

# EQUITY AND INCLUSION AT IGNOU

(2020-2025)



**Indira Gandhi National Open University**  
New Delhi - 110068

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“शिक्षा मानव को बन्धनों से मुक्त करती है आज के युग में तो यह लोकतन्त्र 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 गाँधी

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

*- Indira Gandhi*

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# EQUITY AND INCLUSION AT IGNOU (2020-2025)

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## Foreword

As the largest Open University in the world, the Indira Gandhi National Open University (IGNOU) has been playing a pivotal role in advancing the national agenda of inclusive and equitable education. Established through an Act of Parliament in 1985, IGNOU was envisioned as a means to extend the reach of higher education to all sections of society—particularly those who are geographically remote, socially marginalised, economically disadvantaged, or otherwise excluded from the conventional system of education.



This report titled “Equity and Inclusion at IGNOU (2020-2025)” is a reflection of the University’s unwavering commitment to realising its mandate, vision, mission, and core values. It highlights the institutional mechanisms and policy frameworks that have been systematically developed to uphold the principles of access, equity, and quality in all aspects of academic delivery and learner support. The efforts of the Equal Opportunity Cell (EOC) in ensuring sensitisation, advocacy, and facilitation for diverse learner groups are especially noteworthy.

Over the years, IGNOU has made multi-dimensional strides in widening access—through innovations in geographical outreach, economic affordability, technological integration, and linguistic and cultural relevance. The University has succeeded in reaching the unreached, including learners in rural and tribal areas, prison inmates, socially and economically disadvantaged groups, and those in challenging life circumstances. Special focus has been accorded to women learners, Scheduled Castes, Scheduled Tribes, Other Backward Classes, Persons with Disabilities (PwDs), and minority communities, ensuring that no one is left behind.

The report further captures targeted initiatives that address key themes such as disability inclusion, gender justice, and the promotion of equal opportunities. Through capacity building, interactive counselling, regional collaborations, and community engagement, IGNOU has created a robust ecosystem that supports inclusive education and lifelong learning. These endeavours are aligned not only with NEP 2020 but also with India’s constitutional values and the Sustainable Development Goals (SDG 4 and SDG 5).

As we look to the future, IGNOU remains committed to expanding its outreach, refining its learner support systems, and deepening its inclusive practices through strategic interventions and continuous innovation. This report is both a record of progress and a reaffirmation of our collective resolve to democratize higher education in its truest sense.

I appreciate the efforts of all those involved in the preparation of this important document. I am confident that it will serve as a valuable resource for policymakers, academics, and practitioners working towards inclusive education in India and beyond.

**Prof. Uma Kanjilal**  
Vice Chancellor  
Indira Gandhi National Open University

## Acknowledgment



In alignment with the strategic objectives of the Indira Gandhi National Open University (IGNOU), and in view of its continued commitment to institutional excellence, the Centre for Internal Quality Assurance (CIQA) undertook the task of developing a comprehensive calendar of activities to guide and support preparations for the second cycle of NAAC accreditation and the NIRF 2026 ranking process. These activities were designed to address critical domains, including NAAC-related documentation and data validation, National Education Policy (NEP) 2020 implementation, data capturing and analysis for the National Institutional Ranking Framework (NIRF), and the development of Standard Operating Procedures (SOPs), policy documents and best practices to streamline internal processes and ensure compliance with national quality benchmarks.

To accomplish this multifaceted undertaking in a time-bound and systematic manner, the Hon'ble Vice Chancellor constituted a series of committees comprising academic and administrative professionals from across the University. Each committee was entrusted with a specific thematic area, with the responsibility of planning, preparing, and reviewing documentation and institutional practices in accordance with the evolving frameworks of quality assurance and regulatory expectations.

The Centre for Internal Quality Assurance (CIQA) sincerely acknowledges and appreciates the outstanding commitment, scholarly engagement, and collaborative spirit demonstrated by all committee members. Their meticulous attention to detail, academic rigour, and deep understanding of the institutional processes were critical to the successful preparation of comprehensive and credible documentation in support of the University's goals. The committee members undertook additional responsibilities beyond their regular duties, working diligently to collate data, contribute to narrative reports, validate evidence, and ensure alignment with national quality parameters.

The committees' collective efforts have greatly strengthened the University's internal quality systems and have contributed meaningfully to projecting IGNOU's distinct status as a national resource in the field of open and distance and online education. Their work reflects not only professional excellence but also a shared vision of advancing IGNOU's mission of inclusive and quality higher education across the country and beyond. CIQA acknowledges the contribution of the Student Registration Division, Regional Services Division, and the Schools of Studies and STRIDE for providing the necessary information and access to its records which helped in completing the document on "Equity and Inclusion at IGNOU (2020-2025)".

CIQA places on record its deep gratitude to the Hon'ble Vice Chancellor for her support, insightful leadership and guidance. Above all, CIQA extends its heartfelt thanks to each member of the preparation team for their valuable contributions, without which the timely completion of this critical institutional endeavour would not have been possible.

**Prof. Vijayakumar P.**

Director, CIQA

Indira Gandhi National Open University

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## 1. INTRODUCTION

Equity and inclusion are cornerstones of a just and progressive society, and their importance must be strengthened in higher education. For an educational institution like Indira Gandhi National Open University (IGNOU), which carries the mandate of providing accessible and affordable education to a diverse population both at the national and international level, embedding equity and inclusion into its very fabric has become a fundamental necessity. This document explores the significance of best practices of equity and inclusion in higher education, specifically within the unique context of IGNOU, while highlighting its critical role to transform lives, foster social justice, and contribute to national development and social transformation.

At its core, equity in higher education recognises that individuals come from diverse socio-economic and cultural backgrounds with varying levels of access to resources and opportunities. It goes beyond mere equality, which treats everyone equally, and instead focuses on providing need-based support and resources to ensure fair and just academic outcomes for all learners. This necessitates identifying and addressing systemic barriers that may not be supportive to certain groups keeping in view their socio-economic status, gender, caste, religion, disability, geographical location, educational background, or other factors. For IGNOU, operating in a country with significant disparities, a commitment to equity means actively bridging these gaps and creating a level playing field for all aspiring learners.

On the other hand, inclusion goes hand-in-hand with equity by fostering an environment where every learner feels valued, respected, and fully integrated into the academic and social life of the institution. An inclusive higher education ecosystem celebrates diversity in all its forms and actively works to create a sense of equal opportunity for learners from marginalised communities among others. This involves not only ensuring physical accessibility but also designing a curriculum, pedagogy, and cultivating an institutional culture that recognises and respects diverse perspectives, experiences, and learning practices of the learners. For IGNOU, with its vast and dispersed learner community, fostering inclusivity requires innovative approaches that leverage digital technology and create virtual spaces for interaction and engagement, ensuring that no learner feels isolated or excluded due to their disadvantageous circumstances.

IGNOU benefits by prioritising equity and inclusion in higher education in different ways. Firstly, it expands access to quality education for individuals who might otherwise be excluded, empowering them with the skills, knowledge and aptitude necessary for personal and professional growth. This, in turn, contributes to social mobility by reducing inequalities within society. Secondly, a diverse and inclusive learning environment enriches the educational experience for learners. Exposure to different learning approaches fosters critical thinking, enhances creativity, and prepares graduates to navigate an increasingly diverse, dynamic and interconnected world. IGNOU as an institution, champions equity and inclusion, cultivates a sense of social responsibility among its learners, and encourages them to become agents of positive change in their communities.

## 2. INSTITUTIONAL COMMITMENT TO ACCESS AND EQUITY

IGNOU's commitment to equity and inclusion is integral to its core mission of democratising higher education. Leveraging its open and distance learning (ODL) model, the University serves a diverse learner base that includes individuals in remote and rural areas, working professionals, jail inmates, persons with disabilities, women and transgender learners, and socially disadvantaged groups. To truly advance equity and inclusion, the University continues to assess and respond to the distinct needs and challenges of its varied learner groups. This includes offering targeted academic programmes and providing need-based support services, developing culturally diverse and accessible learning resources, utilising digital technology to bridge learning gaps and developing a learner-friendly academic environment. IGNOU also actively contributes towards national building by aligning its initiatives with key policy frameworks such as the National Education Policy (NEP) 2020 which is critical for incorporating inclusive practices in higher education.

### 2.1 MANDATE, VISION, MISSION, AND CORE VALUES

IGNOU is mandated to play a pivotal role in democratising access to higher education, especially for those who have been underserved due to social, economic, geographic, or other constraints. The University removes barriers related to age, prior educational qualifications, and physical presence, thereby offering inclusive, equitable, and flexible educational opportunities to all.

#### Mandate

As per IGNOU Act, 1985 (p.14) the mandate of the University is as follows:

- “1. The University shall endeavour through education, research, training and extension to play a positive role in the development of the country, and, based on the rich heritage of the country, to promote and advance the culture of the people of India and its human resources. Towards this end, it shall:*
- (a) strengthen and diversify the degree, certificate and diploma courses related to the needs of employment and necessary for building the economy of the country on the basis of its natural and human resources;*
  - (b) provide access to higher education for large segments of the population, and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields;*
  - (c) promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities for upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavours;*
  - (d) provide an innovative system of university level education, flexible and open, in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and operation of the programmes with a view to promote learning and encourage excellence in new fields of knowledge;*

- (e) contribute to the improvement of the educational system in India by providing a non-formal channel complementary to the formal system and encouraging transfer of credits and exchange of teaching staff by making wide use of texts and other software developed by the University;
- (f) provide education and training in the various arts, crafts and skills of the country, raising their quality and improving their availability to the people;
- (g) provide or arrange training of teachers required for such activities or institutions;
- (h) provide suitable post-graduate courses of study and promote research;
- (i) provide the counselling and guidance to its students; and
- (j) promote national integration and the integrated development of the human personality through its policies and programmes.
2. The University shall strive to fulfil the above objects by a diversity of means of distance and continuing education, and shall function in cooperation with the existing Universities and Institutions of higher learning and make full use of the latest scientific knowledge and new educational technology to offer a high quality of education which matches contemporary needs.”

The core values of the University are depicted below:



The Indira Gandhi National Open University (IGNOU), as the world's largest open university, is guided by a set of core values that shape its mission, vision, and practices in the field of higher education. These values not only define the University's identity but also inform its strategies to expand access, ensure quality, and foster innovation in teaching and learning.

### 1. Openness

The University removes traditional barriers to education by offering admission with minimal prerequisites, ensuring that learning opportunities are accessible to all, regardless of age, background, or previous qualifications. This approach reflects IGNOU's commitment to democratising education and promoting social equity.

### 2. Flexibility

Recognizing the diverse needs of its learners, IGNOU offers unmatched flexibility in terms of programme selection, duration, pace, and place of learning. Through multiple entry and exit options, modular programmes, and a wide array of academic choices, the University empowers learners to shape their own educational journeys in alignment with their personal and professional commitments.

### 3. Affordability

IGNOU is committed to making quality higher education affordable and within reach of the wider population. The University offers affordable programmes without compromising its academic standards. Its cost-effective model enables access for learners from economically and socially disadvantaged backgrounds, thus promoting equitable participation in higher education.

### 4. Inclusiveness

Inclusiveness is a defining value of IGNOU's academic and administrative practices. The University reaches out to marginalized and underrepresented groups including women, learners in remote areas, persons with disabilities, and jail inmates ensuring that all individuals have the opportunity to learn and grow. IGNOU also designs self-learning materials and support systems that are culturally responsive and accessible.

### 5. Life-long Learning

IGNOU promotes the concept of learning as a continuous and lifelong process. Its wide range of academic, vocational, and professional programmes cater to learners at different stages of life and career. By providing opportunities for re-skilling, upskilling, and personal enrichment, the University encourages learners to adapt and thrive in a rapidly changing world.

### 6. Excellence

IGNOU strives for excellence in all dimensions of its functioning curriculum design and development, learner support services, assessment, faculty development, and use of state-of-the-art technology. The University maintains rigorous academic standards and continuously innovates to enhance quality of its programmes suiting to contemporary educational requirements. Its

commitment to excellence is reflected in its national and international recognitions and its leadership in the field of open and distance education.

## 2.2 EQUAL OPPORTUNITY CELL (EOC)

The Equal Opportunity Cell (EOC) at the University is crucial in fostering an inclusive and equitable learning environment for its diverse learner community. As a national open university catering to learners from all walks of life, IGNOU recognises the importance of addressing disparities and ensuring that every learner, regardless of their background, has a fair chance to succeed academically.

The primary objective of the EOC at IGNOU is to oversee the effective implementation of policies and programmes to support disadvantaged groups. It focuses on creating an academic atmosphere that does not discriminate based on caste, religion, gender, disability, or socio-economic background. It particularly focuses on assisting learners belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC - Non-Creamy Layer), Persons with Disabilities (PwD), and religious minorities. One of the key functions of the EOC is to provide guidance and counselling to learners facing academic, financial, social, or other challenges. The Cell serves as a grievance redressal mechanism where learners can report issues related to discrimination or lack of accessibility. Such a platform reinforces the university's zero-tolerance policy toward bias or unfair treatment, thus promoting a safer and more respectful academic environment. By upholding principles of fairness and justice, the EOC reinforces IGNOU's commitment to providing a safe and supportive learning environment for all its learners.

The University has appointed an Ombudsman for resolving the grievances and issues of the IGNOU learners.

## 2.3 LEARNER CHARTER

The University has developed and adopted the Learner Charter which is a foundational document articulating the University's unwavering commitment to its learners and outlining the mutual responsibilities of both the institution and its students. The Charter serves as a guiding framework to promote learner-centric, equitable, and quality education in alignment with the University's mandate as enshrined in the IGNOU Act.

The Charter outlines a comprehensive list of entitlements that IGNOU learners can expect during their academic journey. These include:

- Access to high-quality degree, diploma, and certificate programmes.
- Learner-centric and technology-enabled education delivered through a robust multi-media approach.
- Updated and outcome-based curricula focused on employability and real-world application.
- Multi-channel learner support including academic counselling and mentoring.
- Equal and fair treatment with zero tolerance for discrimination.

- Transparent grievance redressal mechanisms and timely dissemination of academic information. Complementing the rights of learners, the Charter also outlines their responsibilities, which include:
  - Adhering to University rules, regulations, and the academic calendar.
  - Participating actively in all academic activities, including assignment submissions and counselling sessions.
  - Treating University staff, peers, and the learning environment with respect and responsibility.
  - Promoting academic integrity and refraining from plagiarism, misconduct, and misuse of University resources.
  - Contributing to feedback mechanisms and engaging constructively with the University community.

The Learner Charter promotes a learning environment rooted in autonomy, flexibility, and mutual respect, where learners are not just recipients of knowledge but active participants in shaping their educational experiences. It recognizes the unique nature of the Open and Distance Learning (ODL) system and the diversity of IGNOU's learner base.

### 3. DIMENSIONS OF ACCESS AT IGNOU

Equity is one of the IGNOU's mandates that ensures learners from diverse socio-economic, cultural, geographical, and gender backgrounds, have equal opportunities to access quality higher education. IGNOU, through its open and distance learning (ODL) approach, removes the barriers of caste, class, gender, disability, or geographical isolation by bringing education to the doorsteps of learners who might otherwise be excluded from formal educational settings.

Inclusion is another vital aspect of IGNOU's mandate. The University strives to create a learning environment where all learners feel valued, respected, and supported, regardless of their background. This involves not only ensuring physical and digital accessibility but also fostering a culture of acceptance and understanding among the potential learners. IGNOU recognises the diversity of its learners on different accounts. IGNOU's curriculum also reflects its inclusive philosophy. Its commitment to inclusion requires continuous efforts to adapt its pedagogy, self-learning materials, and support services to cater to this heterogeneity, ensuring that no learner is left behind due to their circumstances.

IGNOU's mandate further, extends to offering "need-based programmes" relevant to the diverse requirements of its learners and the evolving needs of the nation. Courses are designed to incorporate themes on social justice, equity, gender sensitivity, and disability rights. This necessitates a deep understanding of the socio-economic realities of different communities and the development of curricula that are academically rigorous, socially relevant, and empowering. By tailoring its academic programmes to cater to specific learner needs, IGNOU strives to create equitable outcomes, equipping learners with knowledge, skills and attitude that enhance their employability thereby contributing to their socio-economic upliftment.

#### 3.1 GEOGRAPHICAL ACCESS

To fulfil its national responsibility, IGNOU has developed a robust and extensive decentralized support system comprising Regional Centres (RCs) and Learner Support Centres (LSCs), which form the backbone of its programme delivery model within the country.

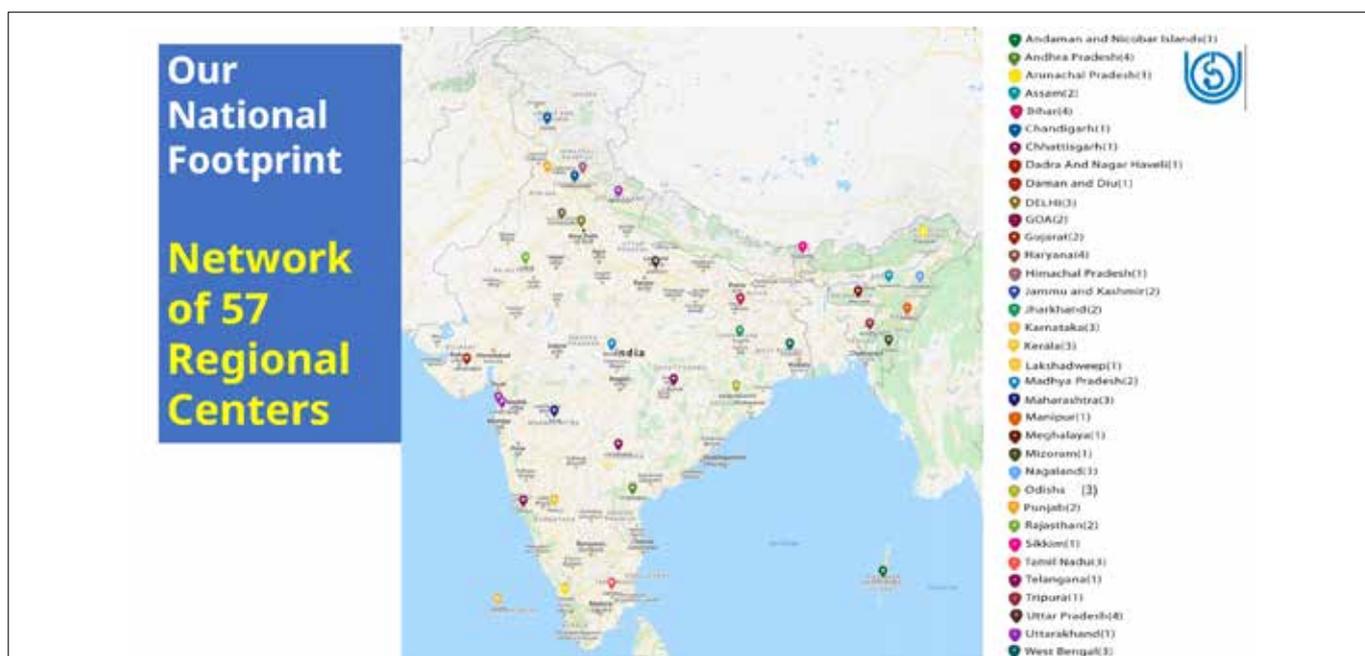
IGNOU is empowered by its Act to offer academic programmes overseas in diverse disciplines, contributing to capacity building and human resource development globally. IGNOU operates a network of Overseas Study Centres (OSCs) in partnership with institutions across various countries.

##### A) Regional Centres (RCs)

IGNOU operates a wide network of Regional Centres, strategically located across all states and Union Territories of India. The Regional Services Division (RSD) at the Headquarters serves as the nodal division to coordinate the functioning the Regional Centres. These centres serve as the administrative and academic arms of the University at the regional level, facilitating the implementation of IGNOU's programmes and policies in diverse geographical contexts.

As of now, IGNOU has established 57 Regional Centres and 12 Recognized Regional Centres, thereby ensuring a pan-India outreach. The Regional Centres perform several key functions:

- Coordination and monitoring of Learner Support Centres (LSCs) within their jurisdiction.
- Admission processing, verification, and academic counselling facilitation.
- Training of academic counsellors and local academic staff.
- Learner grievance redressal and learner support services.
- Liaison with State Governments, local institutions, and community organizations for the promotion of ODL and extension services.



Map-1: Map showing the location of IGNOU Regional Centres in India

Source: RSD, IGNOU

These RCs enable the University to maintain quality in offering learner support to the IGNOU learners dispersed throughout the country.

### B) Recognized Regional Centres (RRCs)

IGNOU has established RCs for the armed forces and paramilitary forces and other sections of the society in order to cater to their specific needs. Such Regional Centres are termed as “Recognized Regional Centres”. A total of twelve Recognized Regional Centers (RRC) has been set up across various military commands, including seven within Army HQ Commands, four in Naval Commands, and one in the Directorate General Assam Rifles (DGAR). Recognized Regional Centres are responsible for providing support services to the service personnel and their family members through their own network of LSCs. The RRCs are facilitated through a single window system located at RSD.

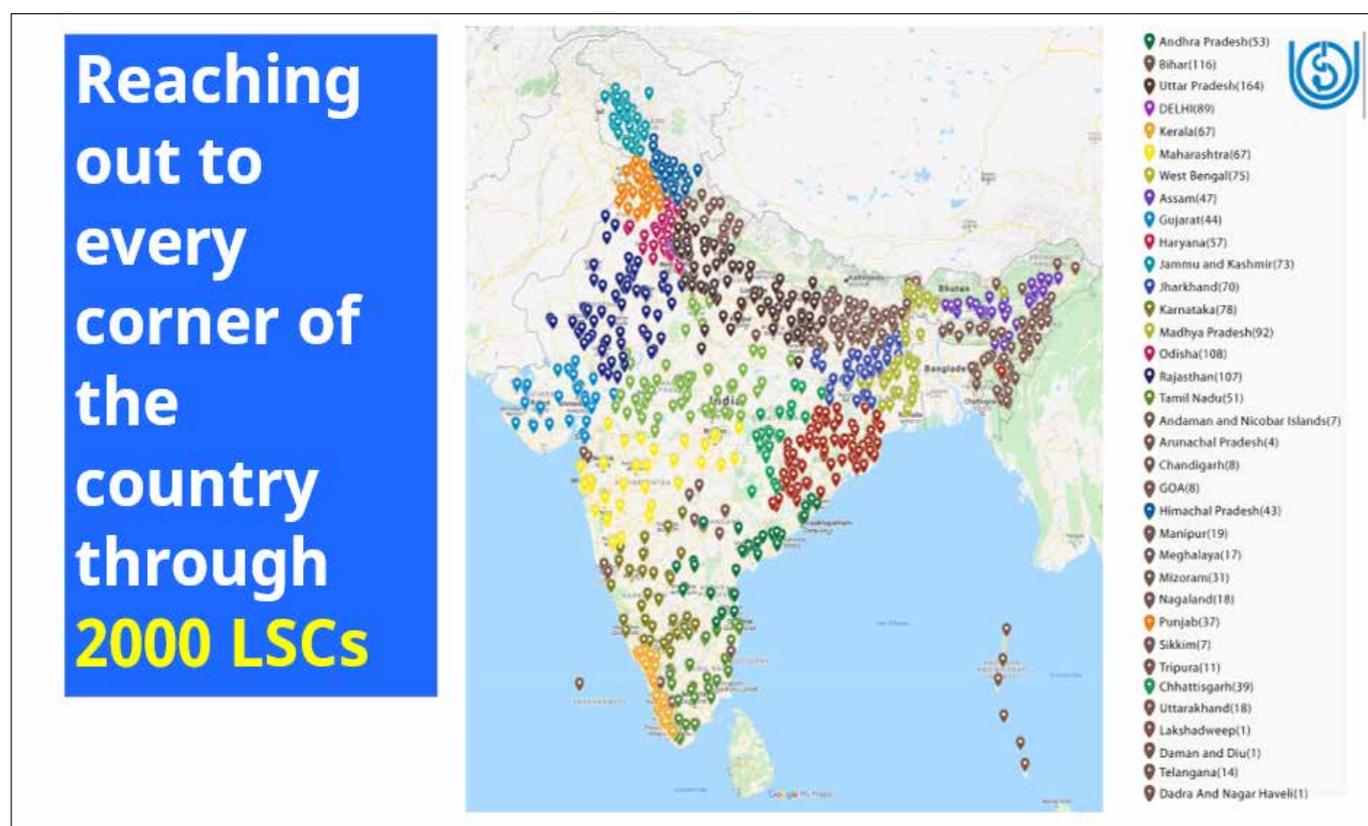
### C) Learner Support Centres (LSCs)

To provide academic and administrative support at the grassroots level, IGNOU has established over 2000 LSCs across the country. These centres are housed in higher educational institutions including universities and colleges.

The LSCs play a critical role in delivering learner-centric services, such as:

- Conducting face-to-face academic counselling sessions.
- Organizing practical sessions, assignments collection, and evaluations.
- Offering guidance and mentoring to learners.
- Serving as local contact points for learner queries and grievances.
- Facilitating interactive sessions, peer learning, and workshops.

Each LSC has qualified academic counsellors drawn from reputed higher educational institutions, ensuring the quality of instruction and learner engagement.

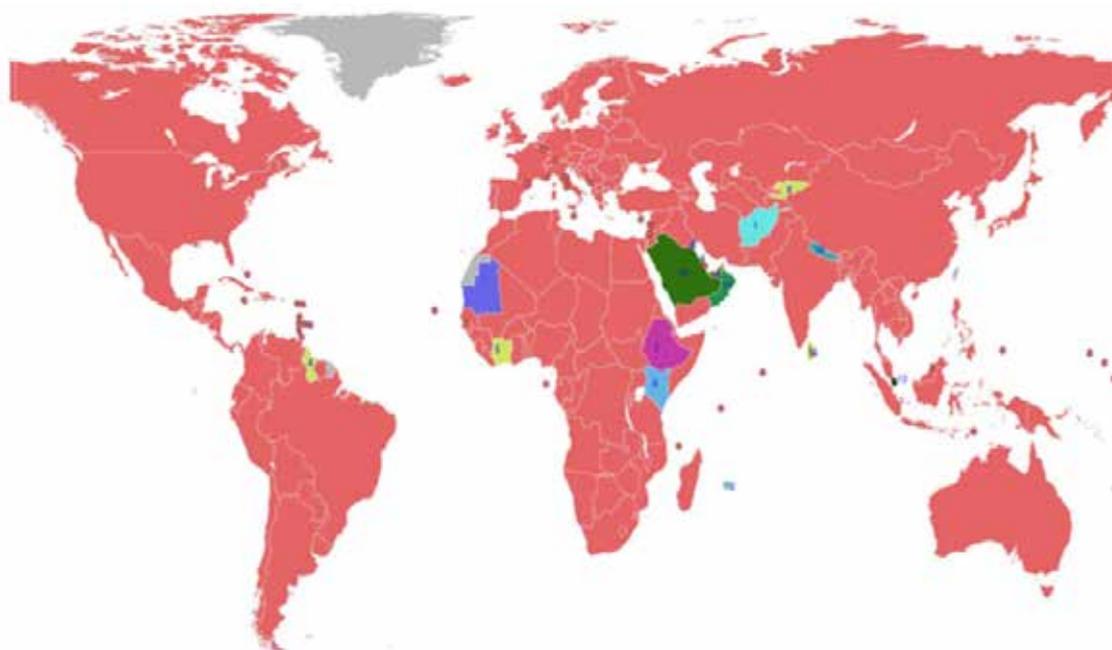


**Map-2: Map showing the location of IGNOU Learner Support Centres in India**

Source: RSD, IGNOU

### Overseas Study Centres (OSCs)

The University has a dedicated International Division. Presently, IGNOU is operating in 15 countries across the globe through 25 Overseas Study Centres. These centres cater to the educational needs of Indian diaspora, foreign nationals, and other learners residing abroad. The OSCs provide local academic support, counselling, and facilitate learner engagement with IGNOU's academic system.



1- Afghanistan	2- Bahrain	3- Ethiopia	4- Guyana	5- Ivory Coast
6- Kenya	7- Kuwait	8- Kyrgyzstan	9- Mauritius	10- Nepal
11- Oman	12- Saudi Arabia	13- Singapore	14- Sri Lanka	15- UAE

**Map-3: Map showing the location of OSCs across the world**

Source: IGNOU records

### 3.2 REACHING THE UNREACHED

IGNOU's RC-LSC network has been particularly effective in reaching IGNOU learners residing in rural and remote areas including border regions, tribal belts and conflict affected areas; learners from socially and economically disadvantaged groups (SEDGs), persons with disabilities (PwD), transgender, EWS and jail inmates. The geographical spread of these centres, ensures that no learner is left behind.

Special initiatives, such as Special Learner Support Centres have been opened at Central Jails Centres for jail inmates, further exemplifies IGNOU's commitment to inclusive education through its widespread support system (Appendix 1).

#### A) Rural Populations

- Establishment of LSCs in rural areas.
- Offering programmes in regional languages to facilitate local engagement.
- Promoting vocational, agricultural, and skill-based courses tailored to rural livelihoods.
- Supporting women learners, especially homemakers and rural youth, through awareness campaigns and capacity-building programmes.

#### B) Tribal Groups including Vulnerable Tribal Groups (PVTGs)

IGNOU has taken deliberate steps to extend its educational services to tribal populations,

who often face multiple barriers to education, including language, mobility, and socio-economic challenges. The University has:

- Set up Special Learner Support Centres and Regional Centres in tribal-dominated districts including conflict affected districts, such as Bastar, Koraput, Dantewada, and several districts of the North East, and Jammu and Kashmir and Ladakh.
- Offered programmes through local tribal institutions and community-based organizations.
- Developed culturally sensitive learning materials, incorporating tribal perspectives and contexts.
- Supported tribal youth with scholarship schemes and vocational programmes aimed at sustainable development and employability.

These efforts align with national objectives to bridge educational gaps in Scheduled Tribe communities and promote inclusive growth.

### C) Outreach in Border and Conflict Affected Areas

IGNOU has demonstrated strong commitment in reaching learners in border and frontier regions, often marked by difficult terrain, sparse infrastructure, and strategic sensitivities. The University operates Learner Support Centres in:

- Jammu & Kashmir and Ladakh including areas like Leh, Kargil, and remote districts in the valley.
- Northeast Region such as Arunachal Pradesh, Nagaland, Manipur, and Mizoram, where education access is critical for integration and empowerment.
- International border areas in Rajasthan, Punjab and Uttarakhand.
- Island territories like Andaman and Nicobar Islands and Lakshadweep.

### D) Persons with Disabilities

The National Centre for Disability Studies (NCDS) was established to cater to the educational, employment, and rehabilitative needs of persons with disabilities. The Centre prioritises disability studies research in order to build a society that upholds the rights of Persons with Disabilities (PwD). The centre creates an inclusive environment that supports people with disabilities in leading independent, dignified lives. Through awareness campaigns and the provision of need-based trainings, it also promotes the inclusion and equitable involvement of PwD in society. Additionally, IGNOU's National Centre for Disability Studies (NCDS) focuses on the educational needs of PwD students. The National Centre for Disability Studies (NCDS), with the support of the Regional Services Division, has established Disability Cells in all Regional Centres of the University. The Disability Cell located at Regional Centre(s) is also oriented on the resources and advantages that should be offered to learners and staffs with disabilities. These cells are aimed at supporting learners with disabilities in their academic pursuits and promoting their inclusion in the mainstream society. Additionally, the cells actively address queries and grievances of persons with disabilities.

### The following facilities are provided for the PwD learners:

- The University offers reservation of seats for PwD candidates in merit-based admissions.
- IGNOU website is accessible by PwD and is also W3C standard compliant.
- Common Prospectus of IGNOU is converted in Braille script for the use of persons with visual impairment including blind and low vision.
- The programme guide of BAG programme in Sign Language for the use of hearing impaired and other learners with disabilities.
- IGNOU SLM has been converted into e-Pub format in collaboration with Saksham (an NGO working for persons with blindness and print disability).
- A copy of the Self-Learning Material (SLM) is provided to the learner in PDF format so that persons with visual impairments can use it for their studies.
- Recorded lectures based on the Self Learning Materials (SLM) are provided for learners with blindness, and learners with disabilities. The video lectures on different topics are also available on eGyankosh and YouTube Channel of IGNOU
- Monitoring of accessibilities for learners with Disabilities at the Examination Centres of Delhi NCR during Term End Examination.
- The following facilities are provided for the PwD examinees during term-end examinations:
  - Extra Time: IGNOU provides 20 minutes additional time per hour for examination. Thus, they allowed 1hour extra time for a 3-hour examination.
  - Scribe Services: The examinees who are not able to read the question paper and/or write the examination on their own, are allowed to use a scribe to help them in attempting term end examinations.

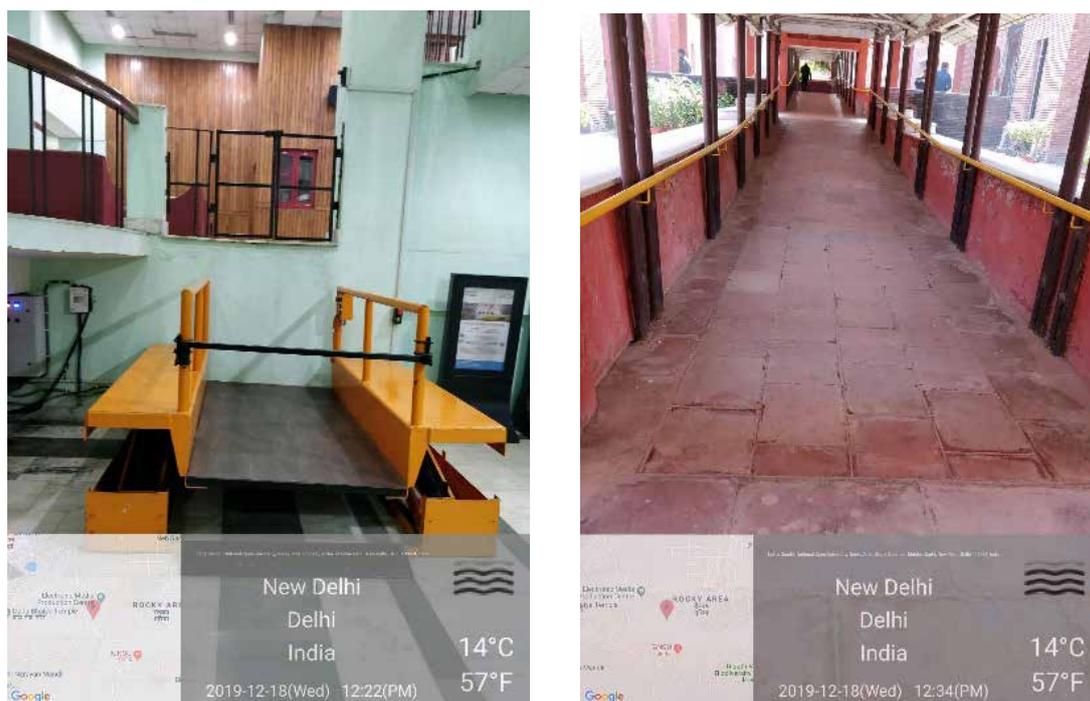
IGNOU Campus at its HQs and IGNOU Regional Centres (housed in its own buildings) is accessible to PwD learners. All the buildings are equipped with lifts, ramps, handrails, wheelchair facilities, and accessible toilets (Fig.1). Unisex accessible toilets for *Divyangjan* have been constructed in some buildings.

### E) Women

The University has a separate School of Gender and Development Studies (SOGDS) which reflects its unwavering commitment to inclusivity and the recognition of gender as a core dimension of human rights and social justice. The primary mission of SOGDS is to design and offer academic programmes at the degree level in the fields of Gender and Development. In addition to these degree programmes, the School offers several specialised diploma and certificate programmes to cater to specific professional and sectoral needs in agriculture, law and science. By addressing gender disparities and examining systemic gaps, the School contributes significantly to institutional efforts aimed at fostering gender equality, equity, and justice through its annual activities such as celebration of International Women's Day among others.

### F) Defence Personnel

The following schemes have been implemented for the Defence personnel and their families:



**Figure 1: Facilities for PwD at IGNOU Headquarters**

IGNOU has entered a collaboration with the Army, Navy, and Assam Rifles (AR) for providing educational opportunities through an Education Project termed as, IGNOU Army Education Project (IAEP), IGNOU Navy Education Project (INEP) and IGNOU Assam Rifles Education Project (IAREP). Under this project, IGNOU has extended the outreach of its academic programmes to the defence personnel and their families on a single window basis. A total of twelve Recognized Regional Centres (RRC) has been set up across various military commands, including seven within Army HQ Commands, four in Naval Commands, and one in the Directorate General Assam Rifles (DGAR). These centres play a vital role in facilitating educational outreach and academic initiatives within the defence sector. The learner support services are provided through a network of 84 LSCs established under the respective Command offices and establishments of Army, Navy, and Assam Rifles.

### **IGNOU - Army Education Project (IAEP)**

IGNOU signed a MoU with the Army on 24<sup>th</sup> May 1999 for five years to extend the outreach of IGNOU for army personnel and their dependents. Human Resource Development Centre (HRDC) of HQ Commands located in Kolkata (Eastern command), Chandimandir (Western Command), Lucknow (Central command), Pune (Southern command) and Udhampur (Northern command), Jaipur (South Western Command) of the Indian Army. Each HRDC HQ Commands are known as Recognized Regional Centre (RRC). The MoU between IGNOU and Army, which was initially executed for five years, was renewed on 24 May 2004 (Fig.2), 24<sup>th</sup> May 2009, 24<sup>th</sup> May 2014, and 24<sup>th</sup> May 2019 for 5 years again. At present there are 07 RRCs (Army) in 06 different commands and one at the Army HQs. The MoU was renewed again for a period of 5 years.



**Figure 2: MoU Renewal Ceremony between IGNOU and Indian Army**

### **IGNOU - Navy Education Project (INEP)**

A MoU between IGNOU and the Indian Navy was signed on 23<sup>rd</sup> September 2000 for undertaking a joint project known as IGNOU-Navy Educational Project (INEP). Naval and its commands Headquarters located at New Delhi (Naval Hqrs), Mumbai (Western Naval Command), Visakhapatnam (Eastern Naval Command), Cochin (Southern Naval Command) were identified as Naval-Recognized Regional Centres (RRC). The initial Memorandum of Understanding (MoU) between IGNOU and the Navy was signed in 2000 for a five-year term. Since then, it has been successfully renewed every five years in 2005, 2010, 2015, and most recently in 2020 ensuring continued collaboration and academic support for naval personnel. At present, 04 Naval RRCs are providing access to IGNOU programmes to Naval staff, and their families.

### **IGNOU Assam Rifles Education Project (IAREP)**

Assam Rifles is another organization of the Ministry of Defence (MoD) which entered collaboration with IGNOU in 2002 initially for five-years and renewed subsequently in 2007, 2012, and 2017. Renewal of term of latest renewed MoU between IGNOU and Assam Rifles, which is likely to be exhausted on 20<sup>th</sup> April 2022, is under process for another five-year term. The project is known as IGNOU Assam Rifles Education Project (IAREP). Assam Rifles Headquarters having its office at Laitkor, Shillong (Assam Rifles) are known as Recognized Regional Centre (RRC) for IGNOU Assam Rifles Education Project (IAREP). Eight identified Sectors Headquarters and Units of Assam Rifles have been activated and operational to provide access to IGNOU programmes to its staff and their families. These sectors/units are in Jorhat, Kohima, Samsai (Ukhrul), Aizawl, Agartala, Dimapur, Tuensang and Mantripukhri.

## Agnipath Scheme

The Agnipath scheme, is specialized scheme for vertical mobility airmen, sailors and soldiers of Armed Forces to simultaneously enroll for IGNOU's Bachelor degree programmes, blending theoretical knowledge in core disciplines with practical skills acquired in-service by the Defence personnel. The Indian Army, the Indian Navy and the Indian Air Force have signed MoUs with IGNOU for offering Skill-based Bachelor Degree Programme to *Agniveers* on 22-12-2022. (Fig. 3) Following academic programmes are offered under the Scheme:

- BAAS: Bachelor of Arts (Applied Skills)
- BAASTM: Bachelor of Arts (Applied Skills) (Tourism Management)
- BAASMSME: Bachelor of Arts (Applied Skills) (MSME)
- BCOMAS: Bachelor of Commerce (Applied Skills)
- BSCAS: Bachelor of Science (Applied Skills)

The scheme of offering Skill-based Bachelor Degree Programme to *Agniveers* provides for recognition and acceptance of credits earned from NSQF-aligned skill training courses (at the level 4.5 and above) offered in-service by the Defence Establishments.



Figure 3: MoU signed with Indian Army, the Indian Navy, and the Indian Air Force

## 3.3 ECONOMIC ACCESS

IGNOU ensures economic accessibility by offering affordable education to diverse sections of society, including those from economically disadvantaged backgrounds. IGNOU is committed to providing quality higher education at minimal cost, thereby reducing financial barriers for millions of learners across India and abroad. Its low fee structure, flexible learning options, and extensive network of Regional Centres and Learner Support Centres enable students from rural, remote, tribal, and marginalized communities to pursue education without incurring the high costs typically

associated with traditional institutions. Through scholarships, fee waivers for SC/ST learners, and special provisions for women and differently-abled students, IGNOU promotes inclusive and equitable access to lifelong learning opportunities.

#### a) Fee waiver for marginalized groups (SC/ST)

To give benefits to the students belonging to the Scheduled Castes and Scheduled Tribes, the University formulated and notified the Direct Benefit Transfer (DBT) Scheme under the SCSP/ TSP Plan grant, on 12<sup>th</sup> May, 2016. Under this scheme, the programme fee for some specified programmes was exempted for the students belonging to the SC and ST categories with effect from the July 2016 admission cycle, and is still in operation for the admission cycle of July 2025. This mechanism ensures access to education and promotes inclusivity for students belonging to SC/ST categories, whose annual family income is below a specified threshold. However, the student should not have availed similar fee waiver or scholarship from other sources. Presently, a large number of students from these categories, are taking advantage of this Scheme. Further, the students who have been admitted with such an exemption in the first year of their programme, are given the same benefit of exemption for re-registration to the 2<sup>nd</sup> and 3<sup>rd</sup> years also.

#### b) Fee waiver for Jail Inmates

As a part of its mission to reach the unreached and connect them to the mainstream educational ecosystem, in 2009, IGNOU introduced the fee waiver scheme for the Inmates who are lodged in prisons. Besides the programme fee, the jail inmates are not required to pay any examination fee or late fee for admission/ registration to a programme during the course of their registration with IGNOU. To facilitate the educational journey of Jail Inmates, the University has established Learner Support Centres in Jails so that the education is provided to them at their doorstep seamlessly. They are not required to step out of the Jail and all the support services are provided within the premises of Jails. During the term-end examinations, these Jails are designated as Examination Centres where the Inmates can appear for the term-end examinations.

### 3.4 LINGUISTIC AND CULTURAL ACCESS

The University is providing Channel-Based Counselling (CBC) through different regional languages in FYUP based programmes and MBA programme of IGNOU on SWAYAM PRABHA. The channel-based counselling is provided through 20 RCs using six channels of SWAYAM PRABHA in 15 regional languages *viz.* Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Odia, Punjabi, Tamil, Telugu, Mizo, Manipuri and Urdu. Learners are allowed to write their examinations in Hindi and regional languages.

IGNOU is committed to the promotion of Indian Languages, Arts and Culture (Indian Knowledge System). IGNOU has introduced 10 degree-level programmes that embody the spirit of IKS both at the Masters and Bachelors level; besides Diplomas and Certificates. A Centre for Modern Indian Languages has been established for promoting Indian Languages. The University has launched Stand-alone courses in Kashmiri, Nepali and Meitei Lon (Manipuri) to promote Indian languages, arts and culture.

The University has initiated the process of translating IGNOU programmes into regional languages through a MoU with AICTE for utilization of AICTE's Auto Translation Tool for translating IGNOU's SLMs into 11 Regional Languages (Academic Year 2021-2022).

MA (Journalism and Mass Communication) has been introduced in the Tamil language (Academic Year 2022-2023) and Master of Arts (Bhagavad-Gita Studies) in the academic year 2024-25. Efforts are being made for the introduction of MA (Sindhi Studies) in order to preserve its heritage and culture. In 2025-2026, the MBA Programme has been launched in Odia Language and the government of Odisha has signed an agreement with IGNOU to translate all the IGNOU Programmes on offer in Odia language.

### 3.5 TECHNOLOGICAL ACCESS

Essentially, IGNOU's philosophy of education of "no age bar, no place bar, and no pace bar", has disrupted the digital divide by educating learners in remote locations and those with marginal access to conventional education. This social innovation is further enhanced through the amalgamation of Information and Communication Technologies (ICTs).

IGNOU has made significant progress in bridging the digital divide between 2020 and 2025; in particular, the COVID-19 pandemic shone a light on the digital disparities faced by diverse learners keen to pursue their academic goals. The University has developed robust online infrastructure, including the eGyanKosh digital repository, SWAYAM MOOCs, and the IGNOU e-Content App, to ensure that learners can access study materials and academic resources anytime, anywhere.

- One of the major initiatives taken during this period was the expansion and modernisation of eGyanKosh, the University's digital learning repository. IGNOU uploaded SLMs and video lectures for free access by learners throughout the country. Simultaneously, IGNOU was able to upload the mobile IGNOU eContent app for the ease and user-friendly feature.
- IGNOU strengthened its traditional media channels including GyanVani (Radio) and GyanDarshan (TV) to provide curated curriculum-based delivery. These media served as a gateway of learning opportunities at a time when online teaching learning was not accessible to several learners in remote and far-flung areas, especially during the pandemic lockdown and beyond.
- IGNOU as one of the National Coordinators for SWAYAM and offers Massive Open Online Courses (MOOCs) for the benefit of its learners in various disciplines. The free courses are available to lakhs of learners.
- The launch of the SAMARTH portal for admissions and learner support services, digital evaluation processes, and online counselling sessions further enhance convenience and outreach.

#### Use of Technology for Last-Mile Delivery

In recent years, IGNOU has integrated ICT-enabled learner support services into the existing structure. Many RCs and LSCs now offer virtual counselling, online grievance handling, digital content delivery, and access to IGNOU's Learning Management System (LMS). This hybrid model

strengthens the outreach and enhances the learning experience across geographical and socio-economic divides. Social media official channels of the University, *viz.* Facebook, YouTube, X and Instagram are also maintained and populated with relevant content (related to events, live coverage of events, student's related information, Live Lecture Sessions by IGNOU Faculty, etc.) for dissemination to larger audience. The university is using multiple online channels and ePlatforms for providing discipline based academic counselling for different academic programmes.

### **This includes:**

- Online and hybrid learning platforms for accessible course delivery.
- Radio and television broadcasts through GyanVani and GyanDarshan.
- Mobile apps and digital libraries to reach learners without access to physical campuses.
- Participation in national digital education initiatives like SWAYAM and DIKSHA.

These tools enhance the reach and impact of IGNOU's efforts in geographically challenged regions.

## 4. INCLUSIVE LEARNERS: ENROLMENT TRENDS

The University admits learners in two academic sessions in a year i.e. January and July. As is evident from Figure-4, the learner enrolment declined during the Covid 19 outbreak. However, it gradually increased from the year 2022-23 onwards. The data reflect a significant growth in learner enrolment over last five years, with total enrolment increasing from 7,32,918 in 2020–21 to 8,38,959 in 2024–25.

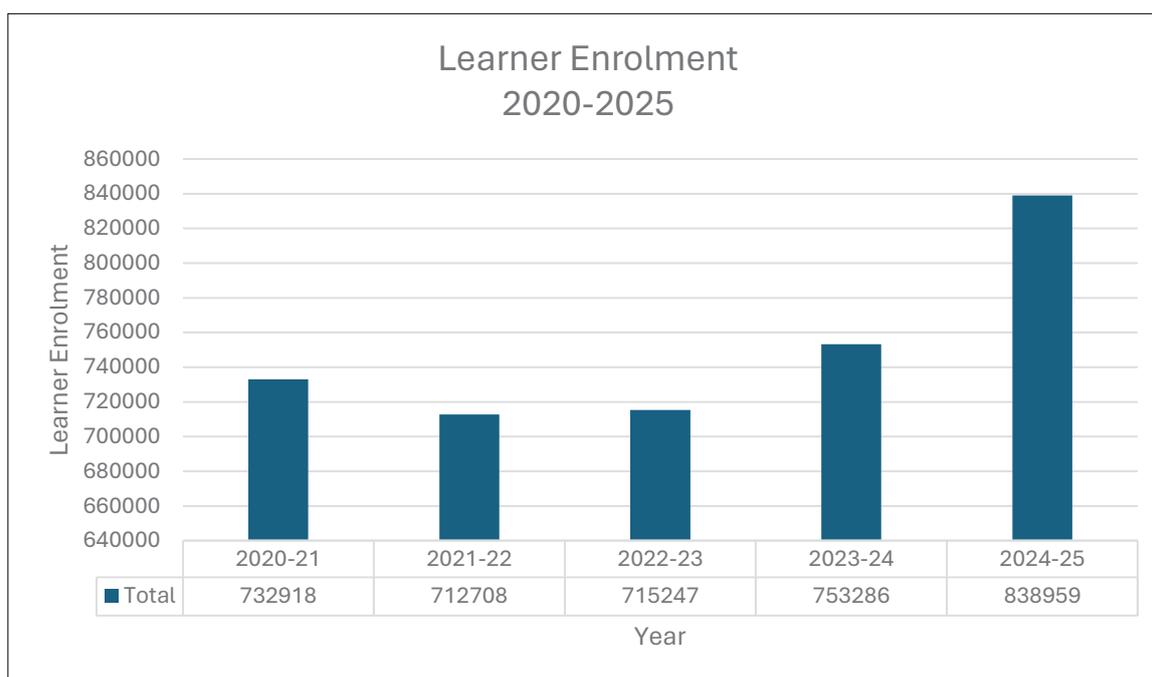


Figure 4: Learner Enrolment (2020-2025)

### 4.1 WOMEN LEARNERS

The data presented in Figure 5 reflects a consistent rise in female learners, surpassing male enrolment in 2024–25, indicating a positive trend towards gender inclusivity in higher education.

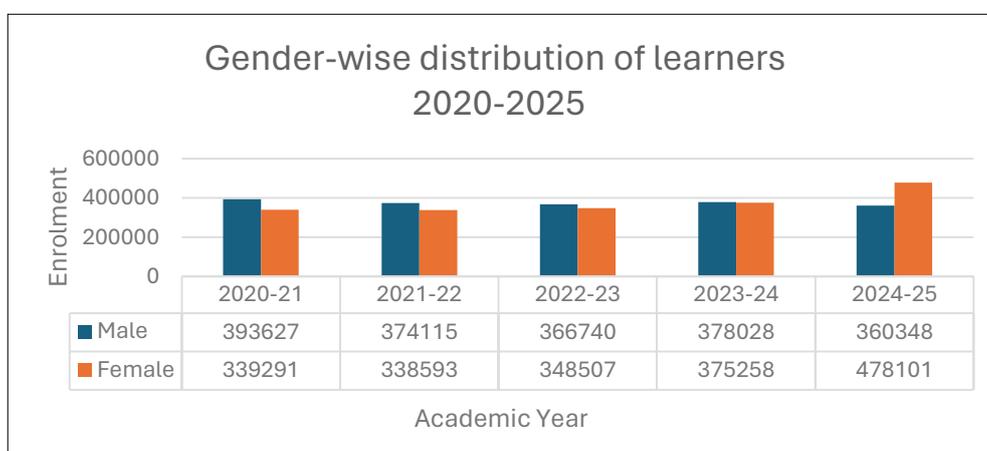


Figure 5: Gender-wise distribution of learners (2020-2025)

Source: SRD Admission Data

The data presented in Table 4.1 indicates that female learners are significantly represented in postgraduate programmes, especially in disciplines related to social sciences, humanities, and education. The highest percentage of female learners is seen in the Master of Arts (Psychology) (MAPC) and Master of Arts (Education) (MAEDU), each with 69% female enrolment, followed closely by M.Sc. (Zoology) (68%) and MA (English) (67%). This reflects a strong inclination of women towards subjects that are aligned with teaching, caregiving, communication, and social service professions. The high enrolment numbers in these programmes highlight both the popularity of these programmes and the critical role they play in advancing female participation in higher education.

**Table 4.1: Academic Programmes popular among women learners**

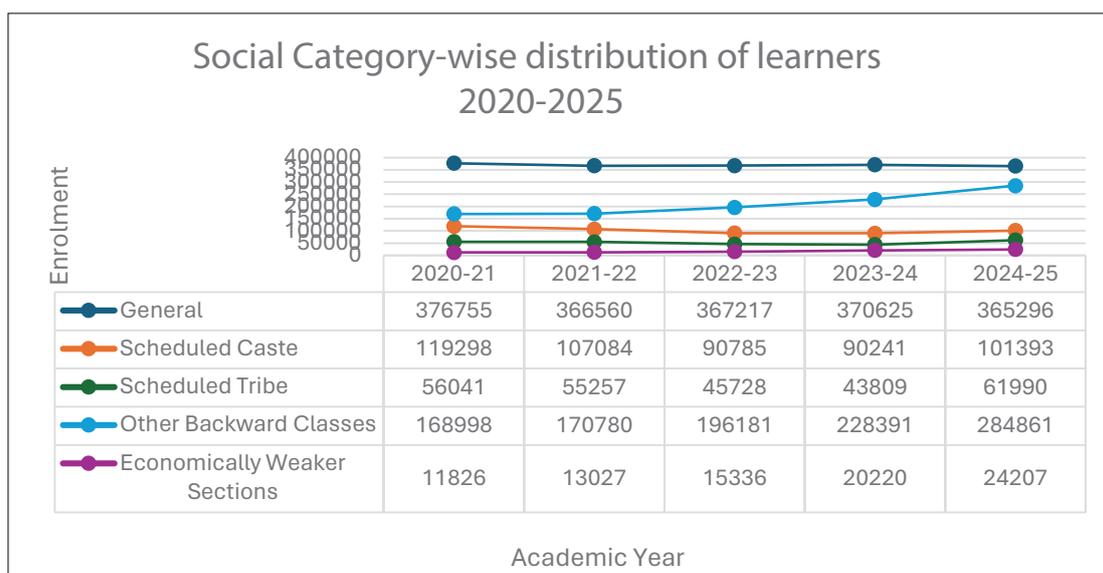
Programme Code	Programme Name	Total Enrolment	% Female
MAPC	Master of Arts (Psychology)	80524	69
MAEDU	Master of Arts (Education)	35284	69
MSCZOO	Master of Science (Zoology)	10509	68
MEG	Master of Arts (English)	147843	67
MBAHM	Master of Business Administration (Hospitality Management)	14003	64
BAPCH	Bachelor of Arts (Honours) (Psychology)	35723	64
MHD	Master of Arts (Hindi)	90797	63
MSO	Master of Arts (Sociology)	99846	62
MCOM	Master of Commerce	121294	62
MSW	Master of Social Work	19591	62

Source: SRD Admission Data

Additionally, professional and applied programmes such as MBA (Hospitality Management) (MBAHM) and Master of Commerce also register a substantial female representation (64% and 62% respectively), suggesting increasing interest among women in business and management education. Further, the programmes like BA (Honours) (Psychology) and Master of Social Work (MSW) also affirm the trend of women gravitating towards these disciplines that have a societal impact. The data, therefore, reveals that IGNOU has emerged as a significant platform for attracting women learners in higher education with gender-inclusivity, especially enabling women to pursue academic and professional growth in domains traditionally seen as nurturing and community-oriented.

## 4.2 SOCIALLY AND ECONOMICALLY DISADVANTAGED GROUPS (SEDGs)

The data on learner admissions at IGNOU across five academic years (2020–21 to 2024–25) (Fig. 6), presents important insights into the evolving participation of various social groups in open and distance learning. Admissions from the SC category saw a notable fluctuation during this period. From 1,19,298 in 2020–21, the numbers dropped significantly to 90,241 by 2023–24, reflecting a 24% decline. However, there was a visible recovery in 2024–25, when the admissions rose again to 1,01,393. The initial decline could be attributed to disruptions caused by the pandemic and related socioeconomic challenges, which may have disproportionately affected learners from marginalized backgrounds.



**Figure 6: Social category-wise distributions of learners**

Source: SRD Admission Data

The increase in 2024–25 points towards successful outreach or policy interventions targeted at SC learners, highlighting the importance of sustained support to ensure equitable participation.

In the case of ST learners, admissions experienced a gradual decline from 56,041 in 2020–21 to 43,809 in 2023–24. However, this trend reversed sharply in 2024–25, with admissions rising to 61,990, the highest in the five-year span. This sudden increase may be the result of specific efforts by IGNOU to reach tribal populations through RCs, community engagement, and possibly improved access to digital learning resources in remote areas. The overall trend emphasizes the need for continuous investment in education and digital infrastructure in the tribal regions to maintain and build upon these gains.

The most significant and consistent increase is observed among OBCs. Admissions from this group have grown steadily from 1,68,998 in 2020–21 to 2,84,861 in 2024–25, marking a 68% rise. This surge likely reflects improved awareness, affordability, and relevance of IGNOU’s flexible learning system among rural and semi-urban learners who form a substantial part of the OBC population. It also points to the expanding aspirations for higher education among OBC learners, who appear to be using the open and distance learning mode as a viable pathway for academic and professional advancement.

### A) Economically Weaker Section (EWS)

Admissions under the EWS category have shown a remarkable upward trend. Beginning with 11,826 learners in 2020–21, the numbers more than doubled to reach 24,207 in 2024–25. This 105% increase indicates the growing impact of the EWS quota introduced in higher education institutions, as well as the financial accessibility of IGNOU’s programmes. It may also reflect the wider economic challenges post-pandemic, which may have pushed more learners to opt for cost-effective quality educational options.

The data also underscores the importance of continuous policy support, regional outreach, and

learner-centric services to sustain and expand access for disadvantaged communities, in line with the objectives of the NEP 2020.

## B) Scheduled Castes

The data given in Table 4.2 indicates that learners from the Scheduled Castes (SC) category form a notable segment of enrolment in IGNOU's undergraduate programmes. Bachelor of Arts (BAG) programmes report 23% SC representation, showing that IGNOU plays a vital role in providing accessible higher education to marginalized communities. The Bachelor of Science (BSCG) also shows a significant SC learner share of 16%. This reflects a meaningful level of participation in science disciplines among SC students. Overall, the data suggests that IGNOU's inclusive educational model is making a substantial contribution to social equity, enabling SC learners to enter and complete higher education in mainstream academic disciplines, especially in the arts and science streams.

**Table 4.2: Academic Programmes popular among learners from SC Category**

Programme Code	Programme Name	Total Enrolment	% SC
BAG	Bachelor of Arts	603413	23
BSCG	Bachelor of Science	79794	16

Source: SRD Admission Data

## C) Scheduled Tribes

The data given in Table 4.3 indicates that learners from the Scheduled Tribes (ST) category are participating meaningfully in IGNOU's academic programmes, particularly in disciplines related to rural development, education, and social sciences. Master of Arts (Rural Development) (MARD) and Master of Arts (Education) (MAEDU) show the highest representation of ST learners at 18% and 16%, respectively. These figures suggest that ST learners are actively seeking education in areas that are closely linked to community development and capacity building fields that can directly contribute to uplifting rural and tribal populations. Similarly, undergraduate programmes like Bachelor of Arts (Political Science) (BAFPS–12%) and Bachelor of Arts (Multidisciplinary) (BAM – 11%) also reflect noticeable ST enrolment, showing interest in diverse academic domains.

**Table 4.3: Academic Programmes popular among learners from ST Category**

Programme Code	Programme Name	Total Enrolment	% ST
MARD	Master of Arts (Rural Development)	18819	18
MAEDU	Master of Arts (Education)	35284	16
BAFPS	Bachelor of Arts (Honours) (Political Science)	11883	12
BAM	Bachelor of Arts (Multidisciplinary)	125836	11
MSO	Master of Arts (Sociology)	99846	10
BASOH	Bachelor of Arts (Honours) (Sociology)	38417	10
BED	Bachelor of Education	11616	10
MAH	Master of Arts (History)	70485	10
BAG	Bachelor of Arts	603413	9
MPS	Master of Arts (Political Science)	185868	9
BAFEG	Bachelor of Arts (English)	11601	9
MEC	Master of Arts (Economics)	34367	8

Programme Code	Programme Name	Total Enrolment	% ST
MPA	Master of Arts (Public Administration)	36786	8
BAPSH	Bachelor of Arts (Honours) (Political Science)	84787	8
BAECH	Bachelor of Arts (Honours) (Economics)	19703	8
MEG	Master of Arts (English)	147843	8
BAPAH	Bachelor of Arts (Honours) (Public Administration)	11314	8
MAEC	Master of Arts (Economics)	23595	8
MSW	Master of Social Work	19591	7
BAEGH	Bachelor of Arts (Honours) (English)	89453	7
MSCENV	Master of Science (Environmental Science)	25389	7
BAFHI	Bachelor of Arts (History)	11644	7

Source: SRD Admission Data

While several programmes report ST participation between 7% and 10%, such as Sociology, Political Science, History, Economics, Public Administration, and Social Work, these percentages, though modest, highlight a growing presence of tribal learners in mainstream academic streams. Overall, the data underscores IGNOU's role as a crucial educational gateway for Scheduled Tribes, especially in subjects that align with community service, development, and education, while also revealing the need to strengthen enrolment in science, commerce, and technical fields among ST learners through targeted inclusion strategies.

#### D) Other Backward Classes

The data given in Table 4.4 reflects a strong presence of learners from the Other Backward Classes (OBC) category across a wide range of IGNOU programmes, particularly in the humanities and commerce streams. Bachelor of Arts (Honours) (History) – BAHIH (49%) and BA (Honours) (Hindi)– BAHDH (48%) show the highest representation of OBC learners, suggesting that arts and language-based programmes remain highly attractive and accessible to this group. Other programmes like B. Com with Major in Finance & Accounting (43%), and BA (Honours) (Sociology) (41%) also report substantial enrolment of OBC learners. This reflects the important role IGNOU plays in expanding higher education opportunities for historically underrepresented social groups, especially in disciplines with broad academic and career relevance.

**Table 4.4: Academic Programmes popular among learners from OBC Category**

Programme Code	Programme Name	Total	% OBC
BAHIIH	Bachelor of Arts (Honours) (History)	109309	49
BAHDH	Bachelor of Arts (Honours) (Hindi)	56141	48
BCOMF	Bachelor of Commerce (Major) (Financial and Cost Accounting)	35110	43
BAFHI	Bachelor of Arts (History)	11644	42
BASOH	Bachelor of Arts (Honours) (Sociology)	38417	41
MSCZOO	Master of Science (Zoology)	10509	40
MAHI	Master of Arts (History)	57320	39
MHD	Master of Arts (Hindi)	90797	38
BAPSH	Bachelor of Arts (Honours) (Psychology)	84787	36

Programme Code	Programme Name	Total	% OBC
BAEGH	Bachelor of Arts (Honours) (English)	89453	35
MBAHM	Master of Business Administration (Hospitality Management)	14003	34
BAFEG	Bachelor of Arts (English)	11601	34
BLIS	Bachelor of Library and Information Science	60013	34
BAPCH	Bachelor of Arts (Honours) (Psychology)	35723	33
MAEC	Master of Arts (Economics)	23595	32
BAECH	Bachelor of Arts (Honours) (Economics)	19703	32
MCA_NEW	Master of Computer Applications	22736	32
BSCM	Bachelor of Science (Multidisciplinary)	24224	31
BCOMG	Bachelor of Commerce	97322	31

Source: SRD Admission Data

In postgraduate programmes such as M.Sc. (Zoology) (40%), MA (History) (39%), and MA (Hindi) (38%), OBC participation continues to be significant. Master’s degree Programmes in Political Science, Psychology, Economics, Computer Applications, and Commerce also record OBC representation between 31% and 36%, showing a relatively even distribution across disciplines. This wide participation underscores IGNOU’s effectiveness in reaching OBC communities and empowering them through open and flexible education pathways. Overall, the data suggests that OBC learners constitute a substantial and steadily growing demographic within IGNOU’s learner base.

### 4.3 PwD LEARNERS

The number of learners with various disabilities has gradually increased over the time period given. The number of learners in the physically disabled and locomotive impaired categories has significantly increased, suggesting improved support systems and potentially improved accessibility features for learners with disabilities at the University as revealed in the data given in Fig. 7.

The data on learners from the PwD category at IGNOU presented in Table 4.5 demonstrates the University’s inclusive educational outreach, particularly in foundational and widely accessible

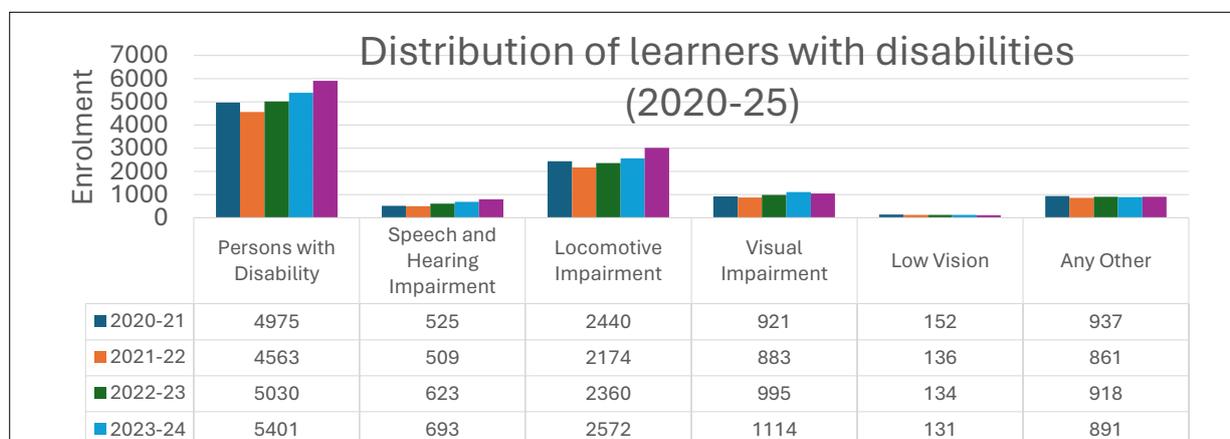


Figure 7: Distribution of learners with disabilities

Source: SRD Admission Data

programmes. The Bachelor of Arts (BAG) has the highest number of PwD learners at 3,058, followed by Diploma in Early Childhood Care and Education (DECE) with 1,914 learners. The large enrolment in Bachelor of Arts (Multidisciplinary) – BAM (675) and Bachelor of Arts (Honours) (History) (BAHIH) (536) further indicates the popularity of liberal arts programmes among learners with disabilities, possibly due to their broad applicability and adaptability.

**Table 4.5: Academic Programmes popular among learners from PwD Category**

Programme Code	Programme Name	PwD
BAG	Bachelor of Arts (General)	3058
DECE	Diploma in Early Childhood Care and Education	1914
MPS	Master of Arts (Political Science)	1294
MHD	Master of Arts (Hindi)	843
MEG	Master of Arts (English)	727
BAM	Bachelor of Arts (Mathematics)	675
MSO	Master of Arts (Sociology)	658
MAH	Master of Arts (History)	595
BAHIH	Bachelor of Arts (Honours) (History)	536
BCOMG	Bachelor of Commerce (General)	523

Source: SRD Admission Data

At the postgraduate level, programmes such as MA (Political Science)(MPS – 1,294), MA (Hindi) (MHD – 843), MA (English) (MEG – 727), and MA (Sociology) (MSO – 658) also show notable participation from PwD learners. Additionally, Bachelor of Commerce (BCOMG) (523) appears among the top ten, highlighting some interest in business and commerce education as well.

## 4.4 OTHER SPECIAL GROUPS

### Ex-Service Persons, War Widows, and Jail Inmates

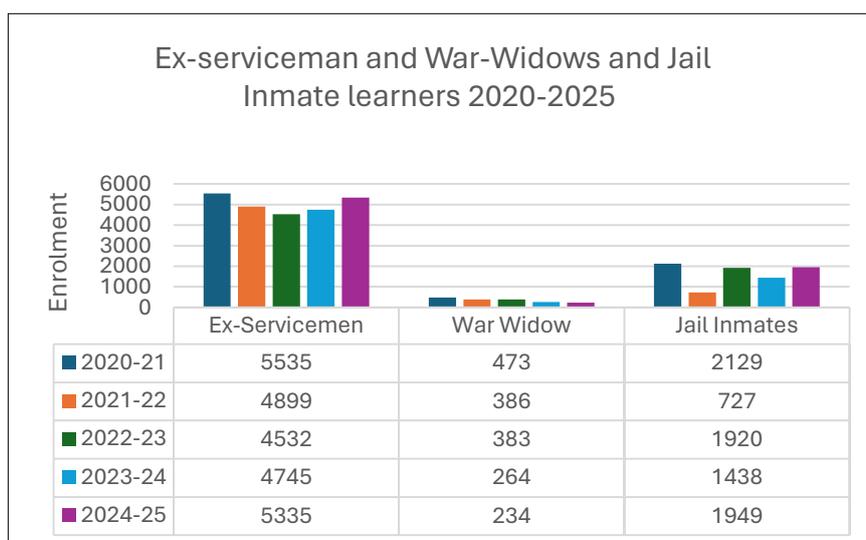
The enrolment data for five academic years (2020–21 to 2024–25) for three special learner categories at IGNOU such as: Ex-Servicemen, War Widows, and Jail Inmates, is presented in Fig. 8.

In the category of Ex-service there has been highest enrolment in 2024–25 reaching to 5335. On the contrary, with regards to the category of war widow, the data indicates consistent decline over the years. Therefore, this data trend indicates a need to strengthen outreach programmes and support mechanisms for war widows, and identify barriers affecting their participation in higher education. In the category of jail inmates, the data shows that there has been an initial decline in enrolment from 2129 in 2020–21 to 727 in 2021–22. However, a gradual increase in enrolment is seen in 2024-25 reaching to 1949. Overall data trend of enrolment pattern for these three categories remains stable and positive with minor fluctuations in years during and post-COVID 19.



**Jail Inmates writing Term End Exams**

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

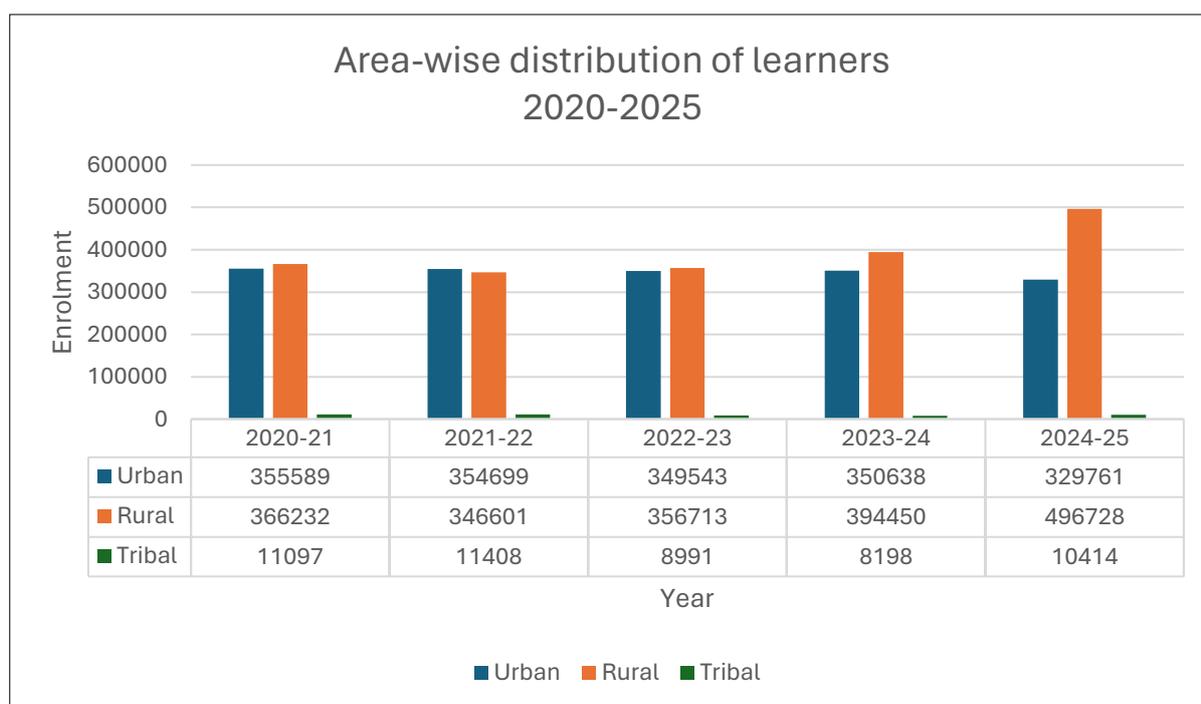


**Figure 8: Ex-servicemen, War-Widows and Jail Inmates**

Source: SRD Admission Data

### 4.5 RURAL LEARNERS

The area-wise distribution of learners from the year 2020 to 2025 is presented in Figure 9. The rural learner population has grown significantly from 3,66,232 in 2020–21 to 4,96,728 in 2024–25. This demonstrates a commendable outreach in rural areas. Urban enrolment has seen a slight decline, while tribal learner numbers have remained relatively stable, with a small increase from 11,097 to 10,414 over the period.



**Figure 9: Area-wise distribution of learners**

Source: SRD Admission data

The data given in Table 4.6 reflects that the programmes such as Bachelor of Education (B.Ed.) and Bachelor of Arts (Honours) (History) (BAHIH) show the highest percentage of rural learners at 72%, underscoring the demand for teacher education and humanities in rural areas. Similarly, Master of Arts (Rural Development) (MARD) attracts a significant rural enrolment of 70%, which is consistent with its thematic alignment to rural issues and development needs. This pattern suggests that learners in rural settings are actively seeking education that is both contextually relevant and accessible through open and distance learning.

**Table 4.6: Academic Programmes popular among learners from Rural Areas**

Programme Code	Programme Name	Total Enrolment	% Rural
MARD	Master of Arts (Rural Development)	18819	70%
BED	Bachelor of Education	11616	72%
BAHIH	Bachelor of Arts (Honours) (History)	109309	72%
BAHDH	Bachelor of Arts (Honours) (Hindi)	56141	70%
BASOH	Bachelor of Arts (Honours) (Sociology)	38417	66%
BAM	Bachelor of Arts (Multidisciplinary)	125836	66%

Source: SRD Admission Data

Moreover, large-enrolment programmes like Bachelor of Arts (Multidisciplinary) (BAM) and BA (Sociology) (BASOH), which have rural learner shares of 66%, demonstrate the mass appeal of liberal arts education in rural regions. These programmes not only cater to academic aspirations but also likely support career goals related to civil services, teaching, and local governance. The data confirms IGNOU's critical role in democratising higher education and bridging regional disparities by serving rural populations, many of whom may lack access to conventional higher education institutions.

## 4.6 MINORITY LEARNERS

The data given in Table 4.7 reveals a noteworthy participation of learners from minority religions in several IGNOU programmes, particularly those with environmental, developmental, and humanities orientations. M.Sc. (Environmental Science) (MSCENV) leads with 43% minority enrolment, suggesting a strong interest among minority learners in science education related to sustainability and environmental concerns. Similarly, Bachelor of Commerce (BCOMF) and Master of Arts (Rural Development) (MARD) registered 37% and 35% minority learners, respectively, indicating that commerce and rural development remain relevant educational avenues for these communities.

**Table 4.7: Academic Programmes popular among learners from Minority Religions**

Programme Code	Programme Name	Total Enrolment	% Minority
MSCENV	Master of Science (Environmental Science)	25389	43
BCOMF	Bachelor of Commerce	35110	37
MARD	Master of Arts (Rural Development)	18819	35
BAPCH	Bachelor of Arts (Honours) (Psychology)	35723	35
BAFEG	Bachelor of Arts (Honours) (English)	11601	34
BASOH	Bachelor of Arts (Honours) (Sociology)	38417	33

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

Programme Code	Programme Name	Total Enrolment	% Minority
BTS	Bachelor of Arts (Tourism Studies)	13361	31
MSO	Master of Arts (Sociology)	99846	31
BBA	Bachelor of Business Administration	13103	30

*Source: SRD Admission Data*

Further analysis shows a consistent minority learner representation of 30% to 35% in popular programmes such as BA (Honours) (Psychology), BA (Honours) (English), BA (Honours) (Sociology) (BASOH), and BA (Tourism Studies) (BTS). This trend points to a clear engagement of minority learners with liberal arts and service-sector-related programmes. The Bachelor of Business Administration (BBA) and MA (Sociology) (MSO) also show similar patterns. Overall, the data reflects IGNOU's inclusive outreach among religious minority groups, which provides access to higher education for both professional development and personal advancement in diverse academic fields.

## 5. INITIATIVES FOR EQUITY AND INCLUSION

Over the period from 2020 to 2025, the University undertook a series of structured academic and awareness initiatives, focusing on the themes of Disability, Equity, and Gender Inclusivity. These activities were not only aligned with the institutional vision of equity and inclusion but also contributed towards the goals articulated in the National Education Policy (NEP) 2020 and the Sustainable Development Goals (SDGs). The details of the awareness programmes for learners and University staff on Disability, Equity, and Inclusion organised to sensitise and enable them to understand the perceptions and identities that people hold, including those based on race, gender, age, socio-economic status, religion, disability, etc. are listed in Appendix 2.

Such awareness initiatives typically included interactive workshops, seminars, panel discussions, and training modules that challenge biases and stereotypes. These activities were designed to encourage self-reflection and open dialogue, helping participants to understand how unconscious bias and systemic discrimination affect individuals and groups. By presenting real-life scenarios and lived experiences, such programmes make the issues tangible and relatable, allowing for deeper engagement and empathy.

The initiatives undertaken by the University during 2020-2025, are categorised under three broad areas and summarized below.

### 5.1 FOCUS ON DISABILITY

#### a) Awareness and Sensitisation through Teleconferencing and Radio

A consistent feature of IGNOU's engagement was the extensive use of Interactive Radio Counselling (IRC) and Teleconferencing to disseminate information and promote dialogue on various aspects of disability. These sessions addressed topics such as:

- Rights and legal entitlements under the Rights of Persons with Disabilities Act, 2016
- Psychosocial support during the COVID-19 pandemic for individuals on the Autism Spectrum and those with intellectual and learning disabilities
- Use of assistive technologies and creating accessible environments in educational institutions
- Inclusive education models in higher education
- Crisis intervention and mental health support for adolescents with disabilities
- Economic empowerment strategies for persons with hearing impairment

These sessions played a significant role in reaching a wide and diverse audience across the country, including students, caregivers, professionals, and the general public.

#### b) Institutional Sensitisation and Capacity Building

A range of orientation and sensitisation programmes were organized during 2020-2025 for:

- Faculty and administrative staff at IGNOU Headquarters and Regional Centres

- Skilled workers, caregivers, and parents of persons with special needs
- Students and learner support functionaries

The programmes aimed at building an informed and empathetic institutional culture and strengthening support systems for learners with disabilities.

### c) Cultural and Co-curricular Engagement

IGNOU effectively integrated creative platforms such as:

- Competitions: painting, slogan writing, poster-making, and essay writing on themes like “Self-Dependent *Divyangan*”, “Sports and Disabilities”, and “Accessible Environment”
- Purple Fest: An event dedicated to showcasing the talents of persons with disabilities
- Short film screenings on disability issues

These activities provided inclusive spaces for participation and expression while reinforcing the value of diversity.

### d) Regional Collaborations

IGNOU's Regional Centres played an active role by hosting joint sensitisation programmes in collaboration with the Equal Opportunity Cell. These included RCs at Bhopal, Ranchi, Jaipur, Delhi, Ahmedabad, Rajkot, Bengaluru, Nagpur, and Srinagar, enhancing local-level advocacy and awareness.

## 5.2 PROMOTION OF EQUITY

Recognising Dr. B. R. Ambedkar as a symbol of social justice and equality, IGNOU organised a series of educational and cultural events that brought his ideas and legacy to life:

- Lectures and symposia on themes such as “Dr. Ambedkar’s Idea of Justice”, “His Role in Nation Building”, and “His Educational Philosophy”
- Competitions and Performances: quiz, slogan writing, painting, poster-making, street plays (*nukkad nataks*), and film screenings were regularly conducted during Ambedkar Jayanti and other commemorative events
- Outreach initiatives focusing on rights and entitlements of underprivileged groups, including women, Scheduled Castes, Scheduled Tribes, and persons with disabilities

These activities ensured that the ideals of equity, representation, and dignity were communicated to learners and staff at all levels.

## 5.3 ADVANCING GENDER INCLUSIVITY

From 2023 onwards, IGNOU strategically expanded its focus on gender inclusion and intersectionality, particularly in the light of the evolving global and national discourses.

### a) Thematic Lectures and Webinars

A series of academic engagements were held on contemporary and critical issues such as:

- “Gender-Based Violence: A Rights-Based Reading of Criminal Law Reforms”
- “The Girl Child and Structural Inequalities”, especially from the lens of denotified communities
- “Gender and Public Policy” and “Gender and Health”
- “Celebrating Women and Girls in STEM”
- “Researching India: A Feminist Experience”

These sessions addressed both academic and grassroots perspectives, encouraging critical reflections on policy, representation, and gender justice.

### **b) Multidimensional Approaches**

Through the inclusion of topics like LGBTIQ+ rights, gender mainstreaming in education, and regional gender policy practices, IGNOU demonstrated its commitment to fostering an inclusive learning ecosystem that acknowledges and celebrates gender diversity.

IGNOU has institutionalised a comprehensive framework of engagement that intersects with the principles of accessibility, equity, diversity, and inclusion. The sustained implementation of academic, cultural, and awareness-building initiatives through national broadcasts, regional outreach, faculty training, and learner engagement—reflects the University’s pivotal role in shaping an inclusive higher education landscape.

These activities also underline IGNOU’s responsiveness to contemporary social realities, its adherence to constitutional values, and its alignment with national priorities under NEP 2020 and the SDGs. The efforts undertaken have not only benefited the immediate stakeholders within the University system but also contributed meaningfully to the broader societal mission of inclusive and equitable quality education for all.

## 6. THE WAY FORWARD

As India continues its rapid transformation across social, economic, and technological domains, the importance of Disability, Equity, and Inclusion (DEI) is gaining momentum. However, DEI in the Indian context requires a distinctly localized approach. Unlike the West, where conversations often centre around race, India's diverse landscape involves caste, religion, language, gender, disability, and regional disparities. The future of online DEI courses in India lies in crafting content that is both culturally relevant and reflective of India's complex social structure, drawing on real-life Indian scenarios and inclusive language policies.

The expansion of online education and digital access through platforms like SWAYAM, Coursera, and Indian edtech startups presents a unique opportunity to democratise DEI learning. In the near future, we can expect growth in multilingual DEI courses that cater to learners across rural and urban India. Such courses should be designed with inclusive pedagogy—featuring subtitled videos, mobile accessibility, and voice-over narration in regional languages. This will help break socio-economic and geographic barriers and promote awareness of DEI principles in all sectors, including education, governance, and the informal economy.

Another promising direction involves integrating DEI learning into professional and corporate development programs. As Indian businesses increasingly engage in global markets, they are under pressure to align with international DEI standards. Online DEI training will become a key component of onboarding, leadership development, and employee engagement strategies. Future courses will likely focus on themes such as unconscious bias in hiring, inclusive leadership, gender sensitisation, and caste equity in the workplace. Micro-credentialing and certification in these areas will become valuable additions to professional portfolios.

Furthermore, higher education institutions will begin embedding DEI principles into both curriculum and campus culture. Online DEI modules will be incorporated into orientation programmes and student leadership training in universities, especially as the National Education Policy (NEP) encourages multidisciplinary and value-based education. Collaboration between academic institutions and online course providers will foster research-informed, socially aware content that addresses both historical injustices and contemporary challenges around inclusion in education.

Finally, partnerships between government bodies, civil society organizations, and edtech platforms will play a vital role in scaling DEI education. Online DEI courses aligned with national initiatives like Digital India, Skill India, and *Beti Bachao Beti Padhao* can ensure that inclusion becomes a key pillar of public policy and governance. In the long term, DEI education will contribute not only to workplace equity but also to building a more socially just, empathetic, and pluralistic Indian society.

IGNOU is very sensitive for the education of marginalised sections of society particularly for PwD. The following steps are proposed to be undertaken:

1. Training in basic sign language to all teachers, academics and non-teaching staff.
2. Single window for information to PwD regarding admission and programme of studies

3. Tactile flooring in all the buildings of Headquarters and Regional Centres.
4. Cross-disability training to functionaries of Learner Support Centres as how to deal with PwD learners.
5. Regular intervention through electronic media, interactive radio counselling for emotional wellbeing of PwD learners.
6. Organizing camps for assessment and distribution of assistive devices to IGNOU PwD learners.

## LIST OF SPECIAL LEARNER SUPPORT CENTRES

### A) Learner Support Centres for Persons with Disabilities

Sl. No.	RC Name	RC Code	LSC Code	Category & Special Group	Place of LSC	Address
1	BHOPAL	15	15113	DPH	INDORE	MOOK BADHIR SANGATHAN SCHEME, NO 71 BEHIND RANJEET, HANUMAN TEMPLE, INDORE, MADHYA PRADESH
2	DELHI 1	07	0789	DPH	VASANT KUNJ	AKSHYA PRATISTHAN, D-III, VASANT KUNJ, NEW DELHI, DELHI, 110070
3	DELHI 1	07	07156	DPH	FARIDABAD	SOCIETY FOR ADVANCE STUDY IN, REHABILITATION, B 45 DAYAL BAGH CHARMWOOD, FARIDABAD, HARYANA, 121009
4	DELHI 1	07	07170	DPH	FARIDABAD	VISION INST OF APPLIED STUDIES, PLOT NO. 40, SECTOR 20B, FARIDABAD, HARYANA, 121001
5	DELHI 2	29	0734	DPH	KARKARDOOMA	AMAR JYOTI REHBN. & RES CENTRE, AMAR JYOTI CHARITABLE TRUST, VIKAS MARK, KARKARDOOMA, NEW DELHI, DELHI, 110092
6	DELHI 2	29	29046	DPH	ROHINI	VISION INSTITUTE OF ADVANCED, STUDIES, PLOT NO. 4, POCKET A1, SECTOR-8, ROHINI, DELHI, 110085
7	DELHI 2	29	29047	DPH	RADHEY PURI EXTN.-1	MANOVIKAS INSTITUTE FOR HIGHER, EDUCATION, MANOVIKAS CHARITABLE, SOCIETY, 60-A, RADHEY PURI, EXTN.-1, JAGAT PURI CROSSING, DELHI, 110051
8	MADURAI	43	2535	DPH	AYIKUDY	AMAR SEVA SANGAM, 7-4-104 B, TENKASI ROAD, SULOCHANA GARDENS (P.B.NO.001), AYIKUDY, TAMIL NADU, 627852
9	PATNA	05	0533	DPH	PATNA	HEMOPHILIA HOSPITAL, TRAINING AND RESEARCH INST., INCOME TAX CROSSING, PATNA, BIHAR, 800001
10	RAJKOT	42	0972	DPH	BHAVNAGAR	NATRAJ RESRCH CNTR & TRNNG COL, BHAVNAGAR, NEAR DUKHISHYAM, BAPA'S ASHRAM, KALVIBID, BHAVNAGAR, GUJARAT, 364002
11	VATAKARA	83	14120	DPH	CALICUT	AWH INST. FOR MENTALLY, HANDICAPPED, CHERUVANNOOR FEROKE PO, CALICUT, 673631

**B) Learner Support Centres for Jail Inmates**

Sl. No.	RC Name	RC Code	LSC Code	Category	Place of SC	Address
1	AHMEDABAD	09	09124	DIN	BILODARA	COORDINATOR, LEARNER SUPPORT CENTRE (J), NADIAD DIST JAIL, KAPADWANJ ROAD, BILODARA DIST KHEDA, NADIAD, GUJARAT, 387002
2	AHMEDABAD	09	09125	DIN	MEHSANA	COORDINATOR, LEARNER SUPPORT CENTRE (J), MEHSANA DISTRICT JAIL, NEAR LIONS GENERAL HOSPITAL, NORTH GUJARAT, MEHSANA, GUJARAT, 384002
3	AHMEDABAD	09	09126	DIN	VILLAGE LAJPORE	COORDINATOR, LEARNER SUPPORT CENTRE (J), LAJPORE CENTRAL JAIL, VILLAGE LAJPORE, DIST SURAT, GUJARAT, 394235
4	AHMEDABAD	09	09129	DIN	PALANPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), PALANPUR DISTRICT JAIL, NEAR POLICE HEAD QTR PALANPUR, BANASKANTHA, GUJARAT, 385001
5	AHMEDABAD	09	09130	DIN	VADODARA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISONS, JAIL ROAD, VADODARA, GUJARAT, 390001
6	AHMEDABAD	09	09132	DIN	SABARMATI	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON SABARMATI, AHMEDABAD, GUJARAT, 380027
7	AHMEDABAD	09	09136	DIN	GODHARA	COORDINATOR, LEARNER SUPPORT CENTRE (J), GODHARA SUB JAIL, JUNATHANA, GODHARA, GUJARAT
8	AHMEDABAD	09	09137	DIN	BHARUCH	COORDINATOR, LEARNER SUPPORT CENTRE (J), BHARUCH SUB JAIL, NR. SANTOSHI VASAHA, MOHAMADPUR, BHARUCH, GUJARAT, 392001
9	AHMEDABAD	09	09138	DIN	NAVSARI	COORDINATOR, LEARNER SUPPORT CENTRE (J), NAVSARI SUB JAIL, JUNATHANA, NAVSARI
10	AHMEDABAD	09	09139	DIN	PATAN	COORDINATOR, LEARNER SUPPORT CENTRE (J), OFFICE OF THE SUPERINTENDANT, SUB-JAIL, PATAN, AHMEDABAD, GUJARAT, 384265

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11	AIZAWL	19	1906	DIN	AIZAWL	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, AIZAWL, MIZORAM, 796001
12	ALIGARH	47	47027	DIN	ALIGARH	COORDINATOR, LEARNER SUPPORT CENTRE (J), ALIGARH DISTRICT JAIL, ALIGARH, UTTAR PRADESH, 202001
13	ALIGARH	47	47050	DIN	FIROZABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL FIROZABAD, UTTAR PRADESH, 283203
14	BHAGALPUR	82	82001	DIN	BANKA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, PO BANKA, DIST BANKA, BIHAR, 813102
15	BHAGALPUR	82	82004	DIN	BHAGALPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), SPECIAL CENTRAL JAIL, BHAGALPUR, DISTT BHAGALPUR, BIHAR, 812002
16	BHAGALPUR	82	82005	DIN	BHAGALPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, BHAGALPUR, DISTT BHAGALPUR, BIHAR, 812002
17	BHOPAL	15	1554	DIN	BHOPAL	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, BHOPAL, MADHYA PRADESH, 462038
18	BHOPAL	15	15207	DIN	HOSHANGABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), NEW DISTRICT JAIL, ITARSI ROAD NEAR ITI, HOSHANGABAD, MADHYA PRADESH, 461001
19	BHOPAL	15	15208	DIN	GWALIOR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, JAIL ROAD, GWALIOR, MADHYA PRADESH
20	BHOPAL	15	15209	DIN	INDORE	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, INDORE CITY, INDORE, MADHYA PRADESH
21	BHOPAL	15	15211	DIN	UJJAIN	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL BHERUGARH, UJJAIN, MADHYA PRADESH, 456003
22	BHUBANESHWAR	21	21127	DIN	CUTTACK	COORDINATOR, LEARNER SUPPORT CENTRE (J), CIRCLE JAIL CUTTACK, AT CHOUDWAR PO CHARBATIA, PS CHOUDWAR, CUTTACK, ORISSA, 754071

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23	BHUBANESHWAR	21	21128	DIN	BERHAMPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CIRCLE JAIL, BEHRAMPUR, DIST GANJAM, ORISSA, 760008
24	BHUBANESHWAR	21	21134	DIN	BALASORE	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL BALASORE, DISTRICT JAIL (ZILLA KARAGAR), BALASORE, ORISSA, 756001
25	BHUBANESHWAR	21	21196	DIN	JHARPADA	COORDINATOR, LEARNER SUPPORT CENTRE (J), SPECIAL JAIL, JHARPADA, P.O.-LAXMISAGAR, DISTT. - KHURDA, BHUBANESWAR, ODISHA, 751006
26	BHUBANESHWAR	21	21230	DIN	PURI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, AT-BANGAR, PO-KHALKATA, DISTT. PURI, 752111
27	BHUBANESHWAR	21	21231	DIN	KANDHAMAL	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, PHULBANI, AT-DISTRICT JAIL, PO-PHULBANI, DISTT. KANDHAMAL, 762001
28	BHUBANESHWAR	21	21232	DIN	MAYURBHANJA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CIRCLE JAIL, BARIPADA, AT-CIRCLE JAIL BARPADA, PO-BHANJAPUR, DISTT. MAYURBHANJA, 757002
29	BHUBANESHWAR	21	21233	DIN	SUNDERGARH	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SUNDERGARH, AT/PO/ DISTT. SUNDERGARH, ODISHA, 770001
30	BIJAPUR	85	85002	DIN	BELLARY	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, BELLARY, O/O SUPERINTENDENT CENTRAL, PRISON, BELLARY, KARNATAKA, 583101
31	CHANDIGARH	06	0606	DIN	CHANDIGARH	COORDINATOR, LEARNER SUPPORT CENTRE (J), MODEL JAIL, BURAIL, CHANDIGARH, CHANDIGARH
32	CHANDIGARH	06	2221	DIN	PATIALA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, PATIALA, PUNJAB
33	CHANDIGARH	06	06002	DIN	AMBALA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL AMBALA, CENTRAL JAIN CIVIL LINES, AMBALA CITY, HARYANA, 134003

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34	CHENNAI	25	2552	DIN	VELLORE	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, VELLORE, TAMIL NADU
35	CHENNAI	25	2559	DIN	VELLORE	COORDINATOR, LEARNER SUPPORT CENTRE (J), SPECIAL PRISON FOR WOMEN, VELLORE, TAMIL NADU, 632002
36	CHENNAI	25	25224	DIN	CHENNAI	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON-1 (CONVICT), PUZHAL, CHENNAI, 600066
37	COCHIN	14	14168	DIN	CENTRAL PRISON VIYUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, VIYUR, THRISSUR, 680010
38	DARBHANGA	46	46027	DIN	GOPALGANJ	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, CHANAWA, GOPALGANJ, BIHAR, 841407
39	DARBHANGA	46	46028	DIN	BEGUSARAI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BEGUSARAI, BEGUSARAI, BIHAR, 851101
40	DARBHANGA	46	46029	DIN	BETTIAH	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BETTIAH, BISAN PUR, MANUPUL, BETTIAH, BIHAR, 845438
41	DARBHANGA	46	46030	DIN	MADHUBANI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, MADHUBANI, RAMPATTI, MADHUBANI, BIHAR, 847236
42	DARBHANGA	46	46031	DIN	MUZAFFARPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), KHUDI RAM BOSE CENTRAL JAIL, MUZAFFARPUR, BIHAR, 842001
43	DEHRADUN	31	3717	DIN	HARIDWAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, RASHANABAD, HARIDWAR, DEHRADUN, UTTARAKHAND
44	DEHRADUN	31	31011	DIN	DEHRADUN	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SUDHOWALAL, DEHRADUN, UTTARAKHAND
45	DELHI 1	07	07164	DIN	FARIDABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, PO NEEMKA, FARIDABAD, HARYANA, 121001
46	DELHI 2	29	29039	DIN	ROHINI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, ROHINI, DELHI, 110085

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47	DELHI 2	29	29056	DIN	DELHI	COORDINATOR, LEARNER SUPPORT CENTRE (J), MANDOLI JAIL COMPLEX, JAIL NO. 11, MANDOLI, DELHI, 110093
48	DELHI 3	38	0719E	SIN	HARI NAGAR	ASSISTANT COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL NO. 5, TIHAR JAIL, LAJWANTI CHOWK, HARI NAGAR, NEW DELHI, DELHI, 110064
49	DELHI 3	38	0719A	SIN	DELHI	COORDINATOR, LEARNER SUPPORT CENTRE (J), TIHAR CENTRAL JAIL, NO 6 (FEMALE) TIHAR JAIL, ONLY FOR FEMALE INMATES), NEW DELHI, 110064
50	DELHI 3	38	0719B	SIN	HARI NAGAR	ASSISTANT COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL NO. 1, TIHAR JAIL, LAJWANTI CHOWK, HARI NAGAR, NEW DELHI, DELHI, 110064
51	DELHI 3	38	0719C	SIN	HARI NAGAR	ASSISTANT COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL NO. 2, TIHAR JAIL, LAJWANTI CHOWK, HARI NAGAR, NEW DELHI, DELHI, 110064
52	DELHI 3	38	0719D	SIN	HARI NAGAR	ASSISTANT COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL NO. 4, TIHAR JAIL, LAJWANTI CHOWK, HARI NAGAR, NEW DELHI, DELHI, 110064
53	DELHI 3	38	0719F	SIN	HARI NAGAR	ASSISTANT COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL NO. 7, TIHAR JAIL, LAJWANTI CHOWK, HARI NAGAR, NEW DELHI, DELHI, 110064
54	DELHI 3	38	0719G	SIN	HARI NAGAR	ASSISTANT COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL NO. 8, TIHAR JAIL, LAJWANTI CHOWK, HARI NAGAR, NEW DELHI, DELHI, 110064
55	DELHI 3	38	0719H	SIN	HARI NAGAR	ASSISTANT COORDINATOR, LEARNER SUPPORT CENTRE (J), TIHAR JAILS EMPLOYEES RESID., COMPLEX, TIHAR JAIL, LAJWANTI CHOWK, HARI NAGAR, NEW DELHI, DELHI, 110064

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56	DELHI 3	38	0719		DELHI	COORDINATOR, LEARNER SUPPORT CENTRE (R), TIHAR CENTRAL JAIL, NO. 3, TIHAR JAIL, HARI NAGAR (ONLY FOR INMATES), NEW DELHI, DELHI, 110064
57	DELHI 3	38	38015	DIN	GURGAON	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BHONDSI, GURGAON, HARYANA, 122002
58	DEOGHAR	87	87002	DIN	DEOGHAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), COURT ROAD DIST. JAIL, DEOGHAR, JHARKHAND, 814112
59	DEOGHAR	87	87004	DIN	DUMKA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, DUMKA, DUMKA, JHARKHAND, 814101
60	GUWAHATI	04	0417	DIN	GUWAHATI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, FANCY BAZAR, GUWAHATI, ASSAM, 781001
61	HYDERABAD	01	01161	DIN	WARANGAL	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, WARANGAL, RANGAMPET, DISTRICT WARANGAL URBAN, TELANGANA, 506001
62	IMPHAL	17	1730	DIN	SAJIWAL KHABEISOI	COORDINATOR, LEARNER SUPPORT CENTRE (J), MANIPUR CENTRAL JAIL, SAJIWAL, KHABEISOI, IMPHAL, MANIPUR, 785001
63	JABALPUR	41	1584	DIN	JABALPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, JABALPUR, MADHYA PRADESH
64	JABALPUR	41	15205	DIN	SATANA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, SATANA, MADHYA PRADESH, 485001
65	JABALPUR	41	15206	DIN	REWA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, REWA, MADHYA PRADESH, 486002
66	JABALPUR	41	15210	DIN	SAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, GOPALGANJ, SAGAR, MADHYA PRADESH

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67	JABALPUR	41	15212	DIN	NARSINGHPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL CLASS-I, INFRONT OF MIMT COLLEGE, STATION ROAD, NARSINGHPUR, MADHYA PRADESH, 487001
68	JABALPUR	41	41018	DIN	CHHINDWARA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, CHHINDWARA, MADHYA PRADESH, 480001
69	JABALPUR	41	41019	DIN	DIONDORI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, DIONDORI, MADHYA PRADESH, 481880
70	JABALPUR	41	41024	DIN	SHAHDOL	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SHAHDOL, DIST. SHAHDOL, MADHYA PRADESH, 485207
71	JABALPUR	41	41025	DIN	SEONI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DIST. JAIL SEONI, DIST. SEONI, MADHYA PRADESH, 480661
72	JAIPUR	23	2317	DIN	JAIPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, GHATGATE, JAIPUR, RAJASTHAN, 302003
73	JAIPUR	23	2388	DIN	AJMER	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, AJMER, RAJASTHAN, 305001
74	JAIPUR	23	23112	DIN	GHATGATE	COORDINATOR, LEARNER SUPPORT CENTRE (J), MAHILA BANDI SUDHAR GRAH, JAIPUR (MAHILA JAIL), NEAR SOPHIA SCHOOL, GHATGATE, JAIPUR, RAJASTHAN, 313001
75	JAIPUR	23	23122	DIN	KOTA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, KOTA, RAJASTHAN, 324001
76	JAIPUR	23	23123	DIN	BHARATPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, BHARATPUR, RAJASTHAN, 321303
77	JAIPUR	23	23125	DIN	SRIGANGANAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, SRIGANGANAGAR, RAJASTHAN, 335001
78	JAIPUR	23	23126	DIN	JHALAWAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, JHALAWAR, 326001
79	JAIPUR	23	23127	DIN	BHILWARA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BHILWARA, RAJASTHAN

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

80	JAIPUR	23	23128	DIN	ALWAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, ALWAR, RAJASTHAN, 301001
81	JAIPUR	23	23146	DIN	HANUMANGARH	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, HANUMANGARH, RAJASTHAN, 335512
82	JAIPUR	23	23147	DIN	KARAULI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL KARAULI, KARAULI, JAIPUR
83	JAIPUR	23	23148	DIN	DHOLPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL DHOLPUR, JAIPUR
84	JAIPUR	23	23149	DIN	BARAN	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL BARAN, BARAN, 325205
85	JAMMU	12	1227	DIN	AMPHALLA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTT. JAIL,, AMPHALLA, JAMMU, J & K
86	JAMMU	12	1256	DIN	UDHAMPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), JAIL SUPERINTENDENT, DISTRICT JAIL, UDHAMPUR, J & K, 152101
87	JAMMU	12	1270	DIN	JAMMU	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, KOTE, BHALWAL, JAMMU, J & K
88	JAMMU	12	12104	DIN	KATHUA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, NAGRI ROAD, KATHUA, KATHUA DIST, J&K, 184101
89	JODHPUR	88	23106	DIN	JODHPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, RATANADA, JODHPUR, RAJASTHAN, 342001
90	JODHPUR	88	88005	DIN	BIKANER	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, BIKANER, DISTRICT-BIKANER, RAJASTHAN, 334001
91	JODHPUR	88	88006	DIN	UDAIPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), OFFICE OF THE SUPERINTENDANT, CENTRAL PRISON, UDAIPUR, RAJASTHAN, 313001
92	JODHPUR	88	88022	DIN	PRATAPGARH	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, MANDSAUR ROAD, PRATAPGARH, 212604
93	KARNAL	10	1053	DIN	KARNAL	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, KAITHAL ROAD, KARNAL, HARYANA

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

94	KARNAL	10	1057	DIN	SIRSA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, DIST. SIRSA, HARYANA
95	KARNAL	10	1062	DIN	KURUKSHETRA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL KURUKSHETRA, PIPLI ROAD, KURUKSHETRA, HARYANA, 136118
96	KARNAL	10	1065	DIN	BHIWANI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BHIWANI, BHIWANI, HARYANA, 127021
97	KARNAL	10	1067	DIN	YAMUNA NAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, YAMUNA NAGAR, HARYANA, 135003
98	KARNAL	10	1068	DIN	HISAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, HISAR, HARYANA, 125001
99	KARNAL	10	1071	DIN	JIND	COORDINATOR, LEARNER SUPPORT CENTRE (J), DIST JAIL, JIND, HARYANA, 126102
100	KARNAL	10	1072	DIN	SONEPAT	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL SONEPAT, HARYANA, 131001
101	KARNAL	10	1073	DIN	HISAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL-2, RAJGARH ROAD, HISAR, HARYANA, 125001
102	KARNAL	10	1074	DIN	ROHTAK	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, VILLANGE SUNARIA, DISTRICT - ROHTAK, 124001
103	KARNAL	10	1076	DIN	KAITHAL	COORDINATOR, LEARNER SUPPORT CENTRE (J), DIST. JAIL, KAITHAL, HARYANA, 136042
104	KARNAL	10	1077	DIN	MOHINDER GARH	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL ARNAUL, DIST. MOHINDER GARH, HARYANA, 123001
105	KARNAL	10	1084	DIN	JHAJJAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, JHAJJAR, HARYANA, 124103
106	KHANNA	22	2219	DIN	AMRITSAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, AIRPORT ROAD, AMRITSAR, PUNJAB
107	KHANNA	22	2220	DIN	LUDHIANA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, TAJPUR ROAD, LUDHIANA, PUNJAB

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

108	KHANNA	22	2278	DIN	BARNALA	COORDINATOR, LEARNER SUPPORT CENTRE (J), SUB JAIL, BAJA KHANNA ROAD, BARNALA, PUNJAB, 148101
109	KHANNA	22	2290	DIN	KAPURTHALA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL JALANDHAR, KAPURTHALA, PUNJAB
110	KOLKATA	28	28159	DIN	KOLKATA	COORDINATOR, LEARNER SUPPORT CENTRE (J), PRESIDENCY CORRECTIONAL HOME, ALIPORE, KOLKATA, WEST BENGAL, 700027
111	KORAPUT	44	44019	DIN	KORAPUT	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, KORAPUT DIST., ORISSA, 764020
112	LUCKNOW	27	2755	DIN	LUCKNOW	COORDINATOR, LEARNER SUPPORT CENTRE (J), MODEL JAIL, LUCKNOW, UTTAR PRADESH
113	LUCKNOW	27	27177	DIN	BAREILLY	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, BAREILLY, INFRONT OF IZZAT NAGAR, RAILWAY STATION BAREILLY, UTTAR PRADESH, 243122
114	LUCKNOW	27	27200	DIN	JHANSI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, JHANSI, UTTAR PRADESH, 284001
115	LUCKNOW	27	27204	DIN	BARABANKI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BARABANKI, BARABANKI, UTTAR PRADESH, 225001
116	LUCKNOW	27	27219	DIN	HARDOI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, HARDOI, UTTAR PRADESH, 241001
117	LUCKNOW	27	27223	DIN	KANPUR NAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, KANPUR NAGAR, UTTAR PRADESH, 260848
118	LUCKNOW	27	27224	DIN	SITAPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SITAPUR, UTTAR PRADESH, 261001
119	LUCKNOW	27	27225	DIN	KANPUR DEHAT	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, KANPUR DEHAT, UTTAR PRADESH, 209101

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

120	LUCKNOW	27	27226	DIN	SHAHJAHANPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SHAHJAHANPUR, UTTAR PRADESH, 242001
121	LUCKNOW	27	27229	DIN	LAKHIMPUR KHERI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, LAKHIMPUR KHERI, LUCKNOW, UTTAR PRADESH, 262701
122	LUCKNOW	27	27232	DIN	RAE BARELI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL RAE BARELI, INDRA NAGAR, RAE BARELI, UTTAR PRADESH, 229001
123	LUCKNOW	27	27233	DIN	BALARAMPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, UTRAULA ROAD, BALARAMPUR, UTTAR PRADESH, 271201
124	LUCKNOW	27	27234	DIN	BAHRAICH	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BAHRAICH, UTTAR PRADESH, 271801
125	LUCKNOW	27	27253	DIN	FARRUKHABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, FATEHGARH, DISTRICT FARRUKHABAD, UTTAR PRADESH, 209607
126	MADURAI	43	2541	DIN	COIMBATORE	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, COIMBATORE, TAMIL NADU, 641018
127	MADURAI	43	2550	DIN	TIRUCHIRAPALLI	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, TIRUCHIRAPALLI, TAMIL NADU
128	MADURAI	43	43070	DIN	MADURAI	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON, MADURAI, 625016
129	MUMBAI	49	49035	DIN	MUMBAI	COORDINATOR, LEARNER SUPPORT CENTRE (J), MUMBAI CENTRAL PRISON, SANE GURUJI MARG JACOB CIRCLE, CHINCHPOKLI, MUMBAI, 400011
130	NAGPUR	36	36018	DIN	NAGPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), NAGPUR CENTRAL JAIL, NAGPUR, MAHARASHTRA
131	NAGPUR	36	36019	DIN	AMRAVATAI	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISON AMRAVATI, AMRAVATI, 444602

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

132	NOIDA	39	39003	DIN	MEERUT	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL MEERUT, JAIL ROAD, JAIL CHUNGI, MEERUT, UTTAR PRADESH, 250001
133	NOIDA	39	39023	DIN	GHAZIABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL DASNA, GHAZIABAD, UTTAR PRADESH, 201302
134	NOIDA	39	39024	DIN	GAUTAM BUDH NAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, GAUTAM BUDH NAGAR, NEAR LUKSAR, VILLAGE-KASNA, GREATER NOIDA, UTTAR PRADESH, 201308
135	NOIDA	39	47022	DIN	AGRA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL AGRA, MATHURA ROAD, AGRA, UTTAR PRADESH, 282002
136	PANAJI	08	08031	DIN	SINQUIRIM	COORDINATOR, LEARNER SUPPORT CENTRE (J), MODERN CENTRAL JAIL, COLVALE VARDEX, GOA
137	PATNA	05	0570	DIN	PATNA	COORDINATOR, LEARNER SUPPORT CENTRE (J), ADARSH CENTRAL JAIL, BEUR, PATNA, BIHAR
138	PATNA	05	05179	DIN	NALANDA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, BIHARSHARIF, NALANDA, BIHAR, 803101
139	PATNA	05	05180	DIN	BHOJPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT PRISON, ARA, JAIL ROAD, ARA, BHOJPUR, BIHAR, 802301
140	PATNA	05	05181	DIN	VAISHALI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, HAJIPUR, DISTT. VAISHALI, BIHAR, 844101
141	PATNA	05	05182	DIN	ROHTAS	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SASARAM, DISTT. ROHTAS, BIHAR, 821115
142	PATNA	05	05183	DIN	JAMUI	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, JAMUI, DISTT. JAMUI, BIHAR, 811307
143	PATNA	05	05192	DIN	GAYA	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, GAYA, AT-RAMPUR, P.S. RAMPUR, DISTT. GAYA, BIHAR, 823001

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

144	PATNA	05	05193	DIN	BUXAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, BUXAR, BIHAR, 802102
145	PORT BLAIR	02	0211	DIN	PROTHRAPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, PROTHRAPUR, PORT BLAIR, ANDAMAN & NICOBAR ISLANDS, 744101
146	PUNE	16	16148	DIN	NASHIK	COORDINATOR, LEARNER SUPPORT CENTRE (J), NASHIK ROAD, CENTRAL PRISION, NASHIK ROAD, NASHIK, 422101
147	PUNE	16	16149	DIN	KOLHAPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), KOLHAPUR CENTRAL PRISON, KALAMBA, KOLHAPUR, 416007
148	PUNE	16	16150	DIN	AURANGABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), AURANGABAD CENTRAL PRISON, HARSOOL, AURANGABAD, 431008
149	PUNE	16	16157	DIN	PUNE	COORDINATOR, LEARNER SUPPORT CENTRE (J), YERWADA CENTRAL PRISON, MENTAL HOSPITAL ROAD, PUNE, MAHARASHTRA, 411006
150	RAGHUNATHGANJ	50	50004	DIN	MURSHIDABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), BEHRAMPURE CENTRAL CORRECTION, HOME, BEHRAMPURE, DISTRICT MURSHIDABAD, 742101
151	RAIPUR	35	35131	DIN	RAIPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, OPP DR AMBEDKAR HOSPITAL, JAIL ROAD, RAIPUR, CHHATTISGARH, 492001
152	RAIPUR	35	35139	DIN	MAHASMUND	COORDINATOR (JAIL SUPRNTNDNT), LEARNER SUPPORT CENTRE (J), DISTRICT JAIL MAHASMUND, CHHATTISGARH
153	RAIPUR	35	35140	DIN	BALOD	COORDINATOR(A. JL. SUPRNTNDNT), LEARNER SUPPORT CENTRE (J), SUB JAIL BALOD, CHHATTISGARH
154	RAIPUR	35	35141	DIN	DURG	COORDINATOR (JAIL SUPRNTNDNT), LEARNER SUPPORT CENTRE (J), CENTRAL JAIL DURG, CHHATTISGARH

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

155	RAIPUR	35	35142	DIN	AMBIKAPUR	COORDINATOR (JAIL SUPRNTNDNT), LEARNER SUPPORT CENTRE (J), CENTRAL JAIL AMBIKAPUR, CHHATTISGARH, 497001
156	RAIPUR	35	35143	DIN	BALDER BAG	COORDINATOR (JAIL SUPRNTNDNT), LEARNER SUPPORT CENTRE (J), DISTRICT JAIL RAJNANDGOAN, BALDER BAG, NEAR NEW BUS STAND, CHHATTISGARH, 491441
157	RAIPUR	35	35144	DIN	RAIGARH	COORDINATOR (JAIL SUPRNTNDNT), LEARNER SUPPORT CENTRE (J), DISTRICT JAIL RAIGARH, CHHATTISGARH, 496001
158	RAIPUR	35	35150	DIN	BILASPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), O/O SUPERINTENDANT, CENTRAL JAIL, DIST. BILASPUR, CHHATTISGARH, 495001
159	RAIPUR	35	44022	DIN	BASTAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, JAGADALPUR, BASTAR DIST, CHHATTISGARH, 494001
160	RAJKOT	42	42013	DIN	RAJKOT	COORDINATOR, LEARNER SUPPORT CENTRE (J), RAJKOT DISTRICT JAIL, NEAR POPAT PARA, RAJKOT, 360001
161	RAJKOT	42	42014	DIN	JUNAGARH	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT PRISON, NEAR THE DISTRICT COURT, M G ROAD, JUNAGADH, 367001
162	RAJKOT	42	42015	DIN	JAMNAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL JAMNAGAR, NEAR PAVAN CHAKKI, JAMNAGAR, GUJARAT, 361005
163	RAJKOT	42	42016	DIN	BHANVNAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL BHANVNAGAR, BHANVNAGAR, GUJARAT
164	RAJKOT	42	42017	DIN	SURENDRANAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), SURENDRA NAGAR SUB JAIL, NEAR TOWER CHOWK, NEAR CITY POLICE STATION, SURENDRANAGAR, GUJARAT, 363001

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

165	RAJKOT	42	42018	DIN	AMRELI	COORDINATOR, LEARNER SUPPORT CENTRE (J), AMRELI SUB JAIL & OPEN JAIL, NEAR TARWADI, AMRELI, GUJARAT, 365601
166	RAJKOT	42	42019	DIN	BHUJ	COORDINATOR, LEARNER SUPPORT CENTRE (J), PALARA SPECIAL PRISION, KHAVDA ROAD, BHUJ, KACHCHH, 370001
167	RAJKOT	42	42023	DIN	KUTCH	COORDINATOR, LEARNER SUPPORT CENTRE (J), GALPADAR DISTRICT JAIL, VILLAGE GULPADAR, CITY GANDHIDHAM, DISTT. KUTCH, 370240
168	RANCHI	32	32008	DIN	RANCHI	COORDINATOR, LEARNER SUPPORT CENTRE (J), BIRSA MUNDA CENTRAL JAIL, HOTWAR, RANCHI, JHARKHANT, 835217
169	RANCHI	32	32041	DIN	HAZARIBAGH	COORDINATOR, LEARNER SUPPORT CENTRE (J), LNJPN CENTRAL JAIL, HAZARIBAGH, JHARKHAND, 825319
170	SAHARSA	86	86002	DIN	SAHARSA	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SAHARSA, BIHAR, 852201
171	SAHARSA	86	86012	DIN	KATI HAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), MANDAL KARA (DISTRICT JAIL), KATI HAR, KATI HAR, BIHAR, 854109
172	SHILLONG	18	1821	DIN	SHILLONG	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, JAIL ROAD, SHILLONG, MEGHALAYA
173	SHIMLA	11	1183	DIN	KANDA	COORDINATOR, LEARNER SUPPORT CENTRE (J), MODEL CENTRAL JAIL, KANDA PO PANESH, DISTT SHIMLA, HIMACHAL PRADESH, 171011
174	SHIMLA	11	1186	DIN	SIRMAUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), MODEL CENTRAL JAIL NAHA, DISTT.-SIRMAUR, HIMACHAL PRADESH, 173001
175	SHIMLA	11	1190	DIN	SOLAN	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, SOLAN, NEAR POLICE LINE, KATHER, DISTRICT SOLAN, HIMACHAL PRADESH, 173212

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

176	SRINAGAR	30	1246	DIN	SRINAGAR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, MAHALLA MATHI KHAN, (KATI DARWAZA), SRINAGAR, JAMMU & KASHMIR
177	TRIVANDRUM	40	40036	DIN	TRIVANDRUM	COORDINATOR, LEARNER SUPPORT CENTRE (J), OPEN PRISON & CORRECTIONAL, HOME, NETTUKALTHERI, KOTTOR P.O., TRIVANDRUM, KERALA, 695574
178	VARANASI	48	27178	DIN	ALLAHABAD	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL NAINI, NEAR NAINI RAILWAY STATION, ALLAHABAD, UTTAR PRADESH
179	VARANASI	48	48013	DIN	VARANASI	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL JAIL, VARANASI, UTTAR PRADESH
180	VARANASI	48	48016	DIN	GORAKHPUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), DISTRICT JAIL, GORAKHPUR, SHAHPUR COLONY, GORAKHPUR, UTTAR PRADESH, 273001
181	VATAKARA	83	83004	DIN	KANNUR	COORDINATOR, LEARNER SUPPORT CENTRE (J), CENTRAL PRISION, KANNUR, KANNUR, PALLIKUNNU POST, KERALA, 670004

\* Includes 1 Regular LSC (0719), under Regional Centre – Delhi -3 for Inmates and 08 Sub-LSCs under Regular LSC 0719

## LIST OF EVENTS/PROGRAMMES ORGANISED DURING 2020-2025

### 2020

S.No.	Theme	Topic	Nature of Activity
1	Disability	Support for Individuals with Autism Spectrum Disorders during Corona Pandemic	Interactive Radio Counselling
2	Disability	Issues and Challenges for Persons with disabilities During Corona Pandemic	Interactive Radio Counselling
3	Disability	Rights of Persons with Disabilities Act, 2016	Interactive Radio Counselling
4	Disability	Effective use of Technology for Persons with Disabilities	Interactive Radio Counselling
5	Disability	Schemes and facilities for Persons with Disabilities	Interactive Radio Counselling
6	Disability	Accessibility for Persons with Disabilities	Lecture

### 2021

S.No.	Theme	Topic	Nature of Activity
1	Disability	Towards the Realization of Rights of Persons with Disabilities	Teleconferencing
2	Disability	International Day of Persons with Disabilities	Teleconferencing
3	Disability	Distance Education and Students with Disabilities	Interactive Radio Counselling
4	Disability	Awareness Module on Disability was released on the Foundation Day of the university.	Awareness Module
5	Disability	Persons with Disabilities and their Rights: IGNOU Initiatives for Students	Orientation programme
6	Disability	Rights of Persons with Disabilities Act, 2016	Sensitisation Programme
7	Equity and Equality	Equity and Equality in Society	Lecture
8	Equal Opportunity	Importance of Equal Opportunities for Students	Lecture
9	Equal Opportunity	Promotion of Equal Opportunities for Women	Lecture
10	Equal Opportunity	Dr. B. R. Ambedkar Jayanti	Painting Competition
11	Equal Opportunity	Film on the life of Dr. B.R. Ambedkar	Film Screening
12	Equal Opportunity	Dr. B. R. Ambedkar Jayanti celebration	Essay Writing Competition
13	Equal Opportunity	Dr. B. R. Ambedkar Jayanti celebration	Street Play
14	Equal Opportunity	Life and Vision of Dr. B.R. Ambedkar	Slogan Competition
15	Equal Opportunity	Life and Vision of Dr. B.R. Ambedkar	Lecture
16	Equal Opportunity	Life and Vision of Dr. B.R. Ambedkar	Lecture
17	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Bhopal	Sensitisation Programme
18	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Ranchi	Sensitisation Programme
19	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Jaipur	Sensitisation Programme
20	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RCs Ahmedabad and Rajkot	Sensitisation Programme

## 2022

S.No.	Theme	Topic	Nature of Activity
1	Disability	Gift of Dyslexia (Learning Disability), Is it a Disability or Diversity	Teleconferencing
2	Disability	Psychological Intervention for adolescent Problems with Special Reference to Disability on	Teleconferencing
3	Disability	Crisis Intervention for Psychological Problems of Adolescent with Special Reference to Disability	Teleconferencing
4	Disability	Cultural Sensitivity in Training Caregivers of Persons with Disabilities	Teleconferencing
5	Disability	Quality of Life of People with Intellectual Disabilities	Teleconferencing
6	Disability	Economic Empowerment of Persons with Hearing Impairment'	Teleconferencing
7	Disability	Mapping the Journey of Intellectual Disability from Ancient Time	Teleconferencing
8	Disability	Economic Empowerment of Persons with Hearing Impaired	Teleconferencing
9	Disability	Gift of Dyslexia (Learning Disability), Is it a Disability or Diversity	Interactive Radio Counselling
10	Disability	Accessible Environment in Educational Institutions'	Interactive Radio Counselling
11	Disability	Accessible Environment in Educational Institutions	Interactive Radio Counselling
12	Disability	Disability issues for benefits of students with disabilities	Sensitisation programme
13	Disability	Addressing various issues of education and empowerment of students with disabilities	Capacity building Workshop
14	Equal Opportunity	Cultivation of Mind: Dr. Ambedkar's Educational Philosophy	Screening of Film
15	Equal Opportunity	Life of Dr. B R Ambedkar	Quiz Competition
16	Equal Opportunity	Dr. B. R. Ambedkar's Role in Making of Modern India	Slogan Competition
17	Equal Opportunity	Dr. B. R. Ambedkar's Idea of Justice as the foundation of democracy	Poster Competition
18	Equal Opportunity	Life of Dr. B R Ambedkar	Lecture
19	Equal Opportunity	Life of Dr. B R Ambedkar	Lecture
20	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Delhi-1	Sensitisation Programme
21	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Bhopal	Sensitisation Programme
22	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Bengaluru	Sensitisation Programme

## 2023

S.No.	Theme	Topic	Nature of Activity
1	Disability	Why and how to Sensitize and empower parents and caregivers of persons with special needs	Teleconferencing
2	Disability	Management of Problem Behaviour in Children with Intellectual Disabilities	Teleconferencing
3	Disability	Promoting Inclusive Education for Persons with Disabilities in Higher Education	Teleconferencing
4	Disability	Introduction to Cerebral Palsy	Teleconferencing
5	Disability	Quality of Life of People with Intellectual Disabilities	Teleconferencing
6	Disability	Educational Interventions for Persons with Dwarfism	Teleconferencing
7	Disability	Mapping the Journey of Intellectual Disability from Ancient Time	Teleconferencing
8	Disability	Facilitating Students with Disabilities in Higher Education	Teleconferencing
9	Disability	“Facilitating Students with Disabilities	Interactive Radio Counselling
10	Gender Inclusivity	Legacy of Maria Mies: Work and Life.	Webinar
11	Disability	Disability issues for benefits of students with disabilities	Sensitisation programme
12	Disability	Significance of Counselling and its Resources for SDGs	International Conference
13	Disability	NEP 2020 and Inclusion of Persons with Disabilities in Higher Education Institutions	Lecture
14	Equal Opportunity	Educational Philosophy of Dr. B. R. Ambedkar	Interactive Radio Counselling
15	Equal Opportunity	Dr. B. R. Ambedkar: The Visionary	Teleconferencing
16	Equal Opportunity	Dr. B. R. Ambedkar’s Contribution in Nation Building	Painting Competition
17	Equal Opportunity	Dr. B. R. Ambedkar’s contribution for Women Empowerment in India	Slogan Writing Competition
18	Equal Opportunity	Life of Dr B R Ambedkar	Nukkad Natak
19	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Nagpur	Sensitisation Programme

## 2024

S.No.	Theme	Topic	Nature of Activity
1	Disability	Introduction to Muscular Dystrophy	Teleconferencing
2	Disability	Introduction to Acid Attack	Teleconferencing
3	Disability	Importance of Cleanness and Hygiene for Persons with Disability	Teleconferencing
4	Disability	Psychological Intervention for Emotional Adjustment of Person with Disability	Interactive Radio Counselling
5	Disability	RPWD Act, 2016 and Provision for Education of Persons with Disability	Interactive Radio Counselling
6	Disability	Importance of Clean and Green Environment for Persons with Disabilities	Interactive Radio Counselling
7	Disability	Orientation of All Officers and Staff of School of Social Sciences on Disability Issues	Orientation programme
8	Disability	Orientation of Skilled Workers of IGNOU Headquarters on Disability Issues	Orientation programme

## EQUITY AND INCLUSION AT IGNOU (2020-2025)

S.No.	Theme	Topic	Nature of Activity
9	Disability	Showcasing the talents of Persons with Disabilities	Purple Fest
10	Disability	Sports for Persons with Disabilities	Painting Competition
11	Disability	Self-Dependent Divyangan	Slogan Competition
12	Disability	Accessible Environment for Persons with Disabilities	Essay Competition
13	Disability	Screening of short movies on disabilities	Movie Screening
14	Disability	Accessible Environment for Persons with Disabilities in IGNOU	Poster Competition
15	Gender Inclusivity	Gender and Public Policy	Teleconferencing
16	Equal Opportunity	Baba Saheb - A Global Leader	Lecture
17	Equal Opportunity	Dr. Ambedkar's Educational Philosophy	Interactive Radio Counseling
18	Equal Opportunity	Dr. Ambedkar's life and mission through captivating performances	Nukkad Natak
19	Equal Opportunity	Dr. Ambedkar: A Maker of Modern India	Teleconferencing
20	Equal Opportunity	Life of Dr. B.R. Ambedkar	Poster Competition
21	Equal Opportunity	Dr. B.R. Ambedkar: A Maker of Modern India	Lecture
22	Equal Opportunity	Rights of Persons with Disabilities and other Under-Privileged Groups with RC Srinagar	Sensitisation Programme
23	Gender Inclusivity	Gender and Health: Gender Related Diseases	Teleconferencing
24	Gender Inclusivity	Gender and Public Policy	Teleconferencing

## 2025

S.No.	Theme	Topic	Nature of Activity
1	Gender Inclusivity	Accelerating Action	Teleconferencing
2	Gender Inclusivity	The Girl Child and Structural Inequalities: Insights from De-notified Communities	Lecture
3	Gender Inclusivity	Gender -Based Violence: A Rights - based Reading of the New Criminal Law Reforms from a LGBTIQ+ Perspective	Webinar
4	Gender Inclusivity	Does Science Know No Gender? Celebrating Women and Girls in STEM	Lecture
5	Gender Inclusivity	Practising Gender Equality: Policies of Empowerment in South and South-East Asia	Webinar
6	Gender Inclusivity	Researching India: A Feminist Experience	Lecture

## Notification of the Committee and Minutes



**CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)  
INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
MAIDAN GARHI, NEW DELHI-110068**

F. NO. CIQA/1/NEP Act. Committ./2025/478  
Date: 27<sup>th</sup> March 2025

### NOTIFICATION No. 24

With the approval of the competent authority, a committee has been constituted for documentation of implementation of NEP, 2020 on “**Equity and Inclusion in Higher Education**” for ensuring smooth coordination and timely completion of tasks for **2<sup>nd</sup> cycle of NAAC accreditation and NIRF 2026 ranking** of the University.

The committee comprises the following members:

- |   |   |             |
|---|---|-------------|
| 1. Dr. Manorama Singh, RSD              | – | Chairperson |
| 2. Dr. S.K. Prasad, Director, NCDS      | – | Member      |
| 3. Dr. S.K. Pulist, Addl. Director, SRD | – | Member      |
| 4. Dr. Sunita Dhal, SOGDS               | – | Member      |
| 5. Dr. Monika Misra, Assoc. Prof., SOSS | – | Member      |
| 6. Prof. Vijayakumar P., Director, CIQA | – | Member      |
| 7. Ms. Madhavi Sharma, DD(S), SRD       | – | Convenor    |

The task needs to be completed on or before 31<sup>st</sup> May 2025.

This notification is issued with the approval of the Hon'ble Vice-Chancellor.

  
 (Prof. Vijayakumar P.)  
 Director, CIQA



## INDIRA GANDHI NATIONAL OPEN UNIVERSITY

MAIDAN GARHI, NEW DELHI-110 068

### MINUTES OF THE 1<sup>st</sup> MEETING OF THE COMMITTEE ON “EQUITY AND INCLUSION IN HIGHER EDUCATION” HELD ON 23<sup>rd</sup> APRIL 2025 AT 3.00 PM IN THE DIRECTOR’S ROOM, CIQA, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.

The following attended the meeting held on 23<sup>rd</sup> April 2025:

Dr. Manorama Singh, Director, RSD	Chairperson
Dr. S.K Prasad, Director, NCDS	Member
Prof. P. Vijayakumar, Director, CIQA	Member
Dr. Sunita Dhal, Assoc. Prof., SOGDS	Member
Dr. Monika Misra, Assoc. Prof., SOSS	Member
Dr. Madhavi Sharma, Deputy Director, SRD	Member & Convener

Dr SK Pulist, Additional Direction, SRD, could not attend the meeting as he was on leave.

### Proceedings of the Meeting

Prof. P. Vijayakumar, Director, CIQA, welcomed the Chairperson and all esteemed members to the first meeting of the Committee on “Equity and Inclusion in Higher Education.” He emphasized that the purpose of this committee is to holistically document the IGNOU’s efforts in bringing equity and inclusion at university level during the last five years. He requested the Director - RSD, Dr. Manorama Singh to give her opening remarks. She briefed the committee about the purpose and expected outcomes. She stated that the Committee would be responsible for developing a comprehensive and evidence-based document showcasing IGNOU’s efforts in the area of equity and inclusion in education.

### Tentative Structure and Allocation of Sections

The broad structure developed by CIQA working group and was shared with the committee was discussed in detail. After detailed deliberations, the following structure was decided and responsibilities for drafting specific sections were allocated to the different members of the committee as under:

#### Structure and Responsibilities

Sl. No.	Section	Responsibility
1	Introduction	CIQA
2	Mandate of the University (democratize higher education)	CIQA

Sl. No.	Section	Responsibility
3	Ecosystem for Equitable and Inclusive Education <ul style="list-style-type: none"> <li>• School of Gender and Development Studies</li> <li>• National Centre for Disability Studies</li> <li>• Disability-friendly campus (Headquarters, RCs)</li> <li>• Equal Opportunity Cell</li> </ul>	CIQA, Dr. SK Prasad
4	Pedagogy <ul style="list-style-type: none"> <li>• Inclusive practices (SLM &amp; Common Prospectus converted to Braille).</li> <li>• Inclusive assessment and evaluation practices (scribe)</li> <li>• Bridging Digital Divide</li> <li>• Multilingualism (local language)</li> <li>• Specialized professional and academic programmes/courses on disability and gender</li> <li>• Statistics related to all categories for the last five years (2020-2025)</li> </ul>	SRD, CIQA
5	Socio-economically Disadvantaged Groups (SEDGs) <ul style="list-style-type: none"> <li>• Gender</li> <li>• PwD</li> <li>• EWS</li> <li>• Socio-cultural identities (SC, ST)</li> <li>• Geographical identities (remote areas, villages, towns) Jail inmates</li> </ul>	CIQA, Dr. SK Prasad
6	Initiatives for Defence personnel <ul style="list-style-type: none"> <li>• RRCs (Defence)</li> <li>• Agniveer (specialized programme for airmen, sailor and soldiers)</li> <li>• Gyandeep, Akashdeep</li> </ul>	RSD
7	Financial Assistance Scheme <ul style="list-style-type: none"> <li>• Fee waiver for marginalized groups (SC/ST)</li> <li>• Observance of International Day Persons with Disabilities, National Mental Health Day, Women's Day (RSD)</li> </ul>	Dr. Pulist & RSD
8	<b>The Way Forward</b> Institution of seed fund for innovation, collaborations for promoting innovation etc.	All Members

### Timeline and Next Steps

It was decided that the first complete draft of the document is expected to be finalized by the first week of May 2025 and the next meeting to review the document being developed should be scheduled in the 2<sup>nd</sup> week of May 2025.

**Chairperson of the committee**







