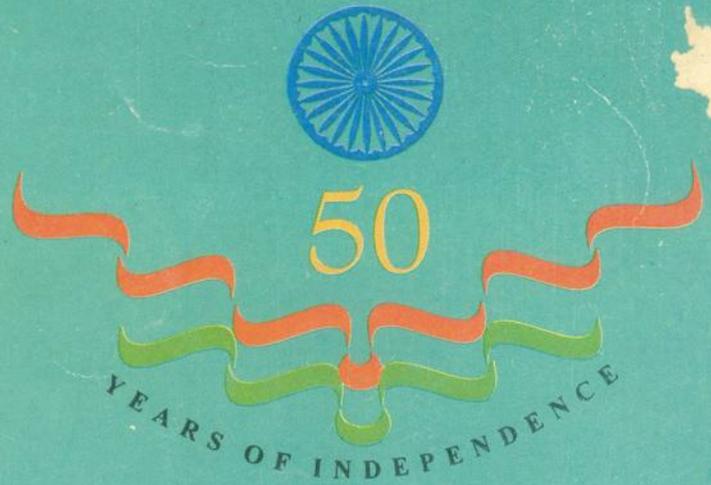


2



ANNUAL REPORT

1996-97



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI

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

— इन्दिरा गांधी



Dedication of Sanchar Kendra building to the Nation by Hon'ble Prime Minister, Shri H. D. Deve Gowda. On the dais with the Prime Minister are Prof. R.G. Takwale, Vice-Chancellor and Shri S.R. Bommai, Minister of Human Resource Development.

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

— Indira Gandhi

PSDD (3)

ANNUAL REPORT
1996-97



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi - 110 068

ANNUAL REPORT
1996-97

As required under Section 28 of the Indira Gandhi National Open University Act, 1985

(No.50 of 1985)



Indira Gandhi National Open University
New Delhi

CONTENTS

	Page No.
1. Introduction	1
2. An Overview	1
2.1 Academic Programmes	2
2.2 The Instructional System	4
2.3 Diversification of Delivery Mechanisms	6
2.4 Systems Development	6
2.5 Organisational Structure	7
3. Authorities of the University	8
4. Ninth Plan Proposals — New Directions	8
5. Schools of Studies	12
5.1 School of Continuing Education	12
5.2 School of Computer and Information Sciences	16
5.3 School of Engineering and Technology	17
5.4 School of Education	19
5.5 School of Health Sciences	21
5.6 School of Humanities	22
5.7 School of Management Studies	24
5.8 School of Sciences	26
5.9 School of Social Sciences	28
6. Research Programmes	32
7. Centre for Extension Education	34
8. Academic Support Services	35
8.1 Staff Training and Research Institute of Distance Education	35
8.2 Electronic Media Production Centre	38
8.3 Library and Documentation Division	43
8.4 Planning and Development Division	45
8.5 Academic Coordination Division	46

	Page No.
9. Student Support Services	47
9.1 Regional Services Division	47
9.2 Student Registration and Evaluation Division	49
9.3 Computer Division	54
9.4 Material Production and Distribution Division	57
10. Projects	60
10.1 Ongoing Projects	60
10.1.1 Panchayati Raj Project	60
10.2 New Projects	61
10.2.1 World Bank Project – District Primary Education Programme	61
10.2.2 Human Rights Project	63
11. International Role	63
12. Other Activities	64
12.1 Convocation	64
12.2 Official Language Cell	65
12.3 Collaboration with International Council for Distance Education	66
13. Infrastructure : Campus Development and Staff	66
13.1 Construction and Maintenance	66
13.2 Staff	67
14. Resources	70
15. Distance Education Council	71

APPENDICES

Appendix-A	AUTHORITIES OF THE UNIVERSITY	75
A-1	Members of the Board of Management, 1996-97	75
A-2	Members of the Planning Board, 1996-97	75
A-3	Members of the Academic Council, 1996-97	75
A-4	Members of the Distance Education Council, 1996-97	75
A-5	Members of the Finance Committee, 1996-97	75
Appendix-B	Faculty participation in conferences, seminars, workshops, etc.	76
Appendix-C	Publications by the Faculty	83
Appendix-D	IGNOU Study Centres	87
Appendix-E	Abbreviations used	91

THE HISTORY OF THE UNITED STATES OF AMERICA
BY CHARLES C. SMITH
VOLUME I
THE EARLY YEARS
1776-1800
NEW YORK: THE CENTURY CO. 1900

1. INTRODUCTION

Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in September, 1985, has the responsibility for the promotion of open university and distance education system in the country and for the coordination and determination of standards in the system. Section 4 of the IGNOU Act specifies the objectives of the University. The major objectives of the University include, among others, widening of access to higher education by providing opportunities to larger segments of the population, particularly the disadvantaged groups; organising programmes of continuing education; and initiating special programmes of higher education for specific target groups like women, people living in backward regions, remote areas, etc. In the delivery of these programmes, the IGNOU makes use of the modern communication technology.

The IGNOU provides for instruction in different branches of knowledge, technology, vocations and professions; strengthening and diversifying the degree, diploma and certificate programmes in relation to the needs of employment and economic development of the country; and an innovative system of university level education which is flexible and open in relation to entry requirements, age, pace of learning, combination of subjects, etc. In short, the system is student-friendly.

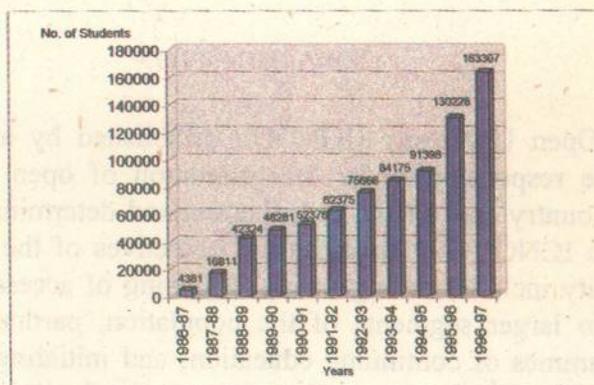
The IGNOU, in terms of section 5(2) of the Act, is also an apex body for open universities and distance education institutions in the country. To fulfill this responsibility, the IGNOU, in consultation with the Central and State Governments, the University Grants Commission, the universities and institutions of higher learning, etc., has to take necessary steps for the promotion and coordination of the distance education system and for the maintenance of high standards of education and training. The Distance Education Council, a statutory authority set up under the IGNOU Act, is the coordinating agency for the purpose.

2. AN OVERVIEW

The IGNOU completed 10 years of its operations during 1986-87. The University's policies, programmes and methods have captured the imagination of the Indian Education System. Its ideas and innovations, and the applications of technology in providing convenient and cost-effective programmes of education have been widely recognised and appreciated.

The annual enrolment has been steadily rising during this period, from 4,381 in 1987 to 1,63,307 in 1997 (Figure-1). The University has a vastly heterogeneous student body, demographically diverse (age, gender, region, social background), educationally disadvantaged (most of them without the traditional qualifications for entering into higher education and who have no opportunities to make up the lost time), and economically weak (large majority belonging to low and lower middle income groups).

Figure-1 : Year-wise Student Admission



The University has designed, developed and delivered high-quality academic programmes in the humanities, sciences and social sciences as well as in professional areas like, computer applications, education, engineering, library and information sciences, tourism, management and nursing. These programmes attract large numbers of students, most of whom are in the lower rungs of their career, looking for opportunities to improve their qualifications, professional competence and/or in acquiring new skills.

The University has established that modern communication technologies can be effectively harnessed in providing access to educational opportunities and that high technology need not necessarily be a high-cost medium. This experience has generated considerable enthusiasm among the country's educational providers. The initiatives for a countrywide Open Education Network (OPENET) involving IGNOU, state open universities (7 in 1996) and over 50 dual mode universities is taking a more concrete shape.

Empowerment of people as an objective of educational provision and distance education as an effective instrument in this endeavour are gaining recognition. It is a measure of the success of this approach that is reflected in the university's initiatives in taking up Panchayati Raj Projects for the training of elected members of Panchayats throughout the country and the vocational/technical and other extension education programmes which were taken up during 1996-97. These initiatives also, in a large measure, demonstrated that education-training linkages can be effectively promoted and sustained by opening up opportunities for resource mobilisation on a vast scale to provide a total human development approach to IGNOU's efforts.

2.1 Academic Programmes

During 1996-97, the following new programmes were launched :

Master of Computer Applications
Certificate in The Teaching of English

The Programmes currently on offer are indicated in Figure-2.

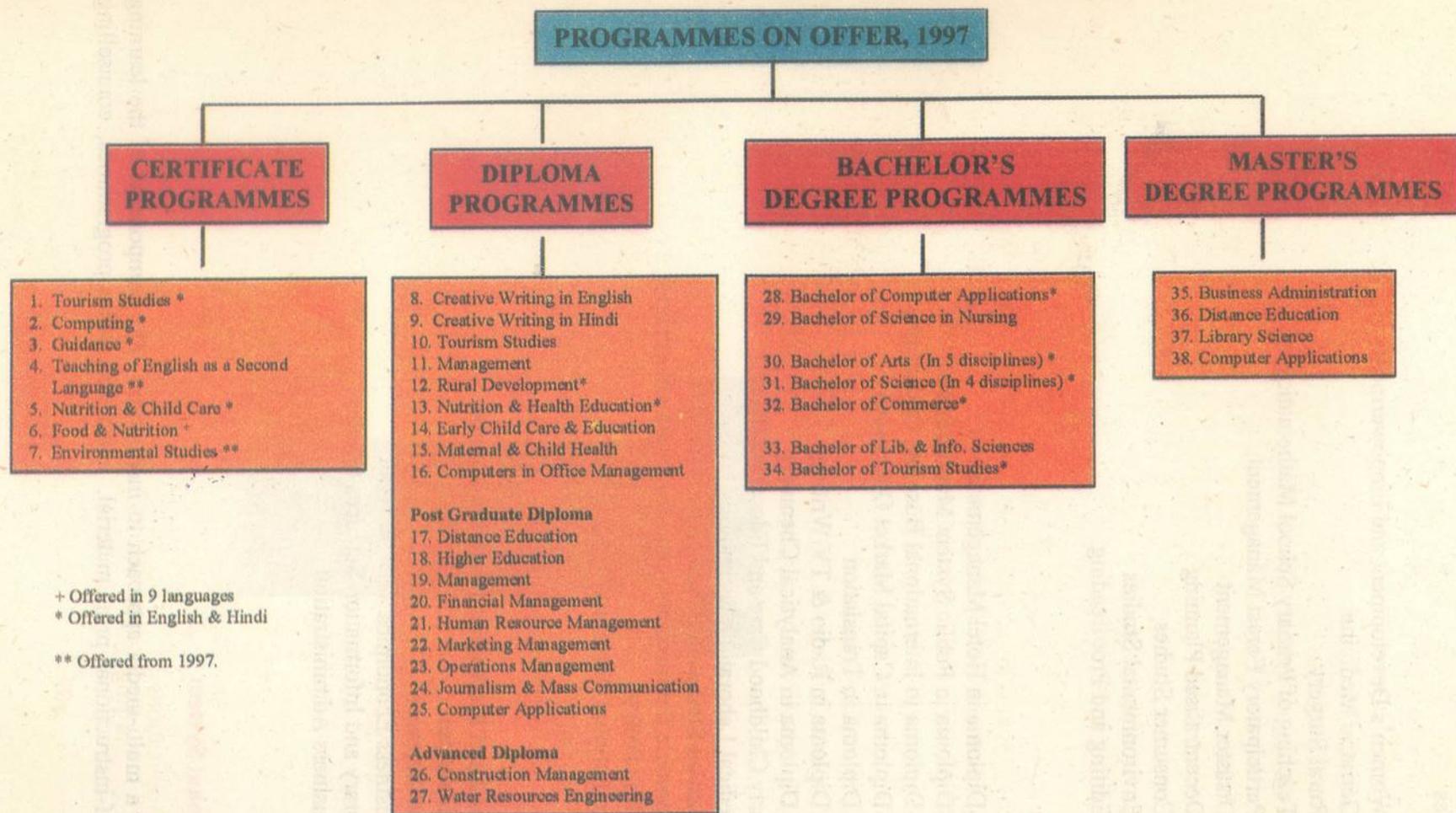


Figure-2 : Programmes on Offer

The following new programmes are under various stages of planning and development :

Certificate Programmes

- Certificate in Women's Development and Empowerment
- Certificate in Geriatric Medicine
- Certificate in Rural Surgery
- Certificate in Teaching of Primary School Mathematics
- Certificate in Participatory Forest Management
- Certificate in Disaster Management
- Certificate in Decentralised Planning
- Certificate in Consumer Studies
- Certificate in Environmental Studies
- Certificate in Editing and Proofreading

Diploma Programmes

- Post Graduate Diploma in Hotel Management
- Post Graduate Diploma in Public System Management
- Post Graduate Diploma in International Business Operations
- Post Graduate Diploma in Capital Market Operations
- Post Graduate Diploma in Translation
- Post Graduate Diploma in Radio & TV Writing
- Post Graduate Diploma in Analytical Chemistry
- Diploma in Early Childhood Care and Education (Hindi)
- Diploma in Medical Laboratory Technology
- Diploma in Tourism Studies in Hindi
- Diploma in Women's Empowerment and Development in Hindi
- Diploma in Public Policy
- Diploma in International Relations

Bachelor's Degree

- B.Tech Electrical and Electronics Drive Programme
- B.Sc. in Plant Sciences
- B.Sc. in Animal Sciences
- Bachelor in Business Economics
- Bachelor in Library and Information Sciences (Hindi)
- Bachelor in Business Administration

Ph.D. Programmes

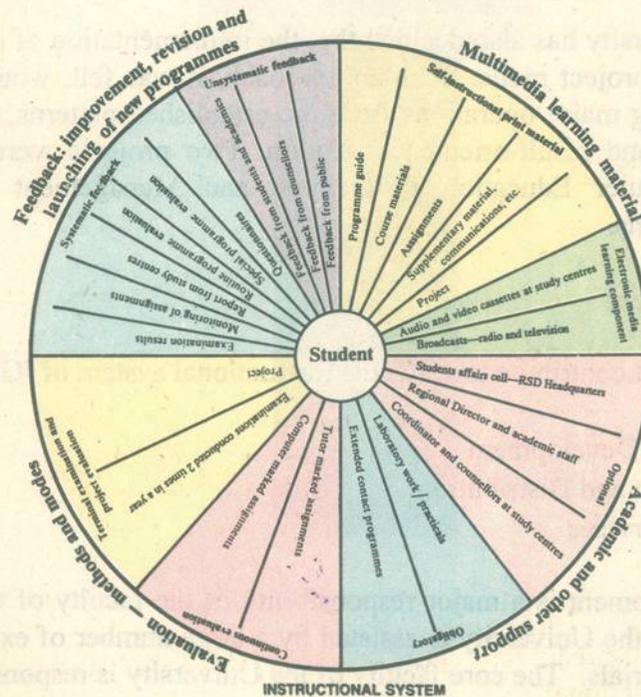
2.2 The Instructional System

The IGNOU follows a multi-media approach to instruction. The components of the learning packages include self-instructional print material, video and audio programmes, counselling

sessions and assignments, programme guides and supplementary reading material. Some courses have project work as part of the learning requirements. The electronic media components include audio and video cassettes which are available at all the study centres which have viewing and listening facilities to ensure easy access to them. Real time live teleconferencing (one-way video and two-way audio) for voice-image transmission has become an integral part of the delivery system of the IGNOU programmes with effect from 1995-96.

Study Centres located throughout the country provide support to the students in the form of counselling, advice and guidance, peer-group interaction and access to audio/video programmes and reading materials. Participation in personal contact programmes is not a compulsory requirement. However, where laboratory work/practical experience is an essential component of the instructional design, students have to complete them as a compulsory requirement. In some courses, a student will have to submit a project as part of the course completion requirements. A student pursuing a course has to complete a minimum number of assignments. These assignments are marked by the Counsellor at the Study Centres or by the computer at the Headquarters. Both these types of assignments together constitute the system of continuous evaluation of students' progress. There is, in addition, a terminal examination. These examinations are held twice every year, generally in June and December. A schematic presentation of Instructional System is given in Figure-3.

Figure-3 : Instructional System



2.3 Diversification of Delivery Mechanisms

During the year under report, a major initiative was taken by the University to diversify its delivery mechanism in order to provide wider access to its programmes and also to penetrate all regions, especially the backward areas. Three new mechanisms were identified :

- (i) Distance Learning Facilitators (DLFs)
- (ii) Partner Institutions (PIs)
- (iii) Multi Media Learning Centres (MMLCs)

The mechanism of DLF has been instituted in 1996-97 as an experimental measure while the remaining two are expected to be tried out in 1997-98. The DLF is essentially a singleman study centre which will provide a variety of services to students at different locations where study centres are not in operation. The DLF is expected to provide a link between the University and its students through the Regional Centres/ Study Centres. It is expected that a number of students from backward and remote areas, who do not have presently access to the University's programmes and services, will be able to avail of these facilities through the DLFs.

In the case of specialised programmes such as those in health sciences, the University has decided that delivery of various services would be through Programme Centres. In other words, wherever the services of specialists and/or related infrastructure are required, the delivery of programmes will be restricted to centres which can provide these facilities and services. Since enrolment in most specialised programmes would necessarily be low, such an approach would be more effective from the point of view of maintaining the quality of the services. It is expected that this approach will eventually be adopted for the delivery of programmes in Engineering and Technology, Nursing and similar other specialised areas.

Simultaneously, the University has also decided that the implementation of certain programmes should be converted into project mode. Such an approach, it was felt, would facilitate quicker decision-making, detaching major operations from the established patterns, periodic monitoring and review of progress, and result-oriented execution. Two projects were identified for this experiment; Mass Computer Education Programme and Management Education through Interactive Delivery Systems.

2.4 System Development

The major sub-systems that contribute towards the instructional system of IGNOU are:

- Course Design and Development
- Material Production and Distribution
- Student Support Services

Course design and development is a major responsibility of the faculty of the University. The permanent core faculty of the University is assisted by a large number of external experts in the preparation of course materials. The core faculty of the University is responsible for programme planning, development and production.

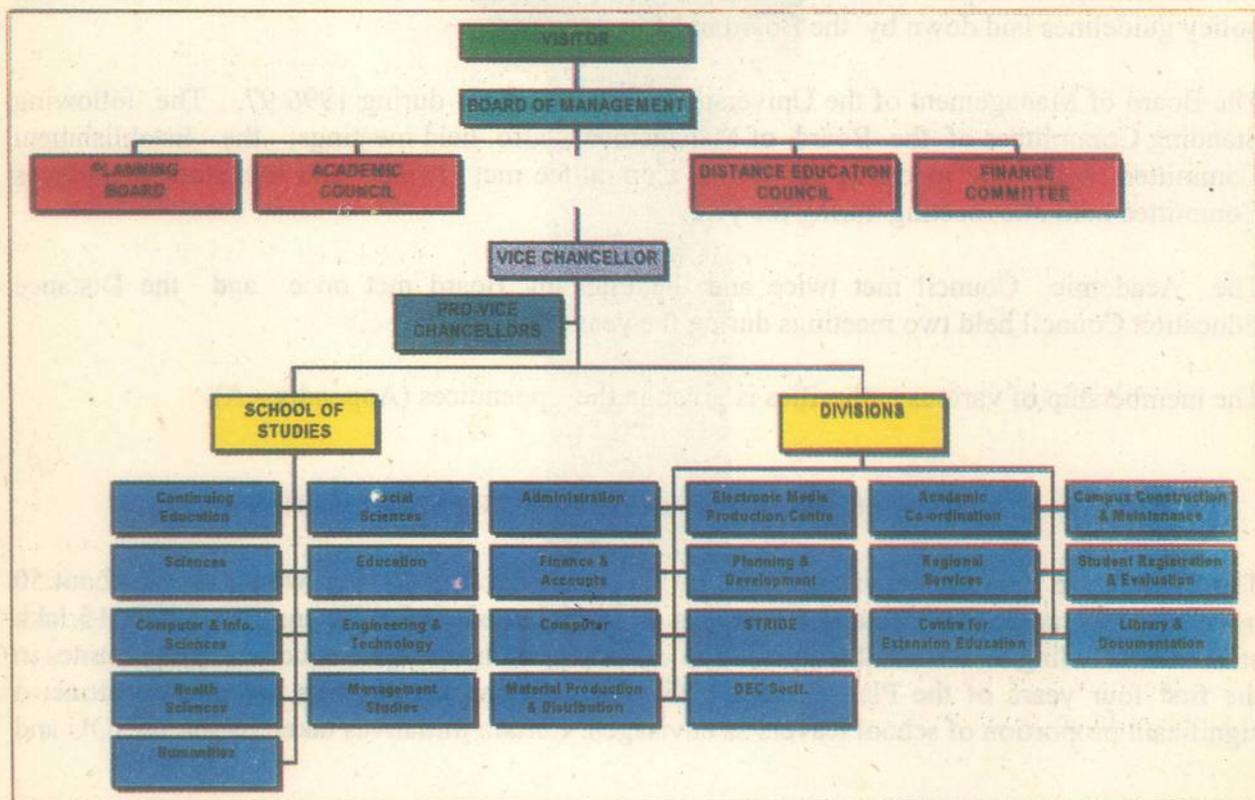
2.5 Organisational Structure

The organisational structure was reviewed in 1995-96 and a major restructuring of the organisation was undertaken. A detailed report on this reorganised structure was reported in the last year's report. According to this reorganised structure, the following are some of the important changes that were effected :

- The erstwhile Admission and Evaluation Divisions were merged to form the Student Registration and Evaluation Division.
- The Estate Management and Campus Construction Divisions were merged to form the Construction and Maintenance Division.
- A new Planning and Development Division was set up to deal with such important subjects as preparation of strategic plans, development of management information systems, performance reviews, quality assurance, etc.
- The Printing and Publication Division and the Material Distribution Division were merged to form the Material Production and Distribution Division.

The reorganisation became necessary in view of the fact that quite a few responsibilities have been delegated to the Regional Centres and the University launched a massive computerisation and automation process. A chart giving details of the organisational structure of IGNOU is given at Figure-4.

Figure-4 : Organisational Structure of IGNOU



3. AUTHORITIES OF THE UNIVERSITY

The following are the major decision-making statutory bodies provided in the IGNOU Act:

- (i) Board of Management
- (ii) Academic Council
- (iii) Planning Board
- (iv) Schools of Studies
- (v) Finance Committee
- (vi) Distance Education Council

The Board of Management is the principal executive body of the University and the Academic Council its principal academic body. The Schools of Studies are the basic units of academic organisation. Each School has a Board of Studies responsible for designing courses, determining their content and structure, developing the course materials and so on. The Academic Council exercises overall academic supervision and control over the functioning of the Schools of Studies and lays down the academic policies of the University. The Planning Board is the principal planning body of the University and is responsible for designing and formulating appropriate programmes and activities; it has the right to advise the Board of Management and the Academic Council on any matter. It is also responsible for monitoring the progress of the University. The functions of the Finance Committee include consideration of the annual accounts and financial estimates of the University, and fixation of the limits for the total recurring and non-recurring expenditure. The Distance Education Council is the authority responsible for the promotion and coordination of the distance education system and the maintenance of its standards. It also has the responsibility of recommending development funding for State Open Universities. Its functions within the overall policy guidelines laid down by the Board of Management.

The Board of Management of the University held 4 meetings during 1996-97. The following Standing Committees of the Board of Management also held meetings; the Establishment Committee held one meeting; the Works Committee met twice; and the Student Services Committee held one meeting during the year.

The Academic Council met twice and the Planning Board met once and the Distance Education Council held two meetings during the year.

The membership of various authorities is given in the appendices (Appendix - A).

4. NINTH PLAN PROPOSALS – NEW DIRECTIONS

The Eighth Five Year plan envisaged that the Distance Education System would absorb about 50 per cent of the additional demand for expansion in higher education by enrolling about 15 lakh students, including 5 lakh adult learners. The enrolment in the distance education programmes in the first four years of the Plan exceeded 15 lakhs, but the system was not able to attract a significant proportion of school leavers as envisaged. Certain initiatives taken by the IGNOU and

the state open universities, however, established the potential of distance education and its vital role in expanding educational opportunities for large numbers of people. Some of these initiatives are :

- (i) Establishment of Open Education Network (OPENET) involving IGNOU and the state open universities;
- (ii) Sharing of programmes, courses and services among the open universities and distance education institutes;
- (iii) Establishment of common pool of programmes; and
- (iv) Development of national resource bases in training, media production and diffusion.

The IGNOU introduced several innovative programmes of education with a pronounced career orientation in different professional and work-related fields like computer applications, education, engineering, nursing, nutrition, rural development, tourism, etc. It has also taken several new initiatives to extend the benefits of education to the community as a whole. These initiatives include :

- (i) Training of elected members of village panchayats.
- (ii) Training of primary education teachers.
- (iii) Vocational qualifications of tannery workers.
- (iv) Training of supervisors and workmen in the construction industry.
- (v) Mass education in computer applications.
- (vi) Continuing education for management development.

At the beginning of year 1996-97, the University prepared a document entitled 'Distance Education :Vision and Strategy' as a preparatory effort to the formulation of the Ninth Five Year Plan, commencing from April, 1997. Immediately thereafter, at the instance of the Planning Commission, Government of India, the IGNOU constituted a Working Group to prepare a draft report for the Open Learning System during the Ninth Five Year Plan. Broadly, the directions of development proposed for the Ninth Plan Period are as follows:

- (i) Expansion of the Open Learning System involving the establishment of a state open university in each major state and transformation of correspondence course institutes into distance education institutes;
- (ii) Establishment of Open Education Network (OPENET) linking IGNOU and the state open universities and distance education institutes of dual mode universities.

- (iii) The development of innovative programmes and courses which will improve employability of graduates; development of new areas of studies; designing and introducing large number of technical/vocational education programmes and offering a variety of continuing and extension education programmes for upgrading knowledge and skill.
- (iv) Increase in enrolment to 1 million in the open universities and another 1 million in dual mode institutions. Increasing the coverage through continuing and extension education programmes to about 10 million learners.
- (v) Improvement in student services through effective decentralisation, course-wise registration, easier access to information, diversification of the delivery system and computerisation of services.
- (vi) Promotion and use of education technology to support students, large scale application of audio-video, computing and multimedia materials in teaching/learning processes and establishment and development of telecasting/broadcasting and computer networks, support for research in distance education, communication technology and other systemic areas.
- (vii) Design and delivery of large number of short-term self-contained training/re-skilling packages, including technical/vocational education programmes in collaboration with employer organisations.
- (viii) Introduction of vocational qualification certification in collaboration with industry at various levels of competence through the distance mode.
- (ix) Establishment of national resource centres for distance education like common pool of programmes that can be shared, delivery networks, training, quality assurance mechanisms and establishment of instruments/mechanisms to undertake certification of vocational qualifications.
- (x) Promotion of global access to IGNOU's programmes and services and establishment of partnership with institutions outside the country.
- (xi) Development of new structures and processes for the management of the Open Learning System.

The specific programmes and activities for implementation during the Ninth Plan are :

- i) **Expansion of the Open University System** : Implementation of the Central Advisory Board of Education's (CABE) recommendation of establishing one Open University in each major State. Presently, there are Open Universities in seven States. Three more states are considering the establishment of Open Universities. The remaining states may also be requested to do so in the Ninth Plan period. This is necessary to extend the outreach of the network and to ensure penetration in all states and regions.

- ii) **Networking the Open Universities** : Review of the existing rules for declaration of fitness of open universities in the context of their nature and functions. It is envisaged that every open university will be a networked, and networking, institution. The focus of attention will therefore shift from the traditional approach of institution-specific development to the development of the system infrastructure to which every open university will be provided access.
- iii) **Dual mode institutions** : Transformation of the programmes offered by the 50 or so correspondence education institutions of the traditional universities into high quality distance education programmes. They will also be supported to join the OPENET if their programmes are restructured and made compatible with those of the open universities.
- iv) **Development of Technology Infrastructure** : Expansion of the existing tele-conferencing/broadcasting network to provide presentation (transmission) ends at each open university with uplinking and receiving end facilities. The receiving end facilities will also be provided at their regional centres and selected study centres.
- v) **Computer Networking** : Networking the IGNOU and its Regional Centres, as well as the State Open Universities and their Regional Centres (in all about 100 nodes including dual mode institutions) through VSAT with hubs and multimedia transmission capacity for transfer of voice, image and data to provide interactive communication.
- vi) **Capacity Building** : Provision of development support to each Open University in terms of hardware, courseware, expertise and also access to the physical and intellectual resources available in the network.
- vii) **Development of Programmes and Courses** : High priority for professional and career-oriented programmes at the certificate, diploma and degree levels and integration of education and training. Redesigning academic programmes to provide flexibility, modularity and multiple entry and exit points, as well as continuing and extension education programmes for training and retraining of large numbers of working people will get greater attention. Development of training technologies, introduction of large programmes of technical/vocational education and establishment of mechanisms for certification at the national level will be pursued.
- viii) **National Resource Bases** : The proposals initiated in the Eighth Plan to establish a common pool of programmes for sharing by the open universities, quality assurance and accreditation systems, etc., will be fully operationalised and strengthened.
- ix) **Research and Development** : Development of distance education systems and methodology will be a major thrust area for research. Communication technology, development of multimedia learning packages, technology-driven student assessment and evaluation systems, etc will receive high priority.

- x) **International Role** : IGNOU and other Open Universities will explore the possibility of extending their educational programmes outside the country and enrolling large numbers of foreign-based students.
- xi) **Strengthening the DEC** : The Distance Education Council (DEC) will be suitably strengthened to assume the responsibilities mentioned above.

The total outlay proposed for the implementation of these programmes in the Ninth Plan is Rs. 425 crores.

5. SCHOOLS OF STUDIES

The Schools of Studies are the basic units of academic organisation and are responsible for designing courses, determining their content and structure, developing the course materials and so on. When once the programmes are developed and launched, the responsibility for their maintenance vests with the School. The specific tasks involved in maintaining a programme include, minor revision and updating the texts, preparation of assignments, preparation of student handbooks and guides and also printing/reprinting of study materials. Each school has a School Board which is a statutory body with powers and functions defined in the Statutes. There are, at present, nine schools of studies. Since last year, School Council has been set up for each school as an internal mechanism to look after the day to day functions. Given below is an account of the activities of each school.

5.1 SCHOOL OF CONTINUING EDUCATION

The establishment of the School of Continuing Education (SOCE) is the outcome of the realisation that there is a need for the continuation of the educational provision beyond initial education, especially in the professional and vocational spheres, which furthers career or personal development. Keeping in view the overall development scenario in the country, and amelioration of rural poverty as the main focus of development and planning, special emphasis being placed on development of women and children. The School of Continuing Education has addressed these problems through two socially relevant areas of concern viz., Rural Development and Women's Education.

In 1988 the School launched the Certificate Programme in Food and Nutrition which was pitched at the awareness level. The programme is now offered in nine languages. Following this, the School was involved in preparing professional / vocational programmes of study which would enhance women's capability of getting employment or of being self-employed. These programmes were inspired by the realization that economic self-sufficiency of women is a necessary (though not the only) condition leading to empowerment. The programmes which were developed keeping this in focus were the Diploma in Early Childhood Care and Education, Diploma in Nutrition and Health Education and Certificate in Nutrition and Child Care. Thus, having prepared programmes that would help in meeting women's practical gender needs, the School moved on to preparing a programme of study that would address women's strategic

gender needs. Towards this end, the Gender Training and Entrepreneurship Development Stream of the Certificate / Diploma in Women's Development and Empowerment is being developed. This stream seeks to address strategic gender needs through training community organisers, trainers and functionaries for promoting initiatives and interventions for women's development.

Details of programmes on offer

The details of the programmes launched by the School so far are presented below :

In the area of Rural Development –

Postgraduate Diploma in Rural Development
Elective course in Rural Development for the Bachelor's Degree Programme

In the area of Women's Education –

Certificate Programme in Food and Nutrition
Certificate Programme in Nutrition and Child Care
Application Oriented Courses for the III year of the BDP stream
 Nutrition for the Community
 Organizing Child Care Services

Diploma in Nutrition and Health Education
Diploma in Early Childhood Care and Education

Maintenance work on existing programmes/courses

The maintenance work for the existing programmes and courses includes, preparation of Programme Prospectuses; Programme Guides; Assignments; Examination of Project proposals and Evaluation of Project Proposals. It also includes conduct of teleconferencing sessions, identifying suitable Counsellors and correspondence with the students on various problems and difficulties faced by them. Details of work done in respect of programmes related to Women's Education are as below :

- Revision of the programme; preparation of assignments; translation of assignments into 7 regional languages for CFN programme.
- Preparation of assignments. Minor revisions in Project Work based on feedback from learners and Regional Centres for the programmes of DNHE and DECE (English).
- Reprint with minor revisions , preparation of assignments (English & Hindi) for ACC.
- Reprint, preparation of Assignments (English & Hindi) for ANC.
- Preparation of Assignments (English & Hindi) for CNCC.

Number of blocks/assignments printed during the year

During the year, the School carried out minor revision work, for the programmes on offer under the School which also include, translation into regional languages for courses in CFN. In all, the School printed around 55 blocks, 42 assignments, 7 practical manuals and 2 programme guides during the year.

Programmes launched during the year

a) Diploma Programme in Nutrition and Health Education -- Hindi Version

The Programme in Nutrition and Child Care, which is a 16 credit course, is specifically vocational in nature, opening avenues for employment as well as self-employment. Doing a programme of this nature, which combines knowledge and skill development in the areas of nutrition and early childhood care and education, would make the learners uniquely qualified to take up jobs as functionaries with governmental and non-governmental organisations working for women and children.

The programme comprises of two courses :

- a) Nutrition for the Community (8 credits)
- b) Organizing Child Care Services (8 credits)

This Programme is open to all learners who have cleared the 10 + 2 examination or its equivalent. The duration of the programme of study is six months, but a student is allowed to take upto two years to complete it. The medium of instruction is English and Hindi.

b) Certificate Programme in Nutrition and Child Care

The Certificate Programme is a holistic package providing learners the opportunity to gain knowledge about nutrition and public health as well as develop skills in communicating nutrition and health related information to communities. The aims of the programme are to:

- develop a knowledge base in key areas of nutrition and public health such as diet health relationships; planning suitable diets for various age groups; using diet therapy in disease; nutrition and income generation programmes; communicable diseases-symptoms, prevention and treatment; primary health care; environmental safety.
- promote awareness about concepts and principles in communication and their application in nutrition and health education.
- develop skills in playing the role of nutrition and health educators in the community with particular emphasis on methods, approaches and strategies.

The Programme consists of the following four courses and anyone who has completed 10 + 2 is eligible for enrolment :

- Nutrition for the Community
- Public Health & Hygiene
- Nutrition and Health Education
- Project Work

The duration of the programme is one year, but one could take upto four years to complete it, depending on one's convenience. The programme is on offer in English and Hindi.

Nutrition and Health Education is going to be a key focus area. Hence people wanting to be employed in either government programmes or in the vast NGO (Non-governmental organizations) sector will find the programme useful.

People working with both governmental and non-governmental sectors in the role of community workers would benefit from this programme. The programme would provide an additional qualification by helping them to improve their chance for professional competence and promotion with potential for self-employment.

Proposals on new academic programmes

The School plans to offer the following programmes :

Diploma in Early Childhood Care and Education. Hindi version to be launched in 1998. Work on Tamil version in progress.

Certificate and Diploma in Women's Development and Empowerment.

Details of Expert Committee & Course Writers' meetings

Expert Committee Meeting for Foundation Course on Training Perspectives (21- 22 August, 1996)

Course Writers' Workshop for Foundation Course Module (13 - 15 November, 1996)

Expert Committee Meeting for Training Module on Organization and Leadership (14-15 January, 1997)

Other information

a) Collaboration with NIPCCD for training of ICDS functionaries in the area of child development and nutrition. This was organized for the functionaries in the Madhya Pradesh region through the teleconferencing mode (held 12 sessions) in the months of November and February.

b) Collaboration with the Dept. of Women and Child Development, Govt. of India, for orientation of functionaries of the Mahila Samridhi Yojana & Indira Mahila Yojana through the teleconferencing mode (held 10 sessions) in the months of October and November.

5.2 SCHOOL OF COMPUTER AND INFORMATION SCIENCES

School of Computer and Information Sciences (SOCIS) was established in 1991 with the following major objectives :-

- To prove that an open learning approach to computer education is not only feasible but probably preferable;
- to increase both accessibility and acceptability of the IGNOU Computer Education Programme in a coordinated way, ensuring high quality education at number of levels; and
- to disseminate learning and knowledge through an innovative multimedia teaching/learning system running over a computer network.

SOCIS is pursuing the goal that Computer education be brought to the door steps of those interested. Many prospective learners could not otherwise get an opportunity to acquire the same because of lack of resources available within their vicinity. Enough opportunities must be given to those interested to pursue the programmes in Computer Education, irrespective of their age, professional or formal qualifications. With this view, SOCIS has now come up with capsule courses in this field. Due to rapid change in the technology and the vast requirement of specialists in the field of computers, small capsule courses are being introduced which will supplement some of the present courses (which are more academic in nature and are a must) with the latest trends for skill oriented demands of employers and end-users.

Details of Programmes on Offer

Certificate in Computing (CIC)
Diploma in Computers in Office Management (DCO)
Bachelor in Computer Applications (BCA)
Master in Computer Applications (MCA)

Maintenance work on existing programmes/courses

Programme Guides and Assignments of CIC and DCO courses have been printed. In response to the significant demand from students for computer education in Hindi, CIC and DCO programmes are being made available in Hindi. The courses for the 2nd and 3rd year of MCA programme have also been developed.

No. of Blocks/Assignments printed during the year

CIC - All blocks of all the courses in English and CIC-1 and CIC-3 in Hindi
DCO - All blocks of all the courses in English and DCO-1 and DCO-2 in Hindi
MCA - All blocks of all the courses of 1st and 2nd semester.

Programmes launched during the year

Certificate in Computing
Bachelor in Computer Applications

Details of Expert/Course Writers' meetings

An Expert Committee meeting was held on 23rd August, 1996 regarding the 3rd year of the MCA programme.

During the year under review, the School held one meeting of the School Board in April, 1996.

5.3 SCHOOL OF ENGINEERING AND TECHNOLOGY

The School of Engineering and Technology (SOET) has been established with the objective of developing employment related continuing education programmes which aim at increasing job potential and economic advantage for the learners. Programmes in the first instance target learners who are diploma holders of polytechnics and are employed.

Details of programmes on offer

SOET has launched two programmes :

Advanced Diploma in Water Resources Engg. (ADWRE) and Advanced Diploma in Construction Management (ADCM).

Both the programmes lead to a B.Tech. Civil Degree with appropriate specialization options in Construction Management and in Water Resources Engineering. The duration of B.Tech. Civil Degree is 4 years minimum and with a maximum duration of 10 years.

Maintenance work on existing programmes/courses

SOET is keeping a watch on feedback received from the students regarding course material, delivery system and counselling. Through orientation programmes, counsellors are told about the feedback. SOET is maintaining records of feedback for revision/modification of study material in the near future.

Number of Blocks/Assignments printed during the year

Blocks printed during the Year 1996-1997	:	35
Assignments printed during the Year 1996-1997	:	18

Programmes launched during the year

B.Tech. Civil in Construction Management (CM)

B.Tech. Civil in Water Resources Engineering (WRE)

All the students of ADCM and ADWRE, who have cleared 32 credits, will be allowed to take admission in B.Tech. Civil in (CM) and (WRE).

Proposals on new academic programmes

- a) B.Tech. Electrical and Electronics Drive Programme. This programme has four modules :
- (i) Post Diploma Certificate in Electrical and Electronics Equipments Servicing and Maintenance.
 - (ii) Advanced Diploma in Electrical/Electronics Equipment Servicing and Maintenance.
 - (iii) Post Advanced Diploma Certificate in Engg. of Industrial Electrical and Control System.
 - (iv) B.Tech. Electrical and Electronics (Power Electronics and Electrical Drives).
- b) Extension programmes of SOET for Tannery Workers at Trade and Supervisory Development Levels.

At Trade Skill Development Level

- (i) Soakyard Worker Certificate
- (ii) Unhairing Worker Certificate
- (iii) Limeyard Worker Certificate
- (iv) Drumyard Worker Certificate
- (v) Flesher Certificate
- (vi) Scudder Certificate
- (vii) Splitter Certificate

At Supervisory Development Level

- (viii) Soakyard Supervisor
- (ix) Limeyard Supervisor
- (x) Machineyard Supervisor
- (xi) Drumyard Supervisor

- c) Continuing Education Programmes for in-service training of Construction Workers.
- d) Extension Education for Construction Workers through Training in Construction Trades.

At Trade Level :

- Mason
- Shuttering Carpenter

- Bar Bender
- Plumber

At Supervisory Level :

- Store Keeper
- Surveyor
- Supervisor

Details of Expert/Course Writers' Meetings

Expert Committee Meetings were organized on 14th February and 28th March, 1997 and Course Writers' Meetings were conducted at several places throughout the year.

Any other relevant information

- a) SOET is preparing a proposal for partnering Institution for Engg. Programme i.e., Civil, Electrical and Mechanical.
- b) SOET is planning to launch a programme in Mechanical Engg. It is at the planning stage.

During the year, the School held one School Board Meeting in March 97 and one School Council Meeting in August' 96.

5.4 SCHOOL OF EDUCATION

The School of Education is mandated to organise academic programmes in Education as an area of knowledge and as a field of professional practice. The following disciplines have been assigned to the School by the Academic Council: Education, Educational Technology, Distance Education and Adult Education. However, the only disciplines, which are active so far in terms of placement of faculty, are Education and Distance Education. Academic Programmes in Distance Education are organised in STRIDE, although the academic home of such programmes is the School of Education. The programmes that the School of Education has been organising are of inter-disciplinary nature and the courses in these programmes fall within the legitimate jurisdiction of the one or the other disciplines of the School. The programmes on offer in the School are the Post-graduate Diploma in Higher Education (since 1992) and the Certificate in Guidance (since 1993). Course development for Bachelor of Education Programme and Diploma in Primary Education Programme is in progress. The programmes to be taken up during the 9th Plan Period are M.Phil./Ph.D. programme in Education and M.A. (Education)/M.Ed. and a number of courses in Educational Technology and Educational Management to be configured as Certificate/Diploma/Degree programmes.

Programmes on offer

- a. Post-graduate Diploma in Higher Education
- b. Certificate in Guidance
- c. Post-graduate Diploma in Distance Education and Master of Arts in Distance Education: These two programmes are of 36 credits and are offered through School of Education, but the task of maintenance is done at STRIDE.

Maintenance Work of existing programmes/courses

Work related to preparation of assignments, programme guides and orientation of counsellors are done by the School faculty for both CIG as well as PGDHE. For PGDHE, in addition, scrutiny of project proposals and evaluation of project reports and providing academic support to the conduct of Extended Contact Programmes through teleconferencing are also undertaken by the School faculty.

No. of Blocks/assignments printed during the year

Ten blocks (six blocks new prints and four reprints) and eight assignments were printed during the year.

Proposals on New Academic Programmes

The course development of the first module of the Diploma in Primary Education is in progress. The Diploma in Primary Education is a collaborative programme with the National Council for Educational Research and Training (NCERT). This is going to be a 2 years programme divided into three modules. This is meant to be launched initially in the North-Eastern states. This is meant as a professional development programme for practicing primary teachers.

The course development work of Module 1 of the B.Ed. is also in progress. This is going to be a two- year programme divided into two modules. This is a 48 credit programme with 24 credits devoted to practical activities. The system of monitoring the practical work of B.Ed. was being designed during the year. Another task, which was undertaken during the year, was identification of the programme centres and working towards arriving an MOU with them. The programme is initially going to be offered in English.

In addition to the above, curriculum-planning exercise was undertaken during 1996-97 for the following programmes: M. Ed., Programmes in Educational Technology and Educational Management and Administration and M. Phil/ Ph. D

Seminars/Workshops organised by the School during the year

During the year, 8 workshops for the B.Ed. programme for the different courses and one workshop for the DPE programme was conducted. In addition, one planning workshop each was