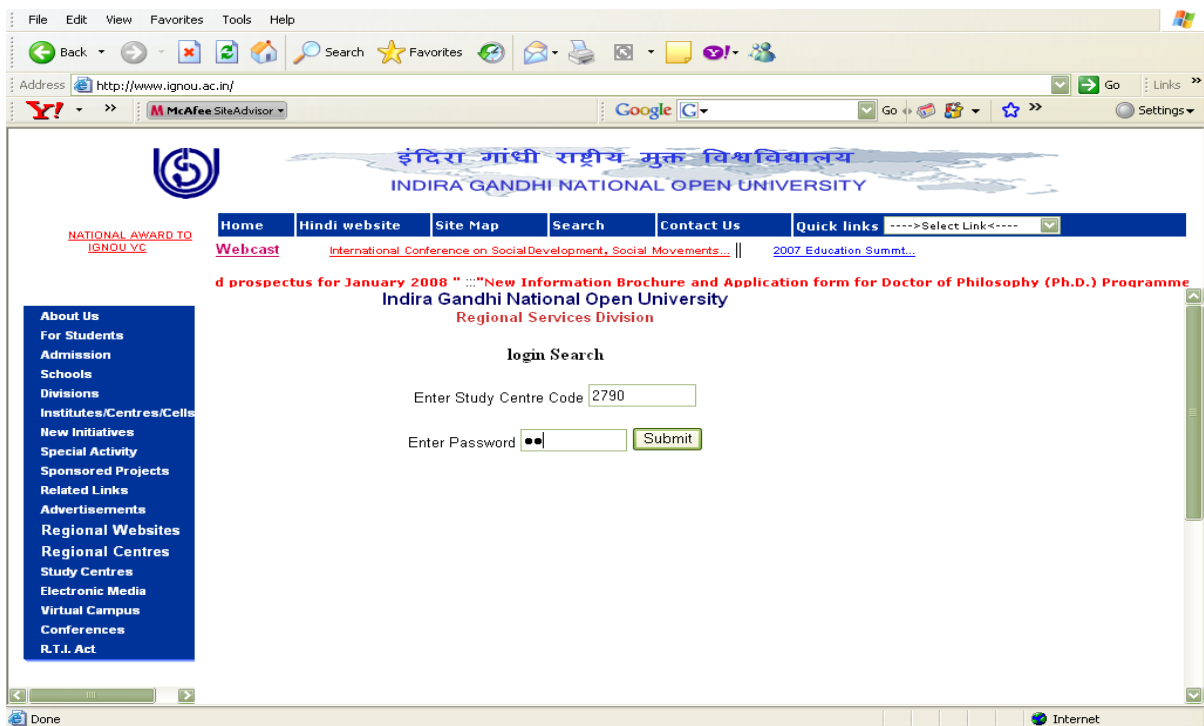
(a) Click on the following URL:

<http://www.ignou.ac.in/divisions/rsd/counseling/Search.asp>

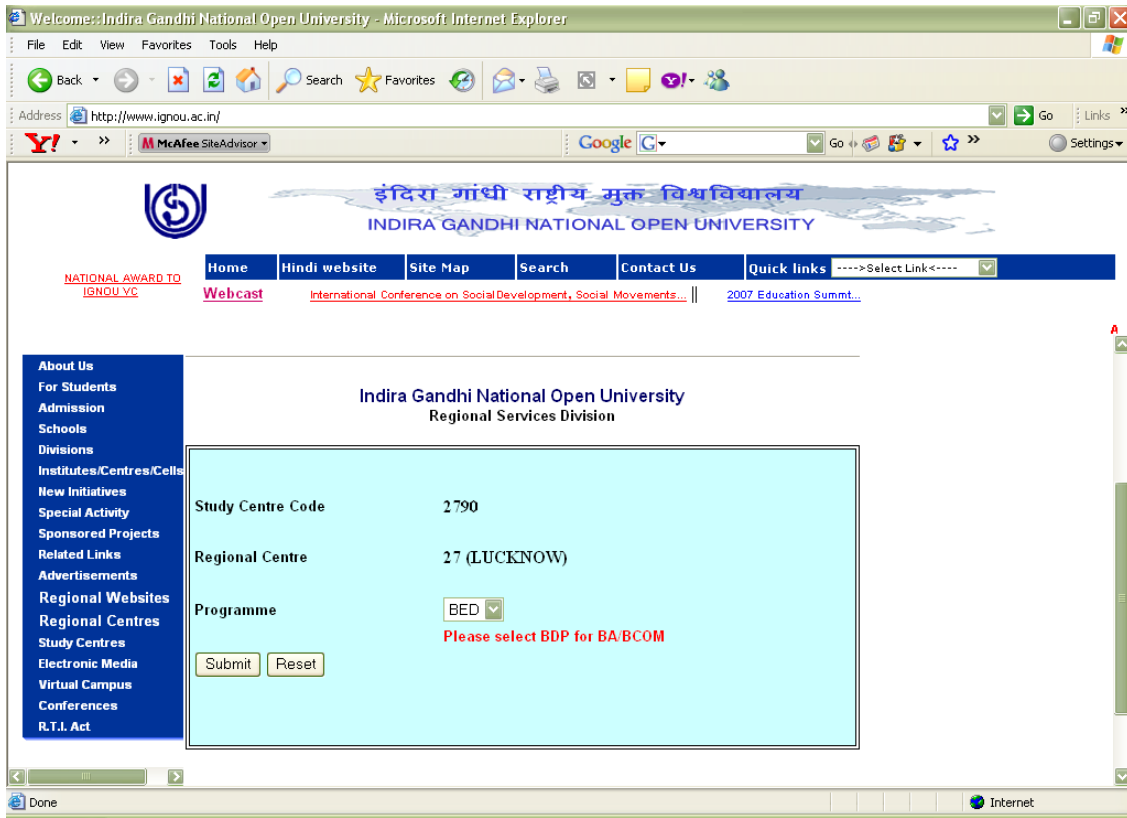
Go to [www.ignou.ac.in](http://www.ignou.ac.in) → Divisions → RSD. Then select 'Counseling' from the 'Fields' tab of RSD.

The steps to be followed for keying in data:

- i. All the coordinators/PICs must be instructed to keep the data ready as needed in screen #5. As soon as the counseling is held on a day the coordinator/PIC/Assistant Coordinator/APIC or a person designated by them should key in the data.
- ii. When the above URL is accessed, the screen #2 would open. Enter the Study Centre code. (The password is to be entered here at this page soon so as to avoid unauthorized data entry)
- iii. After the study code is keyed in screen #3 would open asking for selecting the programme (from the drop-down menu) for which counseling was held on that day .The screen #4 contain the information about Study Centre Code :regional Centre : and programme. Screen #4 would be the same as shown in screen #3.



Screen # 2



Screen# 3

- iv. Once the required programme is selected, screen #5 will appear. Screen #5 shows all necessary fields where data is to be entered.
- v. Ensure that all columns from 'Course' onwards are to be filled in. For example, if relevant Course is not selected it will show an error message/alert as in screen #6. Ask the person to be careful while selecting the Course as the initial screen (as at screen #5) may show any Course as in database.

The screenshot shows the website of Indira Gandhi National Open University (IGNOU). The page is titled "Details of Counselling Session held" under the "Regional Services Division". The form contains the following data:

Regional Centre	27 LUCKNOW (27)
Study Centre	2790 UNIVERSITY OF LUCKNOW (2790)
Programme	BED BED
Course "Please select from drop down menu"	ES364
Date of counselling "Please select date"	3 Nov 2007
Name of the Counsellor	Dr Anil Shukla
Number of students enrolled	50
Number of students attended	23
Name of Audio played	nil
Name of Video shown	Teaching of Tagore
No. of assignments received in this week	

Screen# 5

Note : screen #6 is not provided

- vi. To keep the format for date of counseling uniform, it has been designed as a 'drop-down-menu'. It is essential to select the exact date of counseling held.
- vii. The rest of the columns are self-explanatory, i.e. name of counselors, number of students enrolled and attended, name of audio played, name of video shown, etc. The screen #7(a) & 7 (b) show the completely filled-in form.

Welcome::Indira Gandhi National Open University - Microsoft Internet Explorer

Address: http://www.ignou.ac.in/

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

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Webcast International Conference on Social Development, Social Movements... 2007 Education Summit...

**Notice and Application form for Doctor of Philosophy (Ph.D.) Programme "**  
**Regional Services Division**  
**Details of Counselling Session held**

Regional Centre	27 LUCKNOW (27)
Study Centre	2790 UNIVERSITY OF LUCKNOW ( 2790 )
Programme	BED BED
Course "Please select from drop down menu"	ES364
Date of counselling "Please select date"	3 Nov 2007
Name of the Counsellor	Dr Anil Shukla
Number of students enrolled	50
Number of students attended	23
Name of Audio played	nil
Name of Video shown	Teaching of Tagore
No. of assignments received in this week	

Screen # 7(a)

Welcome::Indira Gandhi National Open University - Microsoft Internet Explorer

Address: http://www.ignou.ac.in/

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

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Webcast International Conference on Social Development, Social Movements... 2007 Education Summit...

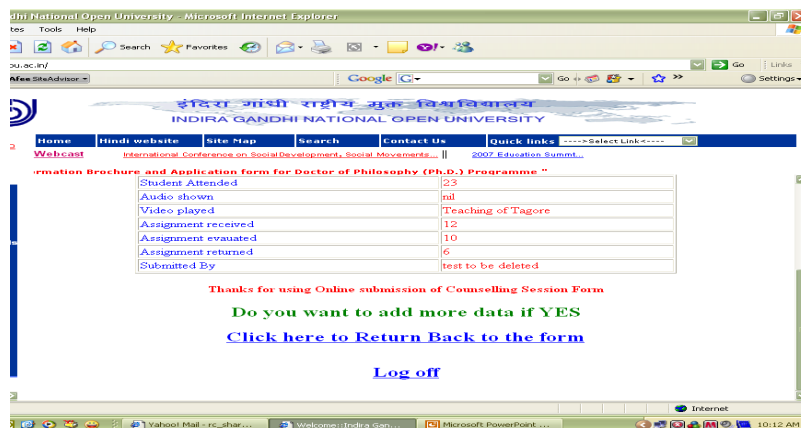
**Notice and Application form for Doctor of Philosophy (Ph.D.) Programme "**  
**Regional Services Division**  
**Details of Counselling Session held**

Name of the Counsellor	Dr Anil Shukla
Number of students enrolled	50
Number of students attended	23
Name of Audio played	nil
Name of Video shown	Teaching of Tagore
No. of assignments received in this week	12
No. of assignments evaluated in this week	10
Assignments returned back to students in this week	6
Email address of Regional Director	rclucknow@ignou.ac.in
Please type your Email address	racs@ignou.ac.in
Submitted by	test to be deleted

Submit Form Reset

Screen# 7 (b)

- viii. If during counseling no audio or video was played/shown, enter 'Nil'. If these are left blank, an alert or error message would be displayed.
- ix. When all fields are filled-in and the form is submitted, an acknowledgement would be generated as the screen #9. A control number is provided which is important and necessary to be recorded. This control number would be used by the Regional Centre for verification/passing the bills of the counseling sessions.
- x. After the details of one Course are keyed-in, use the link of the main form to key-in the details for next Course.
- xi. After the details of all courses are entered, the software may be quit by clicking on 'Log off' in screen #9.



Screen # 9

Both the web-based activities have shown encouraging results. The RSD is now receiving the data on how many counseling sessions are being organized at the study centers for a particular course and how many of the allotted students attended that session. The faculty at the headquarters can also access the online database of counselors at their desktop so that they can plan the orientation programmes or involve themselves in Course development of evaluation of answer books, assignment etc., as per their needs.

Annexure I

Proforma

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
NATIONAL CENTRE FOR INNOVATIONS IN DISTANCE EDUCATION**

1. (a) Name: (in the case of Individuals): \_\_\_\_\_  
(b) Team: \_\_\_\_\_  
(c) Unit \_\_\_\_\_

2. School/Divisions /Centre: \_\_\_\_\_

3. Area in which award is claimed (Tick):

- Programmes
- Instructional design
- Technology applications in administrative facilitation
- Innovative technology applications for monitoring and feedback
- Application of ICT in delivery mechanism
- Innovations supporting conversions subsystems

4. While outlining the salient features of the work you have done (during the last five years), please explain in about 100 words why you think that you qualify for the award.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Please provide necessary evidence in support of your claim and also indicate what impact your innovation has or going to have on the ODL system (List below and attach a copies of the material that substantiates your evidence).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Vice Chancellor/Director/Head

Signature of the  
Individual/Team Members

## *Annexure II*

### **List of nominations received with brief information**

S.No.	Name/Institute	Summary
<b>Programmes</b>		
1.	Prof.Gracious Thomas, <i>SOSW</i> & Dr.R.P.Singh, <i>SOCE IGNOU</i>	<ul style="list-style-type: none"> <li>Course&amp; Programme of study on HIV/AIDS and Family Education.</li> </ul>
2.	Dr.Kamlakar Singh <i>Madhya Pradesh Bhoj Open University Bhopal.</i>	<ul style="list-style-type: none"> <li>Innovative Programmes with significant contribution to emerging human society across cultural and linguistic barrier endeavour towards establishment of a model operational system of emerging knowledge society in cybernetic age.</li> </ul>
3.	Sh. Daljeet Sachdeva <i>IGNOU, EMPC</i>	<ul style="list-style-type: none"> <li>For development and promotion of a portal “Sakshat” for MHRD</li> </ul>
<b>Instructional design</b>		
4.	Dr .Ajit Kumar <i>IGNOU, SOET</i>	<ul style="list-style-type: none"> <li>Instructional design of Certificate in Craft and Design (Pottery)</li> </ul>
<b>Technology applications in administrative facilitation</b>		
5.	Dr.Pankaj Khare <i>IGNOU, International Division</i>	<ul style="list-style-type: none"> <li>Print material production and its distribution to DE learners.</li> </ul>
<b>Innovative technology applications for monitoring and feedback</b>		
6.	Dr.C.K.Ghosh <i>IGNOU, SSS</i>	<ul style="list-style-type: none"> <li>Web-Based software (Monitoring of F2F theoretical and practical Counselling sessions, Audio –Video sessions and Assignments handling)</li> </ul>
7.	Sh .Bhupesh Khatri	<ul style="list-style-type: none"> <li>Student Related Dynamic</li> </ul>

	& Sh.Ajay Rawat <i>IGNOU, Computer Division</i>	Information on Web Enabling smooth delivery of information for distant learners.
<b>Application of ICT in delivery mechanism</b>		
8.	Ms.G.Mythili &Dr.Sanyaja Mishra <i>IGNOU, STRIDE</i>	<ul style="list-style-type: none"> <li>• Online student registration/authentication.</li> <li>• Online evaluator authentication</li> <li>• Automatic allotment of project Report to evaluators</li> <li>• Online availability of submitted and evaluated reports in a digital repository</li> </ul>
9.	Sh.V.K.Arora, Sh.K.Ravi Kanth & others <i>IGNOU, EMPC</i>	<ul style="list-style-type: none"> <li>• Promotion and popularization of Urdu Language.</li> <li>• Gyan Darshan's Urdu Transmission "Gulistan-e-Urdu" was launched on October 27<sup>th</sup>, 2005</li> <li>• Gyan vani, Delhi's Dabistan-e-Urdu (Urdu School) initiated on March 6<sup>th</sup>, June 2006</li> </ul>
10.	Shri.Kripa K.Gautam & PSC-2329 Kota <i>IGNOU, RC, Jaipur</i>	<ul style="list-style-type: none"> <li>• Smart Information Kiosk (touch screen) for facilitating IGNOU students in accessing all relevant information about his/her own programme//courses and about IGNOU, its ODL system and Programmes on offer etc.</li> </ul>
11.	Dr.Manoj Killedar <i>Yashwantrao Chavan Maharashtra Open University</i>	<p>Quality Education, with Cost-Effectiveness, Anywhere, Anytime!</p> <ul style="list-style-type: none"> <li>• Online Admission System</li> <li>• Online Examination Services</li> <li>• Discussion Forum</li> </ul>
12.	Sh.Bhupesh Khatri & Sh.Ajay Rawat <i>IGNOU, Computer Division</i>	<ul style="list-style-type: none"> <li>• Student Related Dynamic Information on Web Enabling smooth delivery of information for distant learners.</li> </ul>
<b>Innovations supporting convergence of systems</b>		
13.	Dr.Pankaj Khare <i>IGNOU, International</i>	<ul style="list-style-type: none"> <li>• Print material production and its distribution to DE learners.</li> </ul>

	<i>Division</i>	
14.	Sh.Bal Mukund Agarwal <i>IGNOU RC,</i> <i>KHANNA</i>	<ul style="list-style-type: none"> <li>The idea of information centre and flexi study centre (Auxiliary work centre) has been proposed in my two papers Reaching unreached (presented in 8<sup>th</sup> IDEA conference 2001 ) and Managing Quality Higher Education need and probable solution (presented in 10<sup>th</sup> IDEA conference 2003 ).Complete scheme of Auxiliary work centre was proposed in2006 and has been approved by University. With this scheme IGNOU got enrolment of nearly 10000 sponsored learners for CTPM/CTE program.</li> </ul>
15.	Dr.C.K.Ghosh <i>IGNOU. SSS</i>	<ul style="list-style-type: none"> <li>To consider and approve the grade point average (GPA) to percentage conversion (PC) across the programmes of the University.</li> </ul>
<b>Others: Maths making Digestible to Billions</b>		
16.	Dr.B.S.Sudhindra <i>IGNOU,RC,Bangalore</i>	<ul style="list-style-type: none"> <li>Learner’s Success Centered ODL-A solution to the national problem of “loss off Rs.9000 crores per annum in educational field due to failures in Maths and English at various levels of schools and colleges”.</li> </ul>

### Annexure III

## NAMES AND ADDRESSES OF THE GOLD MEDALISTS AND THE CONTENDERS

#### 1. Name: Prof. Ajit Kumar

**Innovation area:** Instructional design

**Rank:** 1st among 16 entries.

**Address:**

**Prof. Ajit Kumar**

**Director**

School of Engineering and Technology,

Indira Gandhi National Open University (IGNOU)

Maidan Garhi, New Delhi-110068

**Office:** 29532863

**Residence:** 9811333400

#### 2. Name: Ms.G.Mythili & Dr.Sanyaja Mishra

**Innovation area:** Application of ICT in Delivery Mechanism

**Rank:** 2nd among 16 entries.

**Address:**

Ms. G. Mythili

Analyst Sr. Scale

Staff Training and Research Institute of Distance Education,

Indira Gandhi National Open University (IGNOU)

Maidan Garhi, New Delhi-110068

**Office:** 29536399

**Residence:** 29532992

Dr.Sanyaja Mishra

Reader

Staff Training and Research Institute of Distance Education,

Indira Gandhi National Open University (IGNOU)

Maidan Garhi, New Delhi-110068

**Office:** 29535399

**Residence:** 29532663

3. **Name: Dr.C.K.Ghosh Director (SSS); Dr R.C.Sharma, Deputy Director (RSD); Dr.V.S.P Srivastav, Head Computer Division; Sh.Ajay Rawat (Computer Division); Sh.Bhupinder Singh (Computer Division); Sh.Sanjay Singh (Computer Division)**

**Innovation area:** Innovative technology applications for monitoring and feedback

**Rank:** 3<sup>rd</sup> among 16 entries.

**Address:**

Dr.C.K.Ghosh  
Regional Director  
Student Services Centre  
Indira Gandhi National Open University (IGNOU)  
Maidan Garhi, New Delhi-110068  
**Office:** 29535714  
**Residence:** 29533380  
**Fax:** 29533129

Dr.V.S.P Srivastav  
Head Computer Division  
Indira Gandhi National Open University (IGNOU)  
Maidan Garhi, New Delhi-110068  
**Office:** 29533723  
**Residence:** 29533107