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ONLINE AND DIGITAL EDUCATION AT IGNOU (2020-2025)



Indira Gandhi National Open University
New Delhi - 110068

"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

"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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MAIDAN GARHI, NEW DELHI - 110068

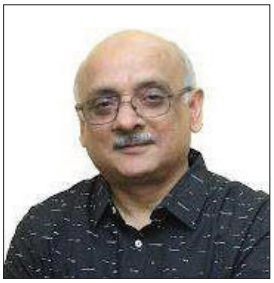
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Foreword



In the rapidly evolving landscape of higher education, technology has emerged as the most powerful enabler of access, equity, and quality. The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament with the mandate to democratize education and extend quality learning opportunities to all, has consistently led the transformation of Open Distance and Digital Learning (ODDL) in India. In keeping with this vision, IGNOU has embraced the digital revolution to strengthen its teaching-learning systems and to reach learners across geographical, social, and economic boundaries.

The National Education Policy (NEP) 2020 has provided an inspiring framework for integrating technology in all facets of education. It emphasizes digital inclusion, flexible learning pathways, and lifelong learning principles that resonate deeply with IGNOU's mission. Guided by this policy, the University has systematically expanded its online and digital education ecosystem to ensure that learning remains learner-centric, inclusive, and of high quality.

Through the development of strong ICT infrastructure, advanced digital learning platforms, and flagship initiatives such as the National Coordinatorship of SWAYAM and SWAYAMPRABHA Channels, along with the IGNOU Online Portal (IOP), eGyanKosh, GyanDarshan, GyanDhara, and GyanVani, IGNOU has reinforced its commitment to an inclusive and future-ready digital learning ecosystem. The University has significantly expanded access to quality higher education through MOOCs and online programmes.

The period 2020–2025 marks a pivotal phase in IGNOU's digital journey, with focused efforts on faculty empowerment, digital content creation, and strengthened online learner support aligned with global standards. IGNOU continues to innovate through blended pedagogies, interactive technologies, and digital governance mechanisms that enhance transparency, efficiency, and learner engagement.

As we move ahead, IGNOU remains dedicated to advancing online and digital education as a national model for inclusive, technology-enabled higher learning. Our vision is to create a vibrant, future-ready university that embodies the spirit of openness, innovation, and excellence, thereby contributing to the realization of India's digital education goals as envisioned in NEP 2020.

Prof. Uma Kanjilal
Vice Chancellor
Indira Gandhi National Open University
New Delhi

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 education 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 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

IGNOU has played a vital role in shaping and strengthening India's national digital education ecosystem through collaborative projects, capacity building programmes, and resource-sharing initiatives. The University actively participates in national efforts such as SWAYAM, SWAYAMPRABHA and the National Digital Library to expand educational access and equity.

IGNOU's expertise and infrastructure have supported government-led initiatives aimed at teacher training, curriculum digitisation, and digital skill development across states. Through partnerships with the Ministry of Education, UGC, and other agencies, IGNOU has helped build institutional capacities for online education in numerous universities and colleges nationwide.

The University's Open Educational Resources (OERs), digital repositories, and MOOC offerings serve as foundational assets for the broader education community, promoting cost-effective and scalable learning solutions. By contributing to policy discourse, research, and innovation in digital education, IGNOU continues to be a catalyst for transforming India's higher education landscape in alignment with the National Education Policy (NEP) 2020 vision.

IGNOU, as the world's largest open university, is uniquely positioned to lead this change by harnessing its expertise in Open, Distance and Digital Learning (ODDL) and extending it through technology-enabled systems. In this context, "Online and Digital Education at IGNOU (2020–2025)" presents the University's strategic approach to integrating technology into teaching, learning, and assessment. It outlines IGNOU's journey towards building a vibrant digital ecosystem that embodies the principles of openness, inclusivity, and quality, reaffirming its role as a pioneer in the transformation of higher education in the digital age.

2. IGNOU'S DIGITAL TRANSFORMATION: JOURNEY FROM ODL TO ODDL

IGNOU's mandate is to design and deliver socially and economically relevant academic programmes through the Open and Distance Learning (ODL) mode, ensuring that education is accessible, equitable, flexible, and affordable for diverse learner groups. As a national university established by an Act of Parliament, IGNOU is committed to democratizing higher education by removing barriers of geography, socio-economic status, gender, and age. The University strives to reach learners across urban, rural, remote, and underserved regions, thereby creating inclusive pathways for lifelong learning and contributing to national development. Through its learner-centric approaches, innovative pedagogies, and extensive support systems, IGNOU seeks to empower individuals who have historically been excluded or marginalized from mainstream higher education.

As an Open University, the use of technology has always been central to IGNOU's functioning, enabling the University to manage its wide-ranging academic and administrative operations effectively. Recognising its mandate to reach diverse learners spread across the country and abroad, IGNOU has consistently prioritised technology-enabled systems to enhance access, streamline processes, and strengthen learner support. Over the years, the University has explored and adopted innovative digital tools and emerging technologies to improve programme delivery, enrich learning experiences, and ensure operational efficiency. This sustained commitment to technological advancement reflects IGNOU's vision of leveraging modern ICT solutions to uphold quality, expand reach, and fulfil its national responsibility as the pioneer of open and distance learning in India. IGNOU's journey of over four decades reflects a significant transformational shift from traditional Open and Distance Learning (ODL) to a more digitally enabled Open, Distance, and Digital Learning (ODDL) ecosystem. This evolution is outlined below:

Nascent Phase: Traditional ODL and Media-Based Learning (1985–2000)

The period from 1985 to 2000 marks the foundational era of IGNOU's Open and Distance Learning (ODL) system. During this phase, printed Self-Learning Materials (SLMs) formed the primary mode of teaching–learning. In the late 1980s and throughout the 1990s, the University supplemented these print materials with audio cassettes and VHS video tapes, thereby enriching the instructional process with multimedia support.

This period also witnessed the establishment of Regional Centres (RCs) and Learner Support Centres (LSCs) across the country, laying the institutional foundation for a robust learner support network. While SLMs remained the core instructional resource, the audio–video programmes enhanced conceptual understanding and brought expert lectures directly to learners.

A major milestone during this phase was the establishment of the Electronic Media Production Centre (EMPC) in 1991. EMPC emerged as the central hub for producing educational audio and video content, teleconferencing sessions, and broadcast materials, setting the stage for the University's future digital expansion. ISRO supported this initiative by providing satellite transponder capacity

through INSAT, enabling IGNOU to connect with its RCs and LSCs through synchronous and interactive teleconferencing sessions. These satellite-based interactions became a powerful tool in the 1990s, allowing faculty and counsellors to engage with learners across the country well before widespread internet access became available.

Before the launch of IGNOU's own dedicated channels in the 2000s, the University collaborated with Doordarshan (DD) and All India Radio (AIR) to telecast and broadcast educational programmes, thereby expanding the scope of providing academic support to remote and underserved regions.

Early Phase: Foundation of Multimedia-Supported ODL (2000–2005)

The early 2000s marked IGNOU's entry into technology-enabled distance education. One of the earliest and most significant milestones in IGNOU's digital journey was the integration of multimedia technologies in the teaching-learning process including learner support. The University leveraged broadcast media to reach learners through the following channels:

- GyanDarshan (educational TV) was launched in 2000, providing curriculum-based instruction, expert lectures, and interactive sessions.
- GyanVani (FM Radio) started its operation in 2001, offering course-based academic counselling.

At a time when internet penetration was limited, these channels played a pivotal role in democratizing education, supporting last-mile connectivity, and extending IGNOU's reach to remote and underserved regions.

Strengthening Digital Repositories and Open Access (2005–2010)

This period marked the commencement of digitisation of IGNOU's teaching-learning resources and the creation of digital repositories. eGyanKosh, one of the major advancements in IGNOU's digital evolution, was initiated in 2005 and made publicly accessible in 2008, which emerged as one of the earliest and most comprehensive national Open Educational Resource (OER) repositories. It provided 24×7 access to thousands of digitised SLM covering all the programmes of the University, supporting both national and global learners thereby reducing dependence on printed resources alone while promoting sustainable, open, and technology-enabled learning.

Expansion of Online and Web-Based Learning (2010–2018)

As internet penetration increased, IGNOU strengthened its web-based academic delivery systems. The University expanded digital platforms for programme delivery, virtual classrooms, online communication, and web-enabled learner support services. Interactive multimedia content and online learning modules were gradually integrated into existing programmes, laying the foundation for a blended and flexible mode of learning.

IGNOU expanded its footprint in national digital learning initiatives since 2017.

- As a National Coordinator for SWAYAM, IGNOU facilitated the development and delivery of the MOOCs for out-of-school learners at the level of certificate and diploma. It also developed its own MOOCs across disciplines.

- As a National Coordinator for SWAYAMPRABHA DTH channels (11–16), IGNOU broadcast high-quality academic content 24×7, reaching learners without reliable internet access. These initiatives significantly broadened IGNOU's outreach and cemented its role in the national digital learning ecosystem.

Mobile Learning and Digital Access on Handheld Devices (2018 to 2020)

The COVID-19 period catalysed IGNOU's shift from ODL to ODDL, with rapid deployment of digital and online platforms. Recognizing evolving learner preferences and the widespread use of smartphones, IGNOU entered the mobile learning ecosystem with the following initiatives:

- The IGNOU e-Content Mobile App, launched in 2018, enabled learners to access digitised materials anytime, anywhere. This step reflected the University's shift toward personalised, flexible, and hand-held digital device integrated learning environments.
- GyanDhara, a web-radio academic counselling service, was launched in 2020, providing live and interactive audio counselling sessions during the lockdown and beyond.
- Teleconferencing, online counselling, and ICT-mediated support services became central to learner engagement.
- Adoption of the SAMARTH Portal in 2019 facilitated the University to go for fully online admission and re-registration processes.
- Centre for Online Education (COE) (established in 2019) strengthened academic quality and coordination of online programmes.
- The COE developed the Online Question Paper Delivery System (OQPDS) in 2019, automating the generation, delivery of question papers across examination centres, and secure printing. These advancements enhanced transparency, efficiency, secrecy, security, and technological governance in handling of question papers for theoretical and practical examinations.
- Online assignment submission, examination form submission, and result declaration systems were strengthened and widely adopted during the Pandemic lockdown period.

Consolidation and Transition to ODDL (2020–2025)

The launch of NEP 2020 in July 2020 further boosted the digital initiatives of the University. This period witnessed IGNOU's formal and operational transition from traditional ODL to ODDL.

- The online programmes were launched by the University in 2020 in different disciplines. This gave an exclusive opportunity to the prospective learners to continue their studies even during the Pandemic period. Subsequently, the online programmes, web-based support systems, and quality enhancement mechanisms were expanded.
- Yet another initiative was the launch of Web-enabled Academic Support (WEAS) portal in 2020 for facilitating the learners to have easy access to the learning material, assignments, previous year question papers, suggested readings, references, etc.
- These initiatives enabled the University for adoption of blended pedagogies, interactive multimedia, virtual academic support, and strengthened digital governance. Now, IGNOU's ODDL model integrates the strengths of open and distance learning with technology-enabled instruction, creating a comprehensive, inclusive, and future-ready distance learning ecosystem.

The University further strengthened its digital infrastructure by progressively introducing a wide range of fully online programmes, supported by a robust learning management system and interactive digital platforms. Virtual classrooms, online counselling sessions, and technology-enabled academic support mechanisms were established to enhance flexibility, accessibility, and learner engagement. These initiatives not only expanded IGNOU's outreach but also aligned the University with emerging national priorities on digital education. The comprehensive details of these developments, including the systems, tools, and processes adopted to build an integrated digital learning ecosystem, are elaborated in the subsequent sections of this document.

3. POLICY AND STRATEGIC FRAMEWORK

IGNOU has developed a robust Policy and Strategic Framework for Online Programmes and MOOCs to ensure academic quality, regulatory compliance, learner-centric delivery, and sustainable digital expansion. This framework is grounded in the University's mandate to democratise higher education and leverages technology for scaling access and enhancing inclusivity. The University has also framed it OER Policy in 2022.

3.1 IGNOU Policy Framework for Online programmes and MOOCs

IGNOU's online education initiatives operate within a well-defined regulatory environment. The University fully complies with the UGC (Online Courses or Programmes) Regulations, 2018, later superceded by the UGC (ODL Programmes and Online Programmes) Regulations, 2020 which outline the minimum requirements for the design, development, and delivery of online education. These include adoption of the Four-Quadrant approach, encompassing:

- e-Tutorials (video/audio lectures, animations, and virtual teaching components);
- e-Content (structured digital texts, graphics, simulations, readings);
- Web resources (case studies, OER, scholarly references); and
- Self-assessment tools (quizzes, assignments, and discussion forums).

Compliance with SWAYAM Guidelines (2021) further ensures interoperability, accessibility, and quality in MOOCs offered through national platforms. Policies on academic integrity, intellectual property rights, data protection, and copyright form an integral part of this regulatory framework.

The Centre for Online Education (COE) serves as the nodal unit for the implementation, coordination, and monitoring of all online education initiatives at IGNOU. Within this framework, the Course Content and Operational Committee (CCOC) plays a central role in guiding the development process. It reviews programme proposals, oversees curriculum mapping, ensures adherence to instructional design principles, and validates compliance with academic and technical standards. The Schools of Studies contribute disciplinary expertise by developing and transacting e-content, review and development of tools for online formative and summative assessment. External subject experts also support the process through content development and peer review.

Strategic Approach to Online Programme Design and Development

IGNOU adopts a systematic and learner-centric approach to the design and development of online programmes. The process begins with a thorough need assessment that considers national priorities, emerging industry requirements, and the diverse learning needs of a geographically dispersed population. Programme conceptualisation is undertaken with a focus on expanding access, promoting equity, and aligning curricula with contemporary knowledge domains and skill demands. This ensures that each online programme is not only academically sound but also socially and economically relevant, resonating with IGNOU's mandate as a national open university. The existing ODL programme/course can be offered as an online programme/ course (on SWAYAM) only after completion of one academic cycle.

Quality Assurance is integrated into every stage of programme design, development and delivery through multi-tier academic and technical reviews, coordinated by the COE and supported by the CCOC. Feedback loops involving instructional designers, subject matter experts (SMEs), technical teams, and external reviewers ensure that content is accurate, pedagogically robust, and technologically sound. Regular revision cycles, learner analytics, and postdelivery evaluations further strengthen the quality and relevance of online programmes. This strategic, structured, and iterative approach enables IGNOU to deliver high-quality online programmes/courses that support flexible learning pathways and uphold national standards for digital education.

Evaluation and Certification

IGNOU employs a hybrid and flexible evaluation system for online programmes, aligned with outcome-based assessment strategies and UGC norms. The following evaluation methods are used:

- Online Assignment Submission and Evaluation through the LMS or University portals.
- Online Submission and Digital Evaluation of Project Reports/Internships, where applicable.
- Term-End Examinations (TEE) offered in two modes:
  - » Online Proctored Examinations, conducted via approved proctoring platforms.
  - » Pen-and-Paper Examinations at notified IGNOU Examination Centres, as per University policy.

Question papers are set by approved paper setters following the notified format (Subjective, Objective/MCQ, or hybrid). Moderation is conducted by a Moderation Board comprising internal faculty and external experts to ensure academic integrity, standardisation, and fairness.

Assignment awards compiled by Regional Centres are forwarded both electronically and through hard copies to the Student Evaluation Division (SED) for integration into the evaluation database. Term-end examination data is processed by SED, which finalises the results and issues Grade Cards and Certifications. The certification process is uniform for ODL and Online programmes, ensuring equivalence, credibility, and compliance with statutory requirements.

MOOC Development and Quality Assurance

IGNOU develops and delivers MOOCs through a structured and institutionally approved framework anchored in its Guidelines on Online Programmes and Courses (IGNOU, 2021) and the SWAYAM Guidelines issued by Government of India. The Centre for Online Education (COE) serves as the nodal unit for MOOC development, while the Course Content and Operational Committee

(CCOC) provides academic and technical oversight. The development process begins with concept approval by the School of Studies, followed by clear articulation of learning outcomes, curriculum mapping, and stakeholder consultations.

CCOC oversees quality assurance through multi-tier review gates, which include academic scrutiny, instructional design review, and technical quality checks. Subject experts, instructional designers, multimedia teams, and COE staff collaborate to ensure alignment with programme credit structure, assessment norms, and SWAYAM requirements. Courses integrate multimodal learning

resources, video lectures, e-text modules, learning activities, discussion prompts, case studies, and Open Educational Resources, consistent with IGNOU's 2019 and 2021 quality standards.

All MOOCs undergo systematic peer review for content accuracy, pedagogic clarity, inclusivity, and accessibility. Accessibility features include captioning, transcripts, screen-reader compatibility, universal design elements, and mobile responsiveness. COE conducts compliance audits on policy adherence, data protection protocols, plagiarism checks (using approved similarity detection tools), and intellectual property rights. Only after completing all academic, technical, and legal clearances is a MOOC approved for offering on SWAYAM.

The University follows a structured process for MOOC development, beginning with concept approval, script preparation, multimedia production, and digitization of content. Each course undergoes rigorous peer review for quality, accuracy, academic rigor, pedagogic appropriateness, and learner experience.

Quality assurance is enforced through multiple mechanisms that includes:

- academic and technical scrutiny at predefined stages,
- compliance checks for accessibility and inclusivity,
- plagiarism and intellectual property review,
- Learner feedback mechanisms for continuous improvement.

Evaluation and Certification

Evaluation strategies for MOOCs are aligned with clearly defined learning outcomes and SWAYAM assessment norms to ensure validity and reliability.

IGNOU employs a combination of formative and summative assessment tools such as:

- Weekly quizzes
- Terminal Quiz (Assignment)
- Project-based tasks
- Proctored term end examinations

Assignments and weekly quizzes are administered online through the SWAYAM platform following automated or faculty-based evaluation mechanisms. Paper setting and moderation process are done online by the concerned Programme Coordinator and Moderator, respectively through the dedicated online portal. IGNOU's MOOC Term-End Examinations (TEE) are currently conducted by the National Testing Agency (NTA) as per the agreement with the Ministry of Education. NTA coordinates the full examination cycle, including:

- Online question paper setting and moderation
- Scheduling of examinations
- Centre-based proctored examinations
- Evaluation of terminal quiz/assignment components
- Processing and declaration of results
- Issuance of certificates through the SWAYAM/NTA system, in coordination with IGNOU

Certificates issued for IGNOU MOOCs follow the SWAYAM standard format and include learner performance, completion status, and authentication details.

3.2 IGNOU's OER Policy

The IGNOU Institutional OER Policy 2022 provides a comprehensive framework to guide the creation, adoption, adaptation, and dissemination of Open Educational Resources (OER) across the University. It reinforces IGNOU's mandate of widening access to quality education by promoting open, flexible, and technology-enabled learning. The policy defines essential OERrelated terms and establishes clear objectives, including developing institutional guidelines, building staff capacity, ensuring quality assurance, and fostering a culture of open sharing and collaboration.

It outlines the use of Creative Commons licenses for learning materials, affirming IGNOU's copyright ownership while supporting open access to educational content, with provisions for exceptions in commercially sensitive or legally restricted cases. The policy also details responsibilities of faculty and content developers in integrating OER within permissible limits of regulatory frameworks and maintaining proper attribution practices.

A dedicated OER Quality Review Board (OER-QRB) is mandated to oversee the review, approval, and quality standards for all OER materials. Institutional arrangements assign the Centre for Online Education (COE) responsibility for maintaining the OER repository and providing technical and training support. The policy also includes liability clauses, review mechanisms, and conditions under which certain materials may be exempt from open licensing.

4. DIGITAL INFRASTRUCTURE AND TECHNOLOGY ECOSYSTEM

IGNOU has built a comprehensive digital infrastructure and technology ecosystem that supports large-scale open, distance, and digital learning. The University has strengthened its operations through the Centre for Online Education, upgraded EMPC facilities, smart classrooms, video walls, enhanced LMS, unified SAMARTH ERP, social media integration, and expanded online learner support services.

4.1 Official Website

The official website of the Indira Gandhi National Open University (IGNOU), accessible at www.ignou.ac.in, serves as a centralized digital platform catering to the diverse needs of both registered and prospective learners (Fig. 1). Designed with user-centric features, the website offers seamless navigation and access to a plethora of academic and administrative resources, thereby enhancing the overall educational experience.

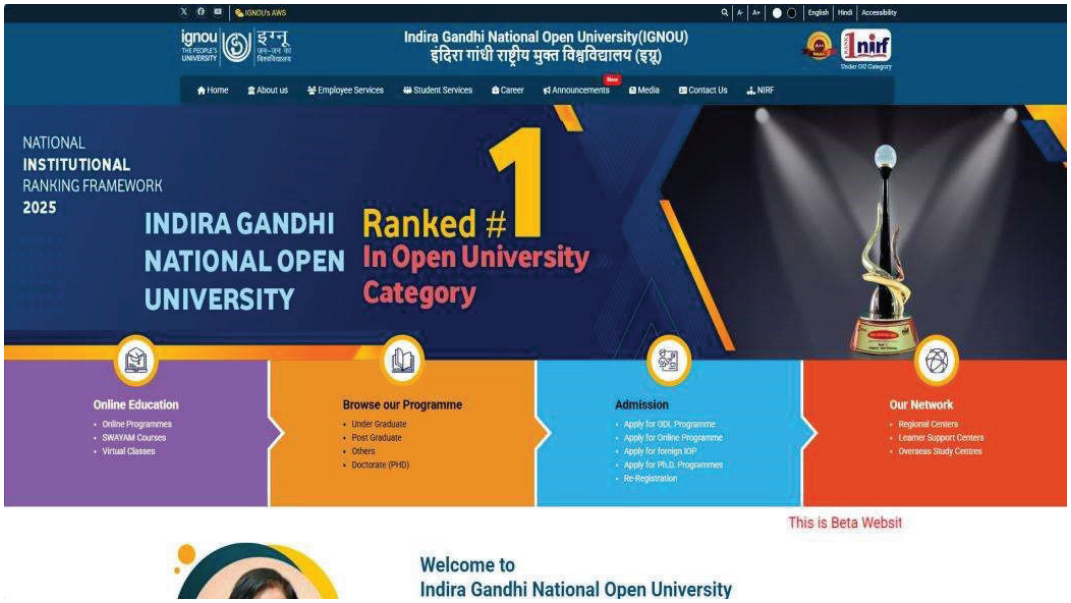


Fig. 1: IGNOU Official Website (https://www.ignou.ac.in)

Features:

- **University Overview:** Details IGNOU's mission, vision, history, and its role in democratizing education since its establishment in 1985.
- **Authorities and Governance:** Presents the structure and functioning of IGNOU's statutory authorities, including the Board of Management, Academic Council, and Planning Board. Provides access to meeting minutes, notifications, and policy decisions to ensure transparency and institutional accountability.
- **Leadership Messages:** Features messages from the Vice Chancellor and other key officials, providing insights into the university's objectives and initiatives.

- **Statutory Bodies & Committees:** Offers detailed information on statutory bodies that oversee academic, administrative, and financial functions of the University. Minutes and reports are uploaded regularly, helping stakeholders stay informed about important decisions and institutional developments. The IGNOU website underwent a comprehensive revamp in 2024, introducing a more modern, user-friendly, and accessible digital interface designed to meet the diverse needs of its massive learner community. The redesign focused on improving navigation, enhancing the visual layout, streamlining student services, and integrating advanced digital tools to support online, distance, and lifelong learning. The upgraded website reflects IGNOU's commitment to leveraging technology for better academic delivery, transparent governance, and an enriched user experience across all devices and platforms.
- **Schools of Studies:** IGNOU comprises 21 Schools of Studies, each focusing on specific academic disciplines. School wise information is available on the website. Each School page provides information on programmes offered, faculty, research activities, and contact details.
- **Divisions/Centres/Unit/Cells/Institute:** Provides detailed information about key administrative and academic divisions/Centres/Unit/Cells/Institute.
- **Regional Centres:** Provides state-wise details of IGNOU's Regional Centres across the country, including jurisdiction, staff, LSC lists, and contact information. Each Regional Centre maintains an independent website to share region-specific updates, counselling schedules, notifications, and learner services.
- **Quick Links:** Provides direct access to essential services such as online admissions, re-registration, and student support.
- **Multilingual Support:** Offers content in both English and Hindi, catering to a diverse learner base.
- **Accreditations and Rankings:** Highlights IGNOU's A++ accreditation by NAAC and its top position in the NIRF Open University category.

Available Resources:

- **Programmes on Offer:** The website offers a comprehensive list of programmes offered across various levels.
- **Student Services:** It is the option dedicated to supporting learners throughout their academic journey giving the details like Admission and Reregistration, Examination Services, Details on exam schedules, hall tickets, results and Grievance Redressal (iGRAM).
- **Digital Learning Platforms:** Showcases IGNOU's LMS, Mobile e-Content App, SWAYAM courses, and other digital learning tools that support flexible and technology-enabled education. Provides direct links for learners to access e-resources, video lectures, and self-learning materials.
- **Programme Guides & Prospectus:** Downloadable programme guides, learner handbooks, and admission prospectuses providing essential academic and administrative information.
- **Assignment Resources:** Section for downloading assignment questions, submission guidelines, evaluation criteria, and programme-wise deadlines.
- **Examination Resources:** Hall tickets, date sheets, exam guidelines, results, grade cards, re-evaluation forms, and related student support materials.
- **Student Support Documents:** FAQs, learner manuals, procedures for admission, re-registration, credit transfer, grievance redressal, and academic counselling schedules.

- **Research Resources:** Guidelines for research proposals, doctoral handbooks, repository of research outputs, ethics guidelines, and notifications from the Research Unit.
- **Newsletters, Bulletins & Publications:** Official newsletters, university magazines, reports, and publications from Schools, Centres, and Divisions.
- **Forms & Downloads:** A centralized repository of essential forms related to admissions, exams, certificates, migration, duplicate documents, and academic processes.
- **Career:** Information on employment opportunities within IGNOU like Job Notifications and Recruitment Processes.
- **Announcements:** Regular updates on Academic Calendars, Schedules for admissions, examinations, and other academic activities, New Programme Launch Announcements, Important Notifications and Events at Headquarters and at Regional Centres.
- **Latest Updates:** Displays current announcements, notifications, and news related to admissions, examinations, and other academic activities.
- **IGNOU's AWS (Automatic Weather Station):** An initiative in collaboration with the India Meteorological Department (IMD) updating real-time Meteorological Data.

The website is updated on a regular basis by the dedicated Web Support Team housed in the Centre for Online Education (COE). To uphold accuracy, consistency, and quality, the entire process is closely monitored by the Centre for Internal Quality Assurance (CIQA). CIQA provides oversight on compliance with academic standards, accessibility norms, and institutional guidelines, ensuring that the website reflects IGNOU's commitment to transparency, reliability, and excellence in digital service delivery. This collaborative mechanism between COE and CIQA strengthens the overall governance of the University's web presence and helps maintain a robust, engaging, and learnercentric online environment.

Regional Centre Websites

The University also has individual websites for each of its Regional Centres.

Features: Each RC website hosts all the information pertaining to that particular Regional Centre like its RC's jurisdiction, staff profiles, Learner Support Centre (LSC) information, counselling schedules, programme offerings, notices, announcements, online assignment submission links, access to e-resources etc. (Fig. 2). This decentralised web structure ensures that learners receive accurate, region-specific updates and services without navigating through multiple platforms, etc.

The website is updated regularly at the Regional Centre level itself enabling timely dissemination of information and ensuring that learners remain informed about academic activities, support services, and administrative requirements. By empowering Regional Centres to manage their own digital spaces, IGNOU strengthens its outreach, enhances transparency, and ensures that learners across diverse geographical locations receive timely and relevant support aligned with the University's commitment to flexible and accessible education.

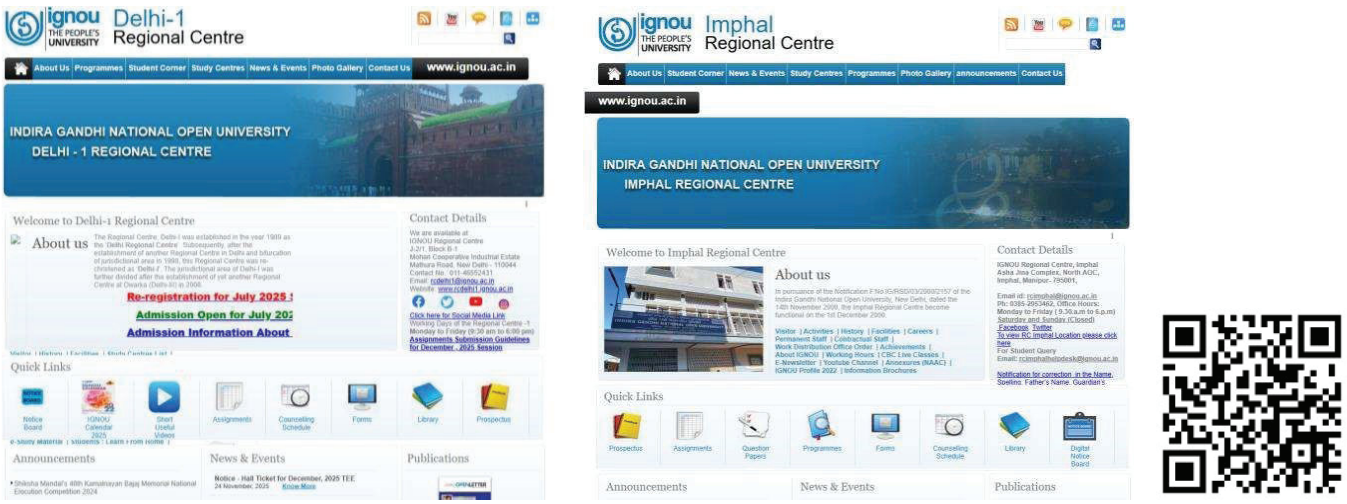


Fig. 2: IGNOU Regional Centre Website (Delhi -1 and Imphal)

4.2. eGyanKosh (Digital Repository)

eGyanKosh (Fig. 3), an ambitious initiative by the IGNOU, stands as a transformative digital repository dedicated to preserving and disseminating the university's vast wealth of learning resources. Aligned with the objectives of ODDL, eGyanKosh serves as a freely accessible platform that hosts thousands of meticulously curated self-learning materials of undergraduate, postgraduate, post-graduate diploma, diploma, and certificate programmes across 21 Schools of Studies covering 50 disciplines, and STRIDE.

Launched in response to the growing need for inclusive and flexible education, this platform exemplifies the principles of equity and democratization of knowledge by bridging geographical and socio-economic divides. Learners, educators, and researchers can effortlessly navigate and download course contents in various formats (pdf, video, etc.), empowering 24x7 access to learning materials anywhere, anytime, self-paced learning and academic exploration. The repository is structured, indexed and searchable, fostering user-friendly access while supporting the NEP 2020 vision of digital transformation in higher education. eGyanKosh not only strengthens IGNOU's pedagogical outreach but also significantly contributes to the larger movement of digital learning ecosystem in the country.

Features: Designed with user accessibility in mind, eGyanKosh (Fig. 3) offers a user-friendly interface that allows learners and visitors to search and download open access educational materials seamlessly. The portal supports 24x7 access, enabling learners to engage with their study materials at their convenience, regardless of geographical location. The study materials of the entire course/ programmes can be easily downloaded in a single click (.zip or .rar format). Resources are available in multiple formats and languages, catering to a diverse learner population, organised school-wise, level-wise, programmewise, semester-wise and course-wise. The platform's open-access nature ensures that educational content is freely available, aligning with the principles of inclusive education.

Available Resources: eGyanKosh hosts an extensive and exclusive collection of Self Learning Materials (SLMs) across more than 300 programmes offered by IGNOU, encompassing Bachelor's degree, Master's degree, PG Diploma, Diploma, PG Certificate, Certificate and awareness/

appreciation programmes. These resources include SLMs, eBooks, Facebook Live and YouTube videos, some SWAYAM videos and archives of old course materials designed to facilitate self-paced learning.



Fig. 3: eGyankosh (https://www.egyankosh.ac.in/)

4.3 SWAYAM

The Indira Gandhi National Open University (IGNOU) has been at the forefront of integrating digital technologies to enhance access to quality education. One such initiative is SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) aimed at democratizing education for learners across the country, including those in remote and underserved regions. IGNOU is one of the National Coordinators of SWAYAM (Fig. 4).

Features: SWAYAM is a Massive Open Online Course (MOOC) platform launched by the Ministry of Education, Government of India, to provide free online courses from school to postgraduate level. The platform offers courses across various disciplines, including computer science, humanities, social sciences, agriculture, and management. Each course is structured into four quadrants: video lectures, self-reading materials, self-assessment quizzes, and an online discussion forum for interaction with peer and faculty. While the courses are free for registration, learners have the option to earn a certificate by registering for a proctored examination at a nominal fee. Importantly, the University Grants Commission (UGC) recognizes the transfer of credits earned through SWAYAM courses into the academic records of students, facilitating their integration into formal education programmes.

Available Resources: IGNOU's MOOCs on SWAYAM (Fig. 5) offer to the learners a complete set of digital learning resources that are customized as per the nature and requirements of each subject area. Video lectures, e-text modules, supplementary reading, and Open Educational Resources are the means that ensure conceptual clarity and content depth. Weekly quizzes, terminal assignments,

and project-based tasks are the ways to engage learners continuously, while discussion forum facilitates academic interaction with teachers and peers. Announcements, interactive activities, and external learning links are some of the ways through which the learners' engagement and their understanding of the context are enhanced. An inbuilt progress dashboard is there to assist the learners in following their weekly performance and completion status. All these together are the means through which a well-organized and deeply engaging learning environment gets created that is in line with the objectives of the course and is supportive of the flexible and self-paced study.

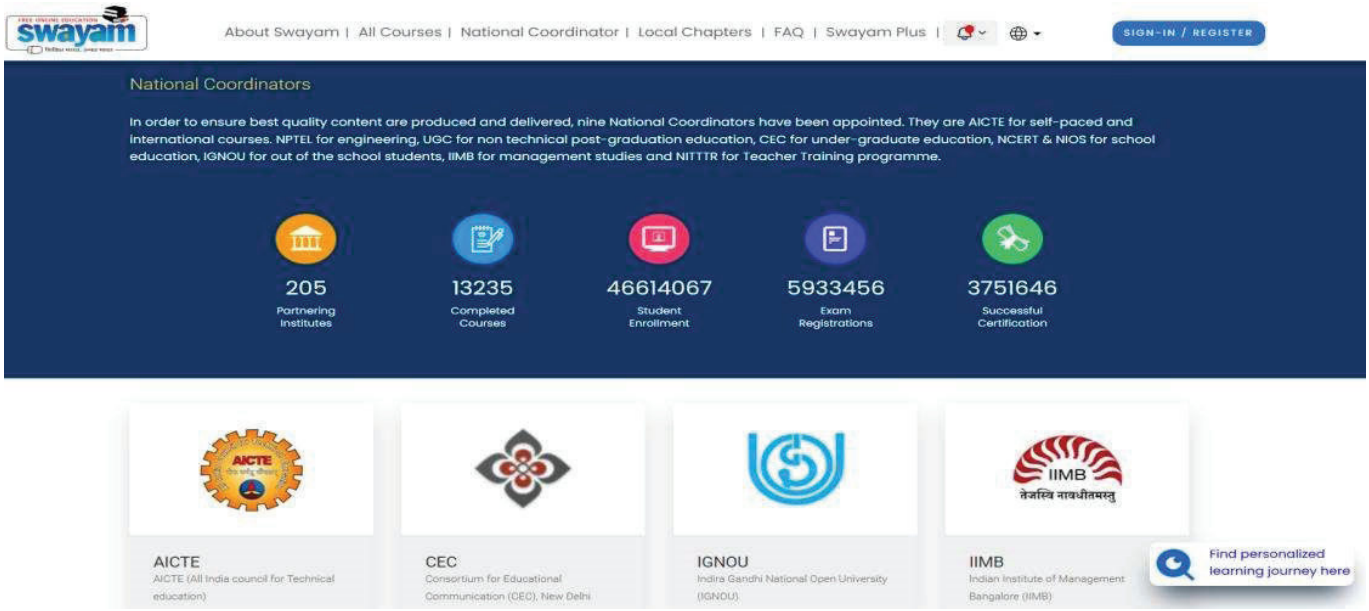


Fig. 4: IGNOU as One of National Coordinators

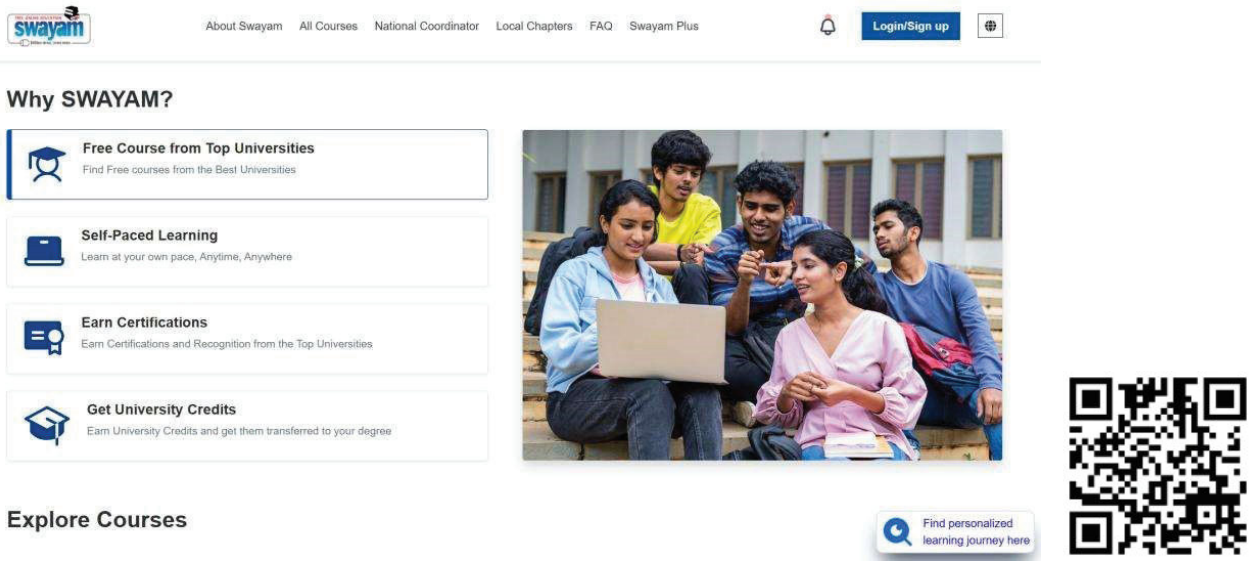


Fig. 5: SWAYAM (https://swayam.gov.in/)

4.4 SWAYAMPRABHA

SWAYAMPRABHA (Fig. 6) is a group of 40 Direct-to-Home (DTH) television channels dedicated to broadcasting high-quality educational content 24X7. The channels cover a wide range

of subjects and are designed to cater to learners from school to higher education levels. Each day, fresh content is broadcast for at least four hours and repeated multiple times, allowing learners to access the material at their convenience. IGNOU serves as the National Coordinator for seven of these channels (Fig. 7), focusing on disciplines such as Indian and foreign languages (Channel 10); Social Sciences and Humanities (Channel 11); Basic and Applied Sciences (Channel 12); Professional Education (Channel 13); Open Universities and GyanDarshan (Channel 14); Capacity Building and Teacher Education (Channel 15); and Skill and Vocational Education (Channel 16). This initiative is particularly beneficial for learners in areas with limited internet connectivity, ensuring that quality educational resources are accessible to all.

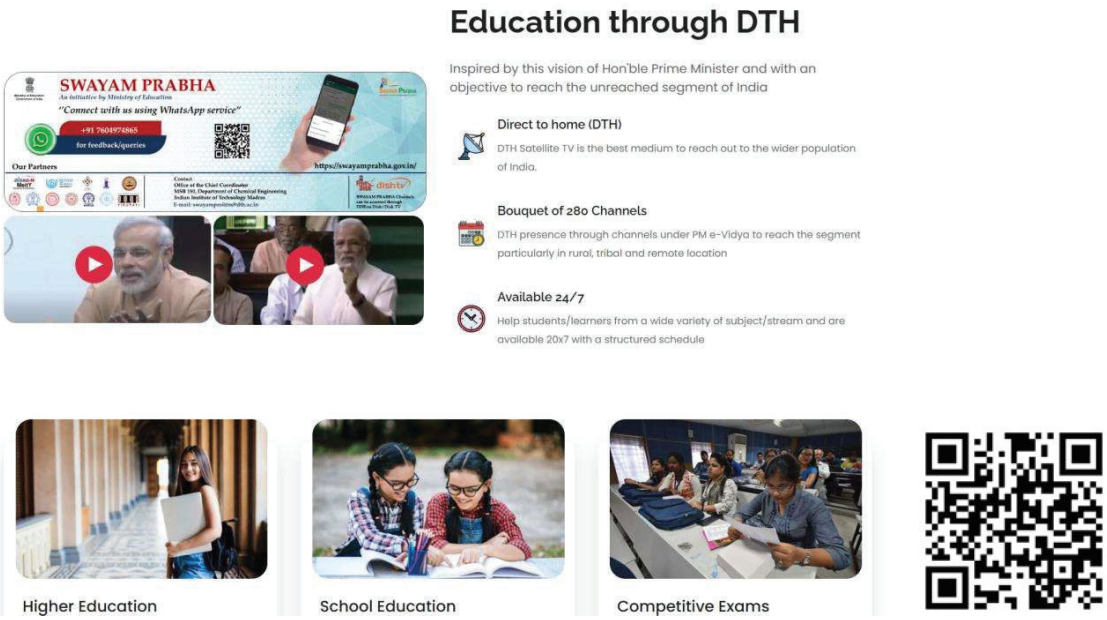


Fig. 6: SWAYAMPRABHA (https://swayamprabha.gov.in/)

10	CH-10: IGNOU	Indian and Foreign Languages	IGNOU, New Delhi	Prof. Uma Kanjilal ukanjilal@ignou.ac.in	emmrcchennai@annauniv.edu	-	
11	CH-11: IGNOU	Social Sciences and Humanities	IGNOU, New Delhi	Prof. Uma Kanjilal ukanjilal@ignou.ac.in	Prof. Kunwar Singh and Dr. Suraj kunwarsingh@ignou.ac.in	-	
12	CH-12: IGNOU	Basic and Applied Sciences	IGNOU, New Delhi	Prof. Uma Kanjilal ukanjilal@ignou.ac.in	Prof. Vijaya kumar P and Dr. Maneesha Pandey pvkumar@ignou.ac.in	-	
13	CH-13: IGNOU	Professional Education	IGNOU, New Delhi	Prof. Uma Kanjilal ukanjilal@ignou.ac.in	Prof. Sandeep Singh Rawat and Dr. Nisha Varghese ssrawat@ignou.ac.in, nishavarghese@ignou.ac.in	-	
14	CH-14: IGNOU	Open Universities and Gyandarshan	IGNOU, New Delhi	Prof. Uma Kanjilal ukanjilal@ignou.ac.in	Dr. Niradhar Dey and Dr.Jyotsna Dikshit jdikshit@ignou.ac.in, niradar@ignou.ac.in	-	
15	CH-15: IGNOU	Capacity Building and Teacher Education	IGNOU, New Delhi	Prof. Uma Kanjilal ukanjilal@ignou.ac.in	Dr. Anita Priyadarshini and Dr.G Mythili spanda.ignou@gmail.com, gmythili@ignou.ac.in	-	
16	CH-16: IGNOU	Skill and Vocational Education	IGNOU, New Delhi	Prof. Uma Kanjilal ukanjilal@ignou.ac.in	Prof. Rajeev Kumar Shukla, Dr. Ajit Kumar C and Dr. Richa Prakash rkshukla@ignou.ac.in, ajitchalil@ignou.ac.in	-	

Fig. 7: SWAYAMPRABHA Channels (10 to 16) Allocation to IGNOU

Features: IGNOU's SWAYAMPRABHA Live Portal (https://splive.ignouonline.ac.in/live) is a single-window platform for accessing a wide range of live as well as archived educational resources without any hassle. In fact, it is a hub of real-time lectures, webinars, and interactive sessions on various subjects, which are supported by an updated schedule and a vast archive that can be accessed at any time. By providing multiple channels and languages, the portal, thus, remains inclusive and caters to the rural, semiurban, and urban learners from all parts of the country. Moreover, the interactive features enable learners to send their questions during the live sessions while a secure

login guarantees that only authenticated users can have access to content specific to the programme. By providing not only live but also on-demand learning, the SP Live Portal is very much in tune with the needs of modern-day learners, and hence, it is very effective in extending the advantages of flexibility, accessibility, and learner support to IGNOU's technology-enabled education ecosystem.

Available Resources: The SP Live Portal (Fig. 8) is a one-stop platform providing a vast range of academic resources for IGNOU's online and distance learners. It strives to offer flexible and quality learning experiences. The live streaming facility made available by the portal through lectures, webinars, interactive sessions, and expert talks of various disciplines that a learner can see and hear and even interact from any place in the world. The proper schedule informs learners about broadcasts so that they can get access to the sessions of interest in time. The website also offers a broad library of the recorded lectures that are easily searchable by programme, course, language, and channel so that learners can download them at their convenience. Being well-equipped to provide the learning materials in different languages, the platform is a reflection of the inclusive approach of IGNOU and its commitment to the learners coming from different corners of the country. Among the interactive features, the option to send questions while the live session is going may be chosen by the learners and this greatly helps them to get involved and interact with the teachers. Safe login is a guarantee of access to authenticated, programme-specific users only. By combining live and on-demand content with SP Live Portal user-friendly navigation, an IGNOU digital learning ecosystem is strengthened and academic support is enhanced in general for the learners.

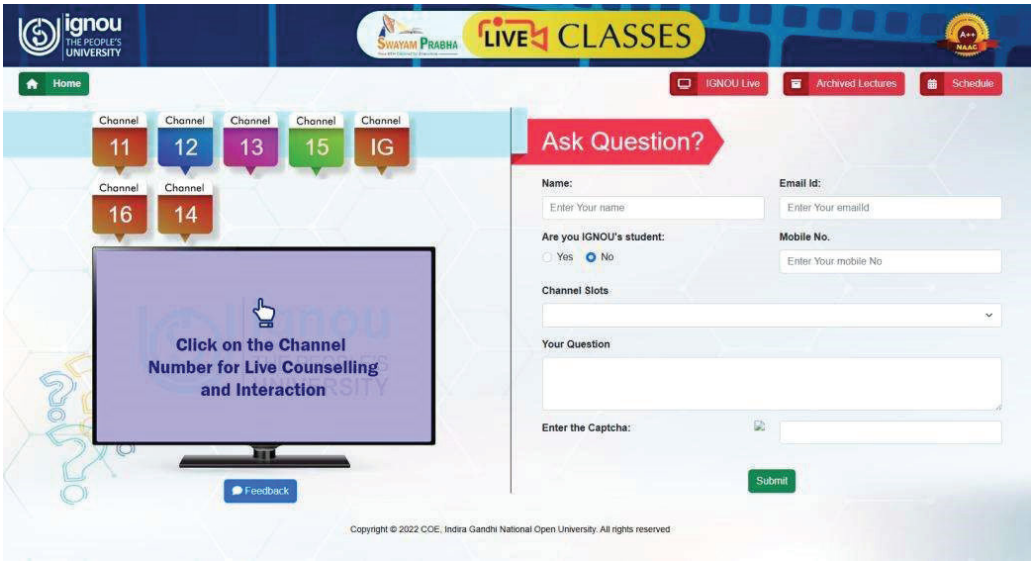


Fig. 8: Resources available in the IGNOU SWAYAMPRABHA portal

4.5 Learning Management System (LMS) and Portals

IGNOU's online programmes are supported by a robust and user-friendly Moodle-based Learning Management System (LMS), which acts as a comprehensive platform for course delivery, learner interaction, assessment, and progress tracking (Fig. 9).

Features: The Learning Management System (LMS) is designed to create an engaging and accessible learning environment for diverse learners integrating a wide range of multimedia

resources such as video lectures, audio sessions, econtent modules, interactive presentations, and digital reading materials that cater to different learning preferences. In addition, the platform incorporates tools like discussion forums, quizzes, assignments, and announcements, ensuring that learners remain connected with both the academic content and their teachers. The system is designed to be intuitive and seamless, enabling learners to navigate course materials easily, track their progress, and access academic support without technical difficulty.

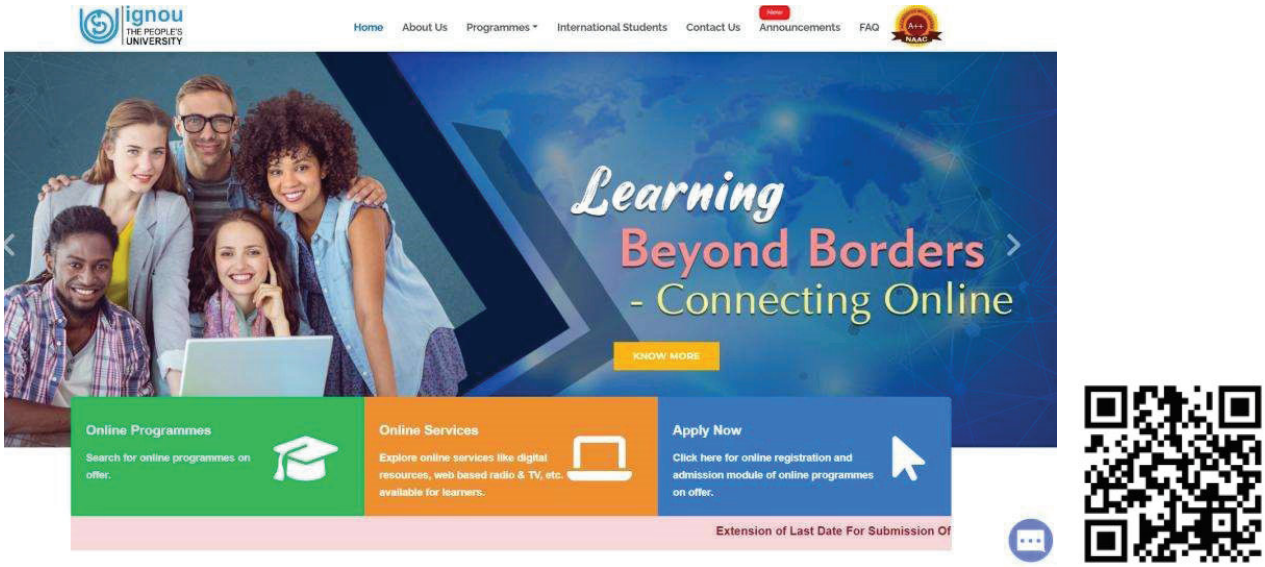


Fig. 9: IGNOU LMS: Online Programmes Portal (https://iop.ignouonline.ac.in/)

Available Resources: The portal at https://iop.ignouonline.ac.in is a full-fledged digital setup through which learners can comprehensively take part in IGNOU's online programmes. It has in store for online learners the full range of undergraduate, postgraduate, post-graduate diploma, diploma, and certificate online programmes, thus permitting the new and current learners to check out the courses, confirm their eligibility, and register themselves online directly. After admissions, the portal provides learners with a plethora of learning resources: course material in a digital format through the national repository eGyanKosh, online radio and television services (GyanDarshan and GyanVani), virtual classrooms for online counselling and interaction, as well as the University's online Learning Management System (LMS) for the remote delivery of lectures and assignments. Furthermore, the portal is a means that makes possible the whole online learning journey, it is through the portal that one can do registration and admission formalities, enrol in courses, get study materials, watch digital broadcasts, and seek learner support.

4.6 IGNOU Grievance Redressal and Management (iGRAM)

iGRAM (IGNOU Grievance Redressal and Management) system is a dedicated online platform designed to resolve learner grievances efficiently, transparently, and in a time-bound manner.

Features: The portal (Fig. 10) offers a structured, intuitive, and user-friendly interface that enables learners to register concerns related to admissions, study material, examinations, certificates, and other support services. Every complaint is thus given a separate identifying number by which

users can follow up on the progress and also receive the latest information. By centralizing grievance submissions, the system ensures that cases are routed efficiently to the appropriate Divisions or Regional Centres, reducing delays and improving accountability within the University's service framework.

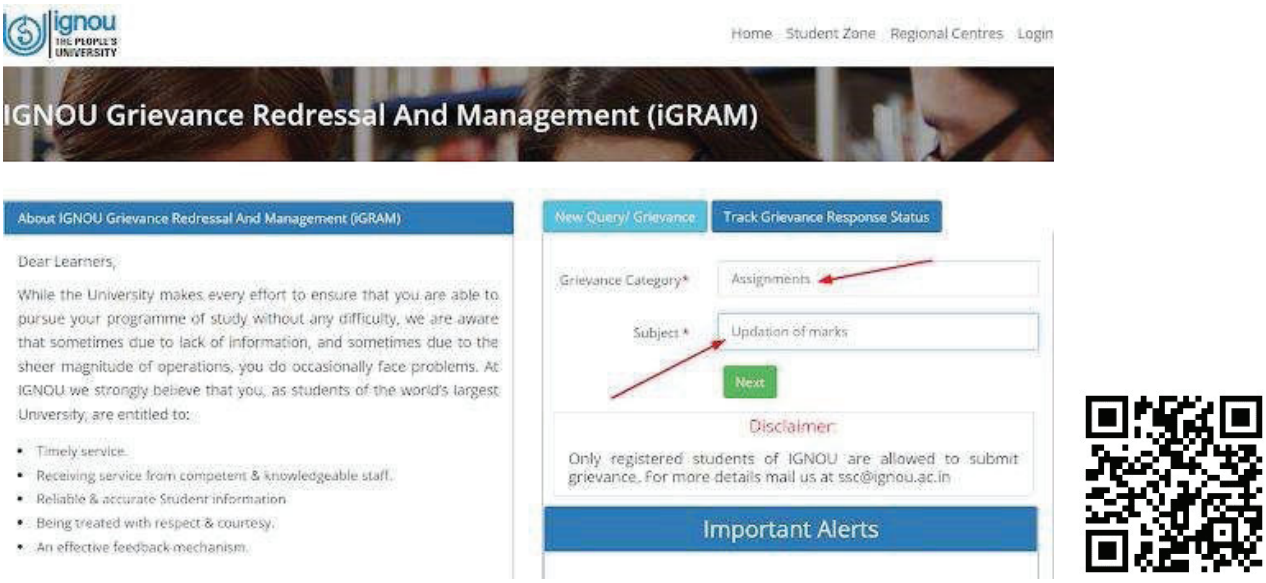


Fig. 10: iGRAM (https://igram.ignou.ac.in/)

Available Resources: The portal (https://igram.ignou.ac.in/) is equipped with a comprehensive array of support resources that make communication between the learners and the University effortless. It enables the tracking of grievance history, offers notifications on the status of submitted concerns, and provides easy access to service categories for precise issue selection. The system also helps to identify recurring issues, enabling systemic improvements across schools/divisions/centres/cells/units. By ensuring responsiveness and transparency, the portal reinforces learner confidence and guarantees that learners across all regions receive effective, timely, and high-quality support.

4.7 Mobile App

The IGNOU e-Content App (Fig. 11) is a flagship digital initiative designed to provide learners with instant and convenient access to course materials across all levels *viz.* Certificate, Diploma, Postgraduate Certificate/Diploma, Bachelor's, and Master's degree programmes.

Features: The IGNOU Mobile e-Content App serves as a key component of the University's digital learning ecosystem, offering a structured and learner-friendly interface that ensures uninterrupted access to study materials. The app is designed to support flexible learning by allowing users to view, download, and organize their course content with ease. Its user-friendly layout enables smooth navigation across programmes, courses, and individual blocks, while the integrated search function helps learners quickly locate specific materials relevant to their study needs. The app's multi-device compatibility ensures that learners can continue their academic activities on smartphones or tablets, thereby embedding learning into their daily routines. Importantly, once content is downloaded, it remains accessible offline, making the app particularly valuable for learners in remote locations

or areas with inconsistent internet connectivity. Through these features, the portal enhances accessibility, supports personalized learning pathways, and reinforces IGNOU's commitment to technology-enabled education.



Fig. 11: IGNOU eContent App

Available Resources: The IGNOU e-Content App provides an extensive repository of digital learning materials covering programmes at all levels, Certificate, Diploma, Postgraduate Certificate/ Diploma, Bachelor's, and Master's degrees. Learners can access a wide variety of resources, including digitized study materials, and Programme Guide. The availability of downloadable materials further strengthens learners' ability to engage with content at their own pace. By making high-quality digital resources readily accessible, the App ensures that learners across regions including those with limited connectivity can pursue their academic goals effectively and without interruption.

4.10 Web Enabled Academic Support (WEAS)

The Web Enabled Academic Support (WEAS), an initiative of National Centre for Innovation in Distance Education (NCIDE), represents a significant advancement in delivering comprehensive academic support to learners in Open, Distance and Digital Learning (ODDL). WEAS serves as a one-stop, interactive, digital platform designed to provide learners with seamless access to a wide array of academic resources and services, thereby enriching their educational experience.

Features: The WEAS portal (Fig. 12) is designed with user-centric features to enhance accessibility and usability. It provides detailed information on programme features, courses, and contact details ensuring that learners have all necessary information at their fingertips. Once learners log in to the programme portal, they can access all learning resources related to their enrolled programme in one place. By offering a centralized hub for academic materials and support services, WEAS reduces the dependency on printed study materials and learner support centres, making education more accessible, especially for learners in remote or underserved regions. The platform's design promotes selfdirected learning, empowering learners to take charge of their educational journey and develop essential skills for lifelong learning. Furthermore, the platform supports self-paced learning, enabling learners to manage their studies alongside personal and professional commitments.

Available Resources: WEAS offers a diverse collection of academic resources tailored to various programmes organised school-wise, level-wise, and programme-wise. The platform provides access

to self-learning materials, video/audio lectures, old question papers, assignments, discussion forum, FAQs, additional resources including suggested readings, contact information of various constituent units like MPDD, SED, RCs etc., facilitating an engaging and interactive learning environment. The inclusion of discussion forums fosters a collaborative learning environment, allowing learners to engage with peers and faculty, thereby reducing the sense of isolation often associated with distance learning. By integrating multimedia content and interactive tools, WEAS caters to different learning styles and preferences, promoting a more effective and personalized educational journey.

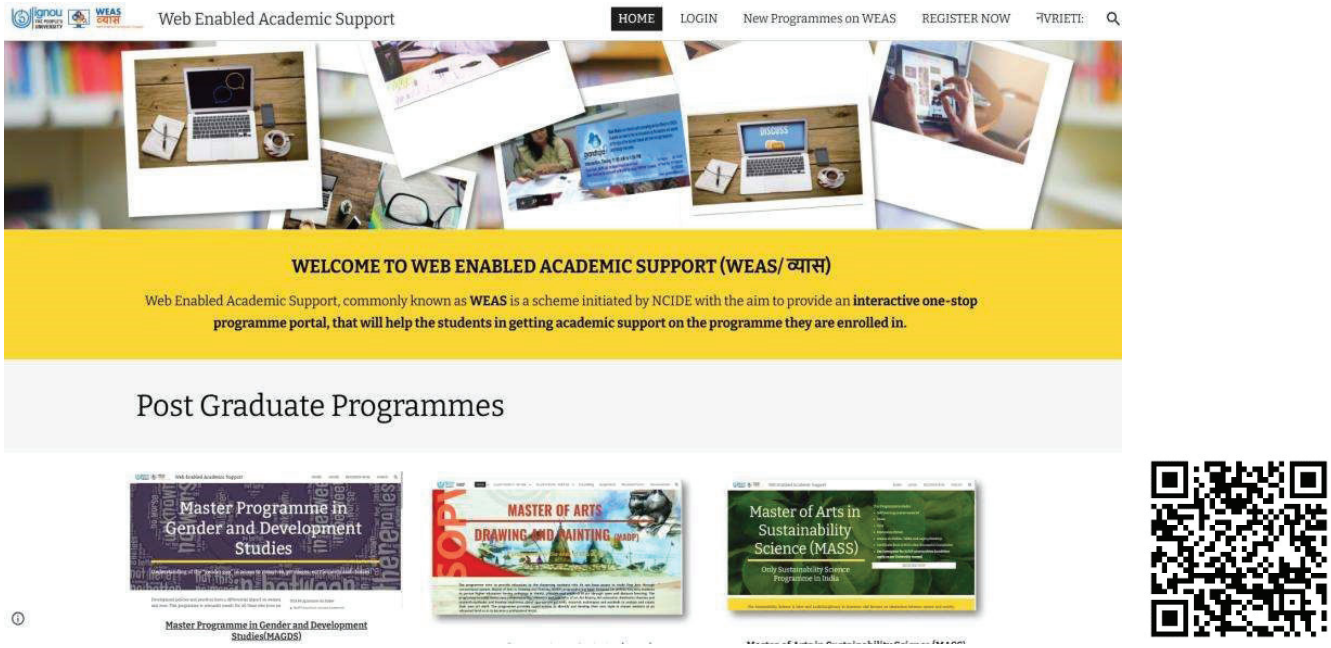


Fig. 12: WEAS Platform (https://sites.google.com/ignou.ac.in/weas)

4.11 Data Centre

IGNOU's Data Centre (Fig. 13), managed by the Computer Division, forms the backbone of the University's digital infrastructure, supporting its expansive operations across Open, Distance, and Digital Learning systems. Equipped with secure servers, high-capacity storage, and advanced network management tools, the Data Centre ensures uninterrupted access to critical platforms such as the Learning Management System (LMS), SAMARTH, iGRAM, learner support portals, and various academic and administrative services. Its robust architecture is designed to manage the high volume of user requests generated by millions of learners, making it essential for maintaining the reliability, scalability, and performance of IGNOU's digital ecosystem.



Fig. 13: Data Centre

Features: The Data Centre is a secure, reliable, and scalable environment that offers technology for all high-level academic and administrative platforms. Its strong

system guarantees that users can access without interruption such as the Learning Management System (LMS), SAMARTH, iGRAM, and various learner support services. This facility is equipped with security, and it is run 24/7 with continuous monitoring. This is in order to maintain its services and to be able to intervene immediately in case they need to solve a problem. Besides this, it has high power servers, a power supply that can be replaced in case of failure, and a cooling system that is optimized for the right functioning of the system. To keep data safe are security systems such as firewalls, encryption, and controlled access made, while at the same time, respect for national ICT standards confirms its stability. The scalable design allows the University to increase its digital services when the need arises, thus facilitating the smooth implementation of the operations and the usage of technology by IGNOU.

Available Resources: The Data Centre is the hub that houses and oversees the essential digital tools that are at the base of IGNOU academic and administrative activities. There are massive amounts of digitized academic content, learner records, administrative databases, and operational platforms that are necessary for teaching, learning, evaluation, and governance. These are regularly backed up and have disaster recovery mechanisms in place to provide safety for those times when they cannot be accessed unexpectedly or system failures or emergencies occur. In addition to that, the Data Centre is capable of hosting cloud and virtualized environments, thus enabling flexible use of computational resources and making the deployment of applications more efficient. By having a Data Centre that centrally manages all digital platforms, the University can be sure that it will be able to do the updates on time, new services will be smoothly integrated, and the units will have a consistent performance. Through the resources that it provides, it is instrumental in the University's production of accessible education, of good quality, and that employs the use of technology to the learners all over the country and abroad.

4.12 SAMARTH

IGNOU's SAMARTH Portal serves as a comprehensive digital platform that streamlines and modernises a wide range of administrative and academic processes across the University. Developed to enhance transparency, efficiency, and user convenience, the portal integrates services such as ODL and Online admissions including re-registration, learner records, examination, Alumni, administrative workflows (human resource and finance including the recruitment). By digitising routine activities and reducing manual interventions, the SAMARTH Portal significantly improves the overall governance and operational efficiency of the University.

Features: For learners, the SAMARTH portal acts as a single window for essential academic services, enabling them to enrol for the programmes, reregistration for the subsequent years of study, apply for examination, download i-card & hall tickets, manage their profiles, monitor their academic progress, and access key notifications related to examinations, results, and programme updates (Fig. 14). Faculty and administrators benefit from automated processes that support decision-making, data management, and real-time monitoring of academic activities. The portal strengthens IGNOU's digital ecosystem by ensuring that administrative services align with the scale and complexity of open and distance learning. Through SAMARTH, IGNOU advances its commitment to providing transparent, accessible, and technology-driven services to its extensive and diverse community of learners.

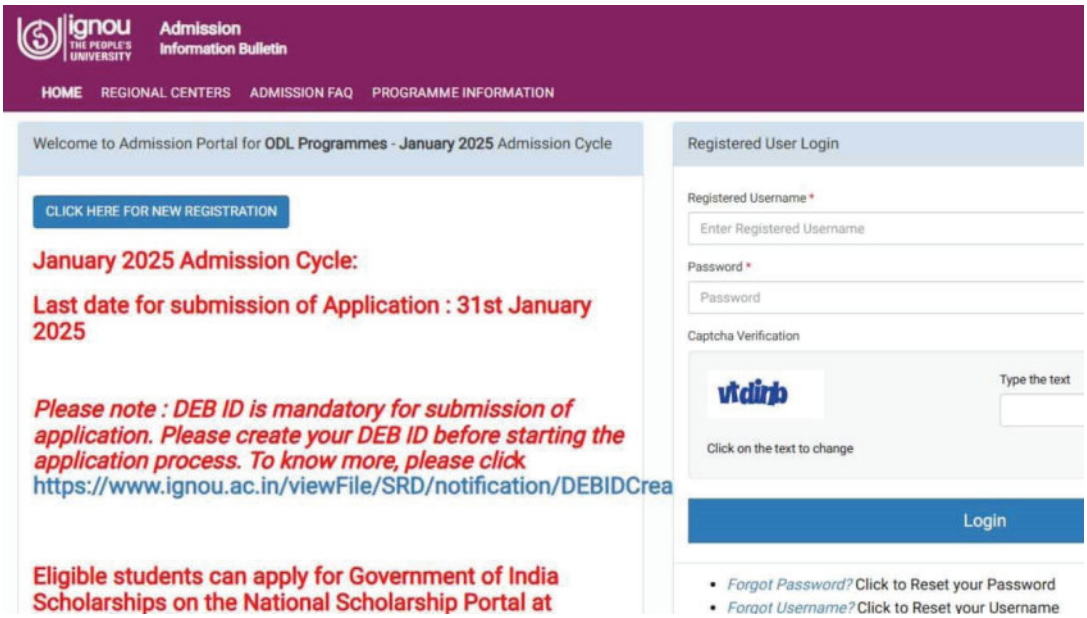


Fig. 14: SAMARTH Portal (https://ignouadmission.samarth.edu.in/)

Available Resources: The portal has provisions for enrolling in the programme, payment of fees, tracking the application status, icard, study material despatch status, details of regional and study centres, exam-related module having exam registration, hall ticket,

4.13 IGNOU's Smart Classrooms

IGNOU Smart Classrooms represent a significant step towards integrating advanced educational technologies into the teaching–learning process. Equipped with interactive digital boards, high-definition projection systems, audio-visual recording facilities, and seamless internet connectivity, these classrooms enable teachers to deliver enriched, media-supported lectures. The use of real-time demonstrations, multimedia presentations, and virtual tools enhances conceptual understanding and keep learners engaged. These technologically-enabled spaces also support the creation of high-quality digital content, which can be shared with learners across the country through IGNOU's online platforms.

Features: IGNOU's Smart Classrooms are equipped with a range of technology-enabled features that enhance teaching, learning, and academic interaction. Interactive digital boards allow teachers to deliver dynamic presentations, annotate in real time, and integrate multimedia resources seamlessly into lectures. High-speed internet connectivity supports uninterrupted access to online materials, virtual classrooms, and instructional tools, while advanced audio-visual equipment ensures clarity in communication during discussions, demonstrations, and presentations. The Smart Classrooms are integrated with the University's Learning Management System (LMS), enabling smooth access to course content, assignment submissions, learner performance monitoring and promote collaboration and group-based activities. Additionally, built-in recording and live-streaming features allow teachers to broadcast sessions and create digital learning archives for learners who cannot attend in person. Together, these features offer an agile and technologysupported environment for delivering high-quality education.



Fig. 15: Smart Classroom

Available Resources: The Smart Classrooms at IGNOU (Fig. 15) offer a variety of technology-based resources that elevate the teaching-learning process. Interactive digital boards facilitate vibrant presentations, live annotations, and multimedia integration, thus engaging the learners more deeply. Fast internet connection is available at all times to ensure that there are no interruptions in accessing online resources, virtual classrooms, and educational platforms. This, in turn, makes the delivery of digital content very smooth. The classrooms feature state-of-the-art audio-visual systems that provide the best quality of high-definition video and crisp audio, thereby interactions through lectures, demonstrations, and discussions get highly enriched. Moreover, the provision of built-in recording and streaming features enable the teachers to transmit sessions live and store them for later use, thus remote learners and those who need repeated access to materials can be facilitated.

4.14 Video-Wall at the Baba Saheb Ambedkar Convention Centre

IGNOU's Video Wall at the Convention Centre serves as a powerful digital communication and presentation tool, elevating the quality of academic events, conferences, and institutional functions. These high-resolution, large-format display systems enable the projection of multimedia-rich content, including presentations, live feeds, instructional videos, and event visuals, creating an immersive viewing experience for participants. Their advanced display technology ensures clarity, brightness, and seamless visual integration, making them ideal for large gatherings, national events, and high-profile academic meetings hosted by the University.

Features: The Video Wall installed at IGNOU's Convention Centre (Fig. 16) is designed to elevate the quality of academic and administrative events by integrating advanced display and audio-visual technologies. Comprising highdefinition screen seamlessly connected to the control room, the system delivers ultra-clear visuals suitable for large gatherings, conferences, and presentations. The setup includes cutting-edge audio-visual integration that ensures an immersive experience for participants, enhancing communication and viewer engagement. Interactive content display allows smooth management of multimedia presentations, live feeds, and dynamic visuals, making the platform adaptable to varied event requirements.

Available Resources: The Video Wall at IGNOU acts as an impressive digital asset that significantly elevates the University's capacity to carry out academic and administrative events of great impact. It provides access to ultra-highdefinition visual displays created through multiple seamlessly connected screens, enabling clear and engaging presentations for large audiences. Besides,

the facility is equipped with live streaming and recording options for conferences, seminars, and institutional events, thus allowing the sessions to be broadcasted at the national level and archived for future use by learners and stakeholders. Additionally, the Video Wall through its state-of-the-art audiovisual arrangement, offers a wide range of multimedia content, including the use of interactive presentations, play of educational videos, and display of real-time feeds, thus creating a vibrant communication atmosphere. Not only do these tools strengthen IGNOU's digital outreach, but they also become instrumental in enriching the learning process through the facilitation of hybrid-format events, virtual addresses, and visually immersive academic engagements.



Fig. 16: Video Wall at Convention Centre

5. PROGRAMMES AND COURSES OFFERED THROUGH ONLINE MODE

Through its dedicated online platform IOP Portal (https://iop.ignouonline.ac.in/), IGNOU provides a wide range of programmes across certificate, diploma, undergraduate, and postgraduate levels, enabling flexible learning from anywhere in the country. The online learning mode is managed under the aegis of the Centre for Online Education (COE), which aims to widen access to quality, need-based higher education and professional courses for diverse learners.

5.1 Certificate and Diploma Programmes

IGNOU's online offerings include several certificate and diploma programmes designed to impart foundational knowledge or specialized skills. For example, online certificate courses such as the Certificate in French Language (CFLOL) and the *Saral Sanskrit Bodh* (SSBOL) cater to language learning and cultural studies. At the diploma level, programmes like the Diploma in Creative Writing in English (DCEOL), among others, are available to learners seeking skilloriented certification or professional enhancement through online mode. The list of online certificate and diploma programmes is tabulated below (Table 1):

Table 1: List of online Certificate and Diploma programmes offered by IGNOU

Programme Code	Programme Name
SSBOL	*Saral Sanskrit Bodh* (सरल संस्कृत बोध) (Online)
CFLOL	Certificate in French Language (Online)
CRDOL	Certificate Programme in Rural Development (Online)
CULOL	Certificate in Urdu Language (Online)
CRULOL	Certificate in Russian Language (Online)
CSLCOL	Certificate in Spanish Language and Culture (Online)
CFNOL	Certificate in Food and Nutrition (Online)
CITOL	Certificate in Information Technology (Online)
CLISOL	Certificate Programme in Library and Information Science (Online)
CPSCMOL	Certificate in Peace Studies and Conflict Management (Online)
CTRBSOL	Certificate in Tribal Studies (Online)
CTSOL	Certificate in Tourism Studies (Online)
CALOL	Certificate in Arabic Language (Online)
DCEOL	Diploma in Creative Writing in English (Online)
DNHEOL	Diploma in Nutrition and Health Education (Online)
DULOL	Diploma in Urdu Language (Online)
DTSOL	Diploma in Tourism Studies (Online)
PGCAPOL	Post Graduate Certificate in Agriculture Policy (Online)
PGCGPSOL	Post Graduate Certificate in Gandhi and Peace Studies (Online)
PGDENOHOL	Post Graduate Diploma in Environmental and Occupational Health (Online)
PGDDCOL	Post Graduate Diploma in Development Communication (Online)
PGDIDMOL	Post Graduate Diploma in Digital Media (Online)

Programme Code	Programme Name
PGDDEOL	Post Graduate Diploma in Distance Education (Online)
PGDRDOL	Post Graduate Diploma in Rural Development (Online)
PGDSSOL	Post Graduate Diploma in Sustainability Science (Online)
PGDGPSOL	Post Graduate Diploma in Gandhi and Peace Studies (Online)
PGJMCOL	Post Graduate Diploma in Journalism and Mass Communication (Online)

5.2 Undergraduate Degree Programmes

IGNOU offers several undergraduate degree programmes through online mode, allowing learners to pursue full bachelor's degrees without being bound by location constraints. Some of the prominent online bachelor programmes include:

- Bachelor of Computer Applications (New) (BCA_NEWOL) for computing and IT-oriented careers.
- Bachelor of Commerce (BCOMOL), offering broad business and commerce education.
- Bachelor of Library and Information Sciences (BLISOL), for those interested in information science and library studies.
- Bachelor of Tourism and Travel Management (BFTTMOL) and Bachelor of Social Work (BSWOL), expanding the scope to tourism, social work, and allied fields. These programmes enable flexibility for learners who may be working, located far from campus, or require asynchronous access to academic programmes.

The complete list of online Bachelor's programmes is tabulated below (Table 2):

Table 2: List of online Bachelor's Degree Programmes offered by IGNOU

Programme Code	Programme Name
BCAOL/BCA_NEWOL	Bachelor of Computer Applications (New) (Online)
BCAOL	Bachelor of Computer Applications (Online)
BCOMOL	Bachelor of Commerce (Online)
BLISOL	Bachelor of Library and Information Sciences (Online)
BSWOL	Bachelor of Social Work (Online)
BFTTMOL	Bachelor of Tourism and Travel Management (Online)
BTSOL/BATSOL	Bachelor of Arts (Tourism Studies) (Tourism) (Online)

5.3 Post-Graduate Degree programmes

For postgraduate and advanced-level learners, IGNOU's online mode offers a variety of Master's degree programmes. Notable among these are:

- Master of Arts in Distance Education (MADEOL), for individuals interested in the philosophy, methodology, and management of distance learning itself especially relevant in the evolving digital education landscape.
- Master of Arts in Sustainability Science (MASSOL), an interdisciplinary programme focusing

on sustainable development, environment, and related policy and planning issues.

- Master of Commerce (MCOMOL), Master of Arts (Sanskrit) (MSKOL), Master of Arts in English (MEGOL), and several other Master's programmes in humanities, social sciences, commerce, and professional areas.
- Professional and vocational post-graduate diplomas and diplomas in digital media, rural development, development communication, distance education, etc., which combine flexibility with employability-oriented curricula.

The complete list of online Bachelor's degree programmes is tabulated below (Table 3):

Table 3: List of online Master's Degree Programmes

Programme Code	Programme Name
MADEOL	Master of Arts (Distance Education) (Online)
MASSOL	Master of Arts (Sustainability Science) (Online)
MCOMOL	Master of Commerce (Online)
MEGOL	Master of Arts (English) (Online)
MSKOL	Master of Arts (Sanskrit) (Online)
MAJMCOL	Master of Arts (Journalism & Mass Communication) (Online)
MAGPSOL	Master of Arts (Gandhi and Peace Studies) (Online)
MHDOL	Master of Arts (Hindi) (Online)
MATSOL	Master of Arts (Translation Studies) (Online)
MBAOL	Master of Business Administration (Online)
MCAOL	Master of Computer Applications (Online)
MARDOL	Master of Arts (Rural Development) (Online)

The design of the online programmes promotes flexibility and academic rigour, allowing learners to study at their own pace while meeting the programme requirements. Continuous assessment features, including online assignments, quizzes, and periodic evaluations, help learners reflect on their understanding and receive timely feedback. The LMS also encourages active participation through collaborative activities and peer-to-peer interactions, fostering critical thinking and deeper engagement with the subject matter. By combining multimedia-rich content, learner-friendly navigation, and ongoing academic support, IGNOU's LMS strengthens the online learning experience and successfully aligns with the University's mandate of providing inclusive, flexible, and high-quality education at scale.

Beyond the programme list, IGNOU's online mode is supported by robust digital infrastructure. The IOP Portal offers seamless end-to-end experience from registration to certification enabling learners to enroll, access study materials, submit assignments, and complete examinations digitally.

6. LEARNER SUPPORT

To support learners in the online environment, IGNOU has developed a multilayered learner support system tailored to the unique challenges of online/digital education. Central to this system are digital helpdesks accessible via email, chat, and phone, which provide timely assistance on academic, technical, and administrative queries. These helpdesks are staffed by trained personnel capable of resolving issues related to admissions, course navigation, assignment submissions, and examinations.

The University also extends targeted support to marginalized and disadvantaged groups through specialized programmes, inclusive policies, and learner-centric interventions, thereby promoting equitable access to higher education. Continuous upgrades to IGNOU's digital platforms are undertaken to align with global accessibility benchmarks, including the Web Content Accessibility Guidelines (WCAG), ensuring that all learners can navigate, engage with, and benefit from the University's online ecosystem.

6.1 Online Counselling and Mentorship

IGNOU facilitates online discussion forums embedded within the Learning Management System (LMS), where learners can interact with peers and teachers. These forums encourage collaborative learning, knowledge sharing, and problem-solving, helping reduce the sense of isolation common in distance education. Regular moderated sessions ensure focused and constructive engagement.

Peer interaction systems and virtual study groups further foster community building and learner motivation, creating a supportive social environment despite geographical separation. IGNOU also organises induction and counselling sessions virtually to reach out to the learners across the country and world.

Through this comprehensive and accessible learner support framework, IGNOU ensures that learners are well-supported throughout their online learning journey, promoting retention, satisfaction, and academic success.

6.2 Online Assessment and Evaluation Practices

The University employs a blend of continuous assessment, formative and summative evaluations, and proctored examinations to comprehensively measure learner progress and learning outcomes.

Continuous assessments include online quizzes, assignments, project submissions, and participation in discussion forums, integrated within the Learning Management System (LMS). These tools provide real-time feedback to learners, helping them identify strengths and areas for improvement.

IGNOU also emphasizes transparent and timely feedback, offering detailed evaluation reports and grades accessible through learner portals. Feedback is constructive, aimed at guiding learners toward better performance. The University's assessment policies comply with UGC and other regulatory guidelines, ensuring fairness, validity, and reliability.

Periodic review and enhancement of assessment methodologies are informed by learner feedback and technological advancements, reflecting IGNOU's commitment to maintaining robust, credible, and learner-friendly evaluation systems in the online domain.

6.3 Accessibility, Inclusivity, and Multilingual Support

IGNOU is committed to ensuring that its online and digital education initiatives remain accessible and inclusive for all learners, including persons with disabilities and those from diverse linguistic and socio-economic backgrounds. In keeping with its mandate to democratize higher education, the University adopts universal design principles in its digital platforms and learning resources, ensuring compatibility with assistive technologies such as screen readers, screen magnifiers, alternative keyboards, and other adaptive devices commonly used by learners with disabilities.

Content accessibility is further strengthened through the provision of learning materials in multiple formats, such as text transcripts, captioned videos, audio versions of course content, and, wherever required, sign language interpretation for video-based instructional materials. The University also prioritizes lowbandwidth and mobile-friendly solutions to support learners in regions with limited internet connectivity, thereby enabling uninterrupted access to digital resources.

Acknowledging India's rich linguistic diversity, IGNOU provides multilingual learning materials and learner support services in several regional languages through SWAYAMPRABHA.

6.4 Blockchain and Digital Certification

To ensure the authenticity, security, and easy verification of online learner credentials, IGNOU has adopted blockchain technology in its digital certification systems. Blockchain offers a decentralized, tamper-proof ledger that securely stores academic records and certificates, protecting them against fraud and unauthorized alterations.

Digital certificates issued on a blockchain platform provide learners with verifiable, shareable credentials that employers, institutions, and other stakeholders can trust without cumbersome verification processes. This transparency accelerates the recognition of qualifications and enhances learner mobility across educational and professional contexts.

IGNOU's blockchain-enabled certification system also streamlines administrative workflows by automating issuance, record-keeping, and verification tasks, reducing delays and operational costs. The system supports the issuance of certificates for various programmes, including degrees, diplomas, micro-credentials, and course completions.

By integrating blockchain into its certification processes, IGNOU strengthens the credibility of its online qualifications and aligns with global best practices in secure digital credentialing.

7. CAPACITY BUILDING

Effective online education depends significantly on the preparedness and capabilities of faculty to design, deliver, and evaluate high-quality digital learning experiences. Recognizing this need, IGNOU places strong emphasis on faculty development and capacity building tailored to the pedagogical, technological, and assessment requirements of online and distance learning.

7.1 Training and Professional Development

The Staff Training and Research Institute of Distance Education (STRIDE), and the Centre for Online Education (COE), conducts continuous professional development programmes for teachers. These programmes focus on instructional design, multimedia content development, digital tool proficiency, ICT-enabled learner support, and strategies for effective online facilitation. The training also includes hands-on workshops on video lecture production, interactive content creation, use of Learning Management Systems (LMS), and designing assessments suitable for online and blended modes. Teachers are oriented to emerging pedagogical trends such as flipped classrooms, microlearning, gamification, simulation-based learning, MOOCs, and analyticsdriven learner engagement. These orientations enable them to innovate and personalize their teaching approaches in alignment with global best practices in online education. Peer learning circles, mentoring mechanisms, and crossSchool collaborations further strengthen knowledge sharing and build a community of practice within the University.

IGNOU actively encourages research and experimentation in digital pedagogy and ODL methodologies. Teachers are supported in undertaking research projects, publishing in national and international journals, participating in conferences, and contributing to collaborative initiatives on technology-enabled education. STRIDE's research guidance and IGNOU's digital resource centres including studio facilities, multimedia labs, and instructional design support units provide technical and academic assistance to ensure quality and consistency in online course development.

This structured ecosystem of training, research, mentoring, and technological support enables IGNOU teachers to transition from traditional instructional roles to dynamic online educators capable of engaging, motivating, and supporting learners in virtual environments. Faculty development thus remains a strategic institutional priority for sustaining the quality, innovation, and learner-centricity of IGNOU's online and distance education programmes.

7.2 Collaboration with National and International Agencies

IGNOU actively fosters partnerships with national and international organizations to leverage expertise, resources, and innovations for faculty development and capacity building in digital education.

The British Council India-funded Co-Create ODDL scoping study is a collaborative partnership between The Open University UK (OU UK), and Indira Gandhi National Open University (IGNOU). The study has scoped cocreation of a Postgraduate Certificate in Digital Education for delivery by IGNOU in India and South Asia, with a particular focus on equitable participation and inclusion in

open, distance and digital learning (ODDL).

The project is guided by two overarching drivers:

- Requirement to create models of digital education that are not only scalable and contextually adaptable but also capable of accommodating the diverse student populations of the South Asian region; and
- Understanding that global partnership is a prerequisite for achieving the UN Sustainable Development Goals, especially SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities).

A strategic collaboration between IGNOU and BISAG N has happened to establish a fully digital, AI-enabled Virtual Education System (VES) supported by an expanded network of DTH channels.

The University has launched two new micro-credential courses developed by IGNOU in collaboration with *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ) GmbH (GIZ). The courses are:

- *Unpacking AI: Practical Foundations for Non-Tech Students*
- *Unpacking Data: Practical Foundations for Non-Tech Students*

IGNOU and Cisco have come together to strengthen digital and technical education across the country. Through this MoU, IGNOU will join the global Cisco Networking Academy network and establish a Cisco NetAcad Centre of Excellence on campus.

Collaborative efforts with Open University of Kenya, etc. facilitate joint training programmes, knowledge exchange workshops, and research initiatives focused on best practices in online teaching, digital infrastructure, and policy frameworks.

Additionally, these collaborations support IGNOU's alignment with the National Education Policy (NEP) 2020 mandates on faculty empowerment and internationalization of education. By engaging with these agencies, IGNOU strengthens its faculty development ecosystem and enhances its reputation as a globally connected leader in digital education.

8. THE WAY FORWARD

Over the period from 2020 to 2025, IGNOU has demonstrated a steadfast commitment to advancing online and digital education, establishing itself as a pioneering institution in the Open, Distance and Digital Learning (ODDL) sector. The University's concerted efforts to integrate innovative technologies, strengthen institutional frameworks, and align with NEP 2020 have resulted in expanded access, enhanced learner engagement, and improved quality of digital education offerings.

By leveraging emerging technologies such as Artificial Intelligence, Virtual Reality, and blockchain-based certification, IGNOU has not only enhanced the learning experience but also strengthened administrative efficiency and security. Its active collaborations with national and international agencies underscore its role as a thought leader and contributor to the evolving digital education ecosystem.

IGNOU stands at a pivotal moment as it transitions into a digitally empowered, innovation-driven open university aligned with NEP 2020, Digital India, and global trends in online learning. The documents and proposals reviewed collectively outline a transformative roadmap that strengthens the digital backbone of the University, enhances academic delivery, empowers learners, and builds future-ready innovation ecosystems. The way forward, therefore, must integrate institution-wide digital modernisation, smart infrastructure, and entrepreneurial capacity building into a cohesive and strategic vision outlined below:

(i) Expanding programmes, micro-credentials, and MOOCs

The current portfolio of 50+ online programmes and large suite of MOOCs gives a solid foundation for rapid expansion into high-demand areas such as AI, data science, sustainability, digital health, fintech, and green skills, in line with national skill and industry trends. IGNOU can develop stackable microcredentials and credit-bearing MOOCs that articulate into full degrees through SWAYAM and the Academic Bank of Credits, using its National Coordinator status to lead at scale. The University should now diversify its offerings by introducing interdisciplinary MOOCs and online degrees in AI, cybersecurity, climate action, sustainable development, digital humanities, and green technologies, aligning with NEP 2020 and national skill development priorities. Additionally, IGNOU can strengthen its international reach by co-developing MOOCs with leading global ODL institutions and extending its expertise to South Asia, Africa, and the Global South. Future offerings should consciously target working professionals, Gen Z learners, and global South audiences through multilingual content, flexible pacing, and international collaborations.

(ii) Strengthening a Robust and Scalable Digital Infrastructure and interoperability

The existing data centre, SAMARTH ERP, LMS, WEAS, eGyanKosh, SWAYAM, SWAYAMPRABHA, and mobile app form a strong base that should be migrated progressively to secure, unified and scalable cloud–based digital ecosystem, supported by cloud infrastructure, high-availability data centres, disaster recovery systems, enterprise storage, and upgraded networking architecture. This includes enhanced datacentre capabilities and virtualization frameworks to support online programmes, admissions, examinations, University Management System (UMS),

digital repositories, and emerging AIenabled services. Strengthening these foundational systems will enable IGNOU to offer uninterrupted access to learning resources for more than three million learners spread across diverse geographies. IGNOU can prioritize interoperability across portals (SAMARTH, IOP, WEAS, iGRAM, RC websites) through single sign-on, unified learner profiles, and standards-based APIs so that learners experience a seamless journey from admission to certification. Given rising cyber-risk, the University should institutionalise security operations, regular penetration testing, and strong privacy-by-design practices in all learner-facing systems, especially for proctored examinations and blockchain-based credentials. Strengthening digital rights management, watermarking, and content security will further safeguard intellectual property and ensure regulatory compliance.

(iii) Deepening digital pedagogy and learner experience

IGNOU must expand its use of cutting-edge technologies such as Artificial Intelligence (AI), Augmented and Virtual Reality (AR/VR), and generative AI for practice-based disciplines (labs, fieldwork, skills programmes) to create more engaging, intelligent, and personalized learning environments. AI-driven adaptive learning systems can help tailor course pathways based on student performance and learning behaviour, while AI-enabled tutoring and instant feedback tools can strengthen learner engagement. The adoption of AR/VR can support virtual laboratories, simulations, and immersive learning environments particularly for science, agriculture, rural development, and vocational programmes. This will elevate learner experience beyond traditional online content and prepare IGNOU to meet global standards in technology-enabled education. These developments are consistent with IGNOU's commitment to multimodal digital content and emerging technologies as outlined in its digital transformation initiatives. The University may focus on integrating universal design principles, ensuring accessibility for all learners, including persons with disabilities and those with limited internet access. IGNOU can adopt mandatory accessibility standards (WCAG 2.2), integrate screen-reader-friendly content, provide sign-language support, and expand low-bandwidth and offline solutions.

(iv) Modernising Academic Delivery Through Smart Learning Environments

To fully realise the potential of online and digital education, IGNOU must expand its network of smart classrooms, interactive learning spaces, hybrid teaching studios, VR laboratories, and multilingual IVR-based learner support systems, as outlined in the HQ and RC infrastructure plan. These initiatives will support immersive teaching–learning processes, enrich academic interaction, and make pedagogical delivery more engaging, experiential, and accessible. The systematic deployment of digital signage, VoIP communication, and convention centre upgrades will also enhance institutional communication and outreach.

(v) Enhancing Learner Support, Accessibility and Inclusivity

A major pillar of the University's way forward must be strengthening learner support services through multilingual IVR/SIP call centres, digital counselling platforms, web-based interactions, and expanded ICT-enabled services. Personalized learning, accessible digital repositories, mobile-based content, and real-time support mechanisms will ensure that the scale of IGNOU's operations does not compromise the quality of its learner engagement. The multi-layered digital learner support

system (helpdesks, online counselling, GyanDhara, WEAS, RC websites, discussion forums, virtual counselling,) should be expanded with 24×7 AI-augmented support (chat, messaging apps, IVR) with multilingual support for routine queries, enabling faster and more personalized responses to academic and administrative queries. RCs can host digital help centres with high-speed internet, support online admissions and examinations, conduct blended counselling sessions, and deliver region-specific short-term online courses in local languages. IGNOU can further strengthen its equity mandate through low-bandwidth and offline-first solutions, expanded SWAYAMPRABHA use, regional language content, and targeted support services for women, rural learners, persons with disabilities, and first-generation learners. Regional Centres should evolve as digital hubs that coordinate local facilitation, community Wi-Fi/learning kiosks, and blended counselling for both ODL and online learners, guided by CIQA-led quality benchmarks.

(vi) Strengthening Digital Governance and Online Examination Systems

The proposal to develop a centralized online examination monitoring and operations control centre, equipped with video walls, CCTV integration, and hardware support across Regional Centres, sets a new benchmark for scalability and transparency. Adoption of online question paper delivery, remote proctoring support, and digitally managed workflows will significantly reduce logistical burdens and enhance examination integrity. Simultaneously, upgrading ICTenabled administrative systems under the SAMARTH framework will ensure seamless governance, data-driven decision-making, and efficient service delivery across admission, examination, HR and finance domains.

(vii) Next-generation Assessment and Certification

Building on OQPDS, online proctored exams, and hybrid evaluation, IGNOU shall move towards more authentic, competency-based assessment using projects, e-portfolios, and workplace-linked tasks hosted on the LMS. AIenabled proctoring and analytics should be combined with strong ethical guidelines, transparency, and grievance channels through iGRAM to maintain trust. AI-powered evaluation tools and automated checking systems can help manage scale, reduce manual workload, and provide timely feedback. Blockchain-based certification may be scaled to all programmes, microcredentials, enabling global verification, improving employability for IGNOU learners and tamper-proof verification.

(viii) Advancing Innovation, Entrepreneurship and R&D Capacity

IGNOU's future direction must place innovation at the centre of its academic and social mission. The establishment of a world-class Incubation Centre at Head Quarters supported by sector-specific laboratories in AI/ML, IoT, Robotics, EdTech, Renewable Energy, Design & Prototyping, and Technology Transfer Facilities, marks the beginning of a new era for the University. These labs will serve as engines of creativity, research, prototype development, and industry collaboration. Through hackathons, mentoring programmes, preincubation support and start-up acceleration, IGNOU will cultivate innovators from its vast learner base and contribute significantly to national entrepreneurship development.

(ix) Expanding Innovation Hubs Across Regional Centres

The hub-and-spoke model proposed for 30 Innovation Hubs at Regional Centres represents a major decentralised strategy for fostering grassroots innovation. With sectoral labs, co-working spaces, digital connectivity, and maker-spaces tailored to local needs. These centres will democratise access to innovation and entrepreneurship across India. This aligns with IGNOU's mission of social outreach and regional empowerment.

(x) Faculty Capacity, Research and Innovation

Faculty capacity building will play a pivotal role in sustaining IGNOU's digital transformation. Going forward, STRIDE and COE need to institutionalise mandatory continuous professional development pathways in digital pedagogy, instructional design, learning analytics, emerging technologies like AI tools, and Extended Reality (XR) content creation, with formal recognition and progression incentives. Faculty innovation labs, cross-disciplinary design teams, and global exchange programmes can nurture a culture of innovation and ensure that teachers remain at the forefront of digital learning methodologies. Strengthening technical support teams and multimedia production facilities will also enhance the quality and scalability of online content creation. IGNOU can position itself as a national research hub on ODDL by encouraging action research, funded projects, and publications on AI in education, XR, blockchain credentials, and inclusion, aligned with UNESCO and global evidence on emerging technologies for lifelong learning. Innovation units such as NCIDE and EMPC can incubate pilots (AI tutors, VR labs, adaptive MOOCs), which, once evaluated, are scaled systematically across Schools following CIQA's quality assurance framework.

Looking ahead, IGNOU is well positioned to shape the national and global discourse on digital education. As India's largest open university, it can serve as a national resource centre for digital learning research, policy development, and capacity building. By developing frameworks for digital pedagogy, accessibility, and online assessment, IGNOU can support Higher Education Institutions particularly State Open Universities in implementing NEP 2020's digital learning agenda. Internationally, IGNOU can lead consortia across Middle East, SAARC, Africa, and the Global South, offering scalable models for open, inclusive, and technology-enabled education.

Appendix 1

Enrollment in Online Programmes (2020–2025)

IGNOU Online Programmes Enrollment Details			
S. No	**Admission Session**	**Total Programmes**	**Total Enrollment**
1	Jan-20	3	82
2	Jul-20	15	2092
3	Jan-21	16	1458
4	Jul-21	18	2638
5	Jan-22	34	5916
6	Jul-22	41	12880
7	Jan-23	43	4639
8	Jul-23	44	9897
9	Jan-24	44	7264
10	Jul-24	44	9148
11	Jan-25	41	5607

Source: COE Records

Appendix 2

LIST OF MOOCS (2020-2025)

S. No.	Course Title
1	TS-1: Foundation Course in Tourism
2	TS-2: Tourism Development Products, Operations and Case Studies
3	TS-3: Management in Tourism
4	TS-6: Tourism Marketing
5	ORU-001: Basics of Russian: Communication Skills-I
6	ORUL-002: Basics of Russian: Communication Skills-II
7	BAL-001: Basics Of Arabic
8	BAL-002: Communication Skills (Arabic)
9	MHD-02: *Aadhunik Hindee Kaavy* (आधुनिक हिन्दी काव्य)
10	MHD-03: *Upanyaas Evan Kahaanee* (उपन्यास एवं कहानी)
11	MHD-04: *Naatak Aur Any Gady Vidhaen* (नाटक और अन्य गद्य विधाएँ)
12	MHD-06: *Hindee Bhaasha Aur Saahity Ka Itihaas* (हिंदी भाषा और साहित्य का इतिहास)
13	CIT-001: Fundamentals of Computer Systems
14	CIT-002: Introduction to Information Technology
15	CIT-003: Web Based Technologies and Multimedia Applications
16	BLI-011: Libraries: An introduction
17	BLII-012: Document Processing and Organisation
18	BLII-013: Information Sources and Library Services
19	BLII-014: ICT in Libraries
20	BLI-221: Library Information and Society
21	BLI-222: Information Sources and Services
22	BLI-223: Organising and Managing Information
23	BLI-224: ICT Fundamentals
24	BLI-225: Communication Skills (Library Information Science)
25	BSW-41: Understanding Tribals
26	BSW-42: Tribal Society
27	BSW-43: Tribals of South and Central India
28	BSW-44: Tribals in North and Northeast Region of India
29	MNR-1: Indian Agricultural Development
30	MNR-002: Agricultural Policy: Formulation, Components, Process, Implementation and Comparative Analysis
31	MNRE-015: Cooperatives and Farmers' Organizations
32	MNRE-016: Project Analysis
33	BHC-011: Basics of Event Management
34	BHC-012: Event Planning
35	BHC-013: Event Coordination and Control
36	Food Laws and Standards

S. No.	Course Title
37	Introduction to Poultry Farming
38	Certificate course in Environmental Sustainability
39	Commercial Fruit Production: Pomegranate & Guava
40	Sustainable Management of Biodiversity
41	Introduction to Cyber Security
42	Design and Facilitation of E-Learning Courses
43	Library Automation and Digitisation
44	Database and Content Organisation
45	BES-123: Teaching and Learning
46	BES-141: Pedagogy of Science
47	BES-125: Understanding Disciplines and Subjects
48	MSD-011: Sustainability Science
49	MSD-012: Ecosystem and Natural Resources
50	MSD-016: Strategies and Models for Sustainability
51	MSD-017: Challenges to Sustainable Development
52	Thermodynamics & its Application
53	Electricity & Safety Measures
54	Energy Resources and conversion processes
55	Principle of Electrical Sciences
56	Quality Engineering & Management
57	Pollutants and Water Supply
58	Concrete Technology
59	CAD/CAM Computer Aided Design / Computer Aided Manufacturing
60	Material Science
61	BCOC-131: Financial Accounting
62	MCO-05: Accounting for Managerial Decisions
63	MJM-024: Media, Information and Empowerment
64	MJM-028: Digital Media
65	MJM-029: Advertising and Public Relations
66	BMS-001: Introduction to NGO Management
67	MS-2: Management of Human Resources
68	MEV-002: Environmental Occupational Hazards
69	MEVE-001: Environmental Impact Assessment for Environmental Health
70	BCOE-141: Principles of Marketing
71	BCOS-183: Computer Application in Business
72	MCO-03: Research Methodology and Statistical Analysis
73	MS-21: Social Processes and Behaviour Issues
74	BMS-002: Management Functions
75	BCOC-132: Business Organisation and Management

S. No.	Course Title
76	BEDS-001: Overview and Perspectives of Values
77	BGSE-001: Gender Sensitisation: Society, Culture and Change
78	MDE-518: Educational Communication Technologies
79	BME-025: Condition Monitoring and Maintenance Management
80	BFLI-001: PARLER DE SOI / Talking About Oneself (French)
81	ET-523 C: Repair and Maintenance of Buildings
82	BEDS-002: Socio-Psychological Basis
83	OEY-002: Renewable Energy Technology and Their Uses
84	MHD-01: *Aadikaaleen Evan Madhyakaaleen Hindee Kaavy* (आदिकालीन एवं मध्यकालीन हिन्दी काव्य)
85	MHD-07: *Bhaasha Vigyaan Aur Hindee Bhaasha* (भाषा विज्ञान और हिन्दी भाषा)
86	TS-4: Indian Culture: Perspective for Tourism
87	TS-5: Ecology, Environment and Tourism
88	BLIE-226: Management of Library and Information Centre
89	BLIE-227: Document Processing Practice
90	BLIE-228: Information Products and Services
91	BLIE-229: ICT in Libraries
92	BFLI-002: FRENCH *Échanger* / Interactions (French)
93	BES-127: Assessment for Learning
94	Selection and Integration of Technology in Educational Processes
95	Ethics: Theories and Applications
96	Introduction to Climate Change
97	Communication and Extension for Sustainable Development
98	Mandarin (Chinese) for beginners
99	Cyber Security, Tools, Techniques and Counter Measures
100	Android Mobile Application Development
101	Indian Poetics
102	BCOS-184: E-Commerce
103	ET-581: B -Inventory and Store Management in Construction Industry
104	BMYLA-135: Modern Indian Language: Malayalam
105	MSO-003: Sociology of Development
106	MSO-004: Sociology in India
107	MHD-14: *Hindee Upanyaas-1 (Premachand Vishesh)* (हिन्दी उपन्यास-1(प्रेमचंद विशेष))
108	MHD-15: *Hindee Upanyaas-2* (हिंदी उपन्यास-2)
109	TS-7: Human Resource Development
110	BESC-132: Structure and Management of Education
111	BES-121: Childhood and Growing Up
112	Digital Forensics
113	MDE-412: Instructional Design
114	BGS-011: Understanding Gender and Law

S. No.	Course Title
115	BFDI-072: Basics of Pattern Making and Sewing
116	CPI-101: Consumer Protection Legislation
117	BCOC-134: Business Mathematics and Statistics
118	BCOC-136: Income Tax Law and Practice
119	BCOLA-138: Business Communication
120	BSL-001: Basics of Spanish Language and Culture-I
121	Research Ethics and Plagiarism
122	Skill Development of the youths and their Livelihood
123	CFN-1: You and Your Food
124	CFN-2: Your Food and Its Utilization
125	CFN-3: Economics of Food
126	OUL-003: History of Urdu Language & Literature
127	OULE-001: Contemporary Urdu Poetry
128	OULE-002: Contemporary Urdu Fiction
129	BSL-002 Basics of Spanish Language and Culture-II
130	BESC-131: Education: Concept, Nature and Perspectives
131	BES-143: Pedagogy of Mathematics
132	Enhancing Study Skills
133	BSKC-102: *Sanskrit Sahitya ka Allochanatmak Vishleshan*
134	DCE-01: General Principles of Writing
135	DCE-02: Feature Writing
136	DCE-03: Short Story
137	DCE-04: Writing for Media: Radio and Television
138	DCE-05: Writing Poetry
139	BSKLA-135: Sanskrit Bhasha aur Sahitya
140	BPCE-145: Counselling Psychology
141	Statistics in Psychology
142	BCOC-133: Business Law
143	Research and Publication Ethics (RPE)
144	Guidance and Counselling in Schools
145	BCOE-144: Office Management and Secretarial Practices
146	MSD-019: Global Strategies to Sustainable Development
147	BES-122: Contemporary India and Education
148	Introduction to Virtual Reality
149	Introduction to Functional English
150	Assamese Poetry: From Ancient to Modern Period
151	MJM-024: Media, Information and Empowerment (Hindi)
152	MEG-07: Indian English Literature
153	School Management and Leadership

S. No.	Course Title
154	Domestic Equipment Maintenance
155	Sociology of Health and Illness
156	Essentials of Indian Philosophy
157	Reading and Reflecting on Text
158	Biomedical Instrumentation & Sensors
159	Emerging Technologies in Renewable Energy Sources
160	Data Structure using C Programming
161	Artificial Intelligence using Prolog Programming
162	Image Processing Using Python
163	Safety in Construction Industry
164	Industrial Safety and Fire Safety Management
165	Power Generation Technologies
166	Elements of Underground and Opencast Mining
167	Fundaments of Computational Biology
168	Genetic Engineering and Its Recent Advancements
169	Computational Protein Modeling and Analysis
170	Digital electronic and System design
171	Fundamental of Electronic Engineering
172	Basic Principles of Energy Management & Energy Audit
173	Web Technology
174	MEG-03: British Novel
175	MEG-05: Literary Criticism & Theory
176	MEG-10: English Studies in India
177	MEG-06: American Literature
178	MEG-13: Writings from the Margins
179	Micro Economics for Business
180	Digital Media Literacy
181	BESE-141: ICT in Education
182	Population and Society
183	Introduction to Distance and Digital Education
184	Geography of Health and Well Being
185	BEGLA-135: English in Daily Life
186	BEGLA-136: English at the Workplace
187	BESE-141: *Shiksha Mein Aaee See Tee* (शिक्षा में आई सी टी)
188	Fundamentals of Communication system and its applications
189	Introduction to Electric and Hybrid Electric Vehicle
190	Fundamental of Cryptography
191	Maintenance and Testing of Electrical Machines
192	Fundamentals of Engineering Physics

S. No.	Course Title
193	Microbial Technology
194	Fundamentals of Operating Systems
195	Foundations of Algorithmic Problem-Solving A Comprehensive Approach
196	Introduction to DBMS
197	Formal Language and Automata Theory- An Application in Compiler Design
198	Energy Efficient Buildings
199	Fundamentals of Building Construction
200	Fundamental of Computers in Manufacturing
201	Fundamental of Fluid Mechanics
202	Environmental Studies: Pollution, Climate Change and Safety Management
203	Industrial Automation and Drives
204	BPYI-101: Applied Ethics
205	BES-124: Language Across the Curriculum
206	MEVE-019: Environmental Issues
207	MVP-001: Food Fundamentals and Chemistry
208	BHC-005: Basics of Apparel Industry and Entrepreneurship
209	MMPM-006: Marketing Research
210	Environmental Pollution and Sustainable Management (पर्यावरण प्रदूषण और सतत प्रबंधन)
211	Essentials of Surveying: Application and Techniques
212	Agricultural Economics
213	Creative Writing
214	Early Childhood Care and Education
215	Electricity and Electrical Wiring
216	Fundamentals of Philosophy
217	Gender and the Media
218	Generative AI for Everyday Life
219	Indian Economy: Policy and Environment
220	International Economics
221	Open Source Software for Academia
222	Philosophical Foundation of Education
223	Social and Political Philosophy
224	Basic Course in Marathi
225	Basic Course in Odia
226	Basic Course in Malayalam
227	Basic Course in Kannada
228	Basic Course in Punjabi
229	Basic Course in Bengali
230	Education Technology
231	Entrepreneurship Skills and Digital Marketing Strategies

S. No.	Course Title
232	BGS-012: Gender Based Violence
233	BGS-002: Gender, Science, Technology and Society
234	MGSE-002: Gender Auditing and Gender Budgeting
235	MCS-226: Data Science and Big Data
236	BCS-042: Introduction to Algorithm Design
237	MCS-211: Design and Analysis of Algorithms
238	BCS-012: Basic Mathematics
239	MUD-002: Urdu Ghazal
240	BUDAE-182: Study of Urdu Progressive Poetry
241	MPS-103: Approaches to International Relations
242	MPS-108: Contemporary Issues in International Relations
243	MMPC-014: Financial Management
244	MEVE-013: Environmental Biotechnology
245	BEGE-145: Soft Skills
246	BEGS-186: Business Communication
247	Life style and Non-communicable diseases
248	Building Cost Estimation Simplified
249	Cross Platform Application Development using Flutter
250	Cloud Infrastructure and Services
251	Aesthetics of Indian Classical Dances with Special Reference to Kathak
252	Research and Publication Ethics in Humanities and Social Sciences
253	Advance Strategies in NGO Management
254	Fundamentals of Financial Inclusion and Cyber Safety
255	Essential Life Skills for 21st Century Learners
256	Workplace Skills for 21st Century Learners
257	Sustainable Aquaculture: Practices, Innovations, and Management
258	Rural Marketing
259	Introduction to Indian Knowledge System
260	BSW-124: Human Growth, Behaviour and Counselling
261	BPCG-175: Psychology for Living
262	Introduction to Sand Art
263	Principles and Formats of Sand Art
264	Marketing Essentials
265	Digital Literacy
266	Financial Literacy
267	Introduction to Digital Humanities
268	Asian Religions
269	Introduction to Punjabi Language, History, and Culture
270	Introduction to Jainism

S. No.	Course Title
271	Technology and Society
272	Emerging Technologies for Business and Society
273	Introduction of Land Governance
274	*Satat Vikas ke Liye Sampreshan evam Vistar*
275	Media and Information Literacy for Teachers
276	MJM024: Media, Information and Empowerment (Tamil)
277	Awareness Programme on Solar Water Pumping System
278	Development of Online Courses for SWAYAM
279	Foundations of Heutagogy
280	Introduction to Online Learning in Higher Education
281	SSB-001: *Pratham Bodhah*
282	SSB-002: *Dwitiya Bodhah*
283	SSB-003: *Sambhashanam*
284	OUL-001 *Huroof Shanasi Aur Talaffuz*
285	OUL-002: *Tarseel Aur Fahem-O-Idraak*
286	OULE-005: Principle of Translation
287	MHD-16: *Bhartiya Upanyas*
288	MGPE-012: Women and Peace
289	MGPE-013: Civil Society, Political Regimes and Conflict
290	MGPE-015: Introduction to Research Methods (Elective Course)
291	MGPE-016: Human Rights: Indian Perspective
292	MHD-13: *Upanyas: Swaroop Aur Vikas*
293	*Ilektronics vyavasaay ke mool sidhaant evan Sanrachnaatmak Anuprayog* (इलेक्ट्रानिक्स व्यवसाय के मूल सिद्धांत एवं संरचनात्मक अनुप्रयोग)
294	MGPE-010: Conflict Management, Transformation and Peace Building
295	MGPE-011: Human Security
296	MPSE-001: India and World Politics: Challenges and Opportunities in 21st Century
297	MPSE-001: *Bhaarat Aur Vishv Raajaneeti: 21vee Shataabdee Kee Chunautiyaan Aur Avasar* (भारत और विश्व राजनीति: २१वी शताब्दी की चुनौतियाँ और अवसर) (Hindi)
298	MHD-05: Sahitya Siddhanth Aur Samalochana (साहित्य सिद्धांत और समालोचना)
299	OVAL-005: Study from Still Life
300	Understanding Human Trafficking
301	*Sindhi Bhasha Shikshan*
302	BGP-001: Introduction to Peace and Conflict Management
303	BGP-002: Indian Perspectives on Peace and Conflict
304	BGP-003: Conflicts and Peace: Global Perspective
305	MGP-001: Gandhi: The Man and His Times
306	MGP-002: Philosophy of Gandhi
307	MGP-003: Gandhi's Social Thought

S. No.	Course Title
308	MGP-004: Gandhi's Political Thought
309	MGP-005: Introduction to Peace and Conflict Resolution
310	MGPE-006: Gandhi's Economic Thought
311	MGPE-007: Non-Violence Movements after Gandhi
312	MGPE-008: Gandhian Approach to Peace and Conflict Resolution
313	MGPE-009: Gandhi in the 21st Century
314	MGPE-014: Gandhi: Ecology and Sustainable Development

Appendix 3

Enrolment in MOOCs (2020-2025)

SWAYAM Enrollment Details			
Cycle	**RUN**	**Total Courses**	**Total Enrollment**
JUL -2017	1st Run	11	15130
JUL -2018	2nd Run	13	21784
JAN-2019	3rd Run	10	9792
JUL-2019	4th Run	16	39550
JAN-2020	5th Run	21	56570
JUL-2020	6th Run	73	153094
JAN-2021	7th Run	106	264854
JUL- 2021	8th Run	129	201408
JAN-2022	9th Run	151	217187
JUL- 2022	10th Run	185	250592
JAN-2023	11th Run	190	189444
JUL- 2023	12th Run	214	174807
JAN-2024	13th Run	225	235686
JUL- 2024	14th Run	253	227541
JAN-2025	15th Run	291	324924
JUL-2025	16th Run	314	311439
	Total	**2202**	**2693802**

Source: COE Records

Appendix 4

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: 20th March 2025

NOTIFICATION No. 22

With the approval of the competent authority, a committee has been constituted for documentation of implementation of NEP, 2020 on **"Online and Digital Education"** for ensuring smooth coordination and timely completion of tasks for **2nd cycle of NAAC accreditation** and **NIRF 2026 ranking** of the University.

The committee comprises the following members:

1. Prof. Shachi Shah, Director, COE – Chairperson
2. Prof. V.V. Subrahmanyam, SOCIS – Member
3. Dr. V.P. Rupam, Director, CPC/Add. Director, RSD – Member
4. Dr. Akshay Kumar, Assoc. Prof., SOCIS – Member
5. Prof. Manjulika Srivastava, OSD, CIQA – Member
6. Dr. Navita Abrol, DD, CIQA – Convenor

The task needs to be completed on or before 31st May 2025.

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

(Prof. Vijayakumar P.)
Director, CIQA

Appendix 5

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068

Minutes Of The 1st Meeting Of The Committee On "Online And Digital Education" On 11th April 2025 At 2:30 Pm In The Conference Room, Ciqa, Ignou, Maidan Garhi, New Delhi-110 068.

Following attended the meeting on 11th April 2025:

Prof. Shachi Shah, Director, COE	Chairperson
Prof. V.V. Subrahmanyam, SOCIS	Member
Dr. V.P. Rupam, Director, CPC/Add. Director, RSD	Member
Dr. Akshay Kumar, Assoc. Prof., SOCIS	Member
Dr. Navita Abrol, DD, CIQA	Member

Prof. Manjulika Srivastava, OSD, CIQA could not attend the meeting as she was on leave.

The first meeting of the Committee on "Online and Digital Education" was welcomed by Dr. Navita Abrol, Deputy Director, CIQA and Committee Convener. She underlined that this committee's goal is to comprehensively record IGNOU's efforts in online and digital education during the previous five years. She requested to Prof. Vijayakumar, Director of CIQA, outline the meeting's goal to the members. He explained the goal and anticipated outcomes to the committee. In order to demonstrate IGNOU's efforts towards online and digital education, he clarified, the Committee will be in charge of creating an extensive and fact-based report.

Tentative Structure and Allocation of Sections

After detailed deliberations the following structure was decided and responsibilities for drafting specific sections were allocated to the centres as under:

Structure and Responsibilities

1. **Executive Summary (*CIQA*)**
   - Key Developments in Open and Digital Learning
   - Strategic Milestones Achieved (2020–2025)
2. **Introduction (*Prof. Shachi, COE*)**
   - About COE, IGNOU

- Importance of Open and Digital Learning
- Objectives and Scope of the Report

3. Policy and Strategic Framework (*CIQA*)

- Alignment with National Education Policy (NEP) 2020
- UGC and AICTE Guidelines for Online and ODL Education
- OER policy & IPR Policy
- IGNOU's Strategic Vision for Digital Learning

4. Programmes Offered Through ODL and Online Modes (*Dr. VP Rupam & Prof. Shachi*)

- Online Degree, Diploma, and Certificate Programmes
- ODL Programmes with Online Support
- MOOCs and SWAYAM Initiatives

5. A. Digital Infrastructure and Technology Ecosystem @ HQs (*Prof. VVS & Dr. AK*)

- eGyanKosh (Digital Repository), WEAS
- SWAYAM and SWAYAMPRABHA Channels
- Learning Management System (LMS) and Portals
- Mobile Applications and Digital Classrooms
- Official Website & Admission Portal
- Smart Classrooms
- Zoom Licensing & email address for each programme
- IoT
- EMPC Infrastructure (Studios, Post production studios)
- COE Infrastructure (Studios, Post production studios)
- YouTube Channels, Two way video TC (Skype)
- One Nation One subscription

B. Digital Infrastructure @ RCs (*CIQA*)

6. Curriculum Development and e-Content Creation (*Prof. VVS & Dr. AK*)

- Interactive Multimedia Content
- Video Lectures and Webinars
- Self-Learning Materials (SLMs) in Digital Formats

7. Student Enrollment and Learner Support (*Dr. VP Rupam & Prof. Shachi*)

- Enrollment Trends in Online/ODL Modes
- Digital Counselling and Academic Support
- Use of social media, email, SMS
- Grievance redressal

8. Assessment, Evaluation, and Certification (*Prof. Shachi, COE*)

- Online Examinations and Proctoring Tools
- Assignments and Continuous Assessment
- Certification and Transcript Digitization

- Block Chain
- Online Exam paper Delivery system

9. Faculty Development and Capacity Building (*Prof. Shachi, COE & CIQA through STRIDE*)

- Training in Digital Pedagogy
- Development of MOOCs and Online Course Facilitation
- Best Practices in Online Teaching

10. Best Practices & Innovations in DOL (*CIQA*)

- Audio books
- QR Codes
- E-office
- Systemic Research in DOL

11. Future Directions and Roadmap/ The Way Forward (*All members*)

- Expansion Plans for Digital and Open Learning
- Strategic Partnerships and Collaborations
- Vision 2030 for IGNOU's Digital Education
- Virtual Support Services

12. Annexures

- List of Online and ODL Programmes (*Dr. VP Rupam*)
- Data Tables and Enrollment Statistics (*Dr. VP Rupam*)
- Relevant Notifications and Circulars (*CIQA*)

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**. CIQA will coordinate follow-ups and provide support in standardizing formatting and structure.

Chairperson of the Committee


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