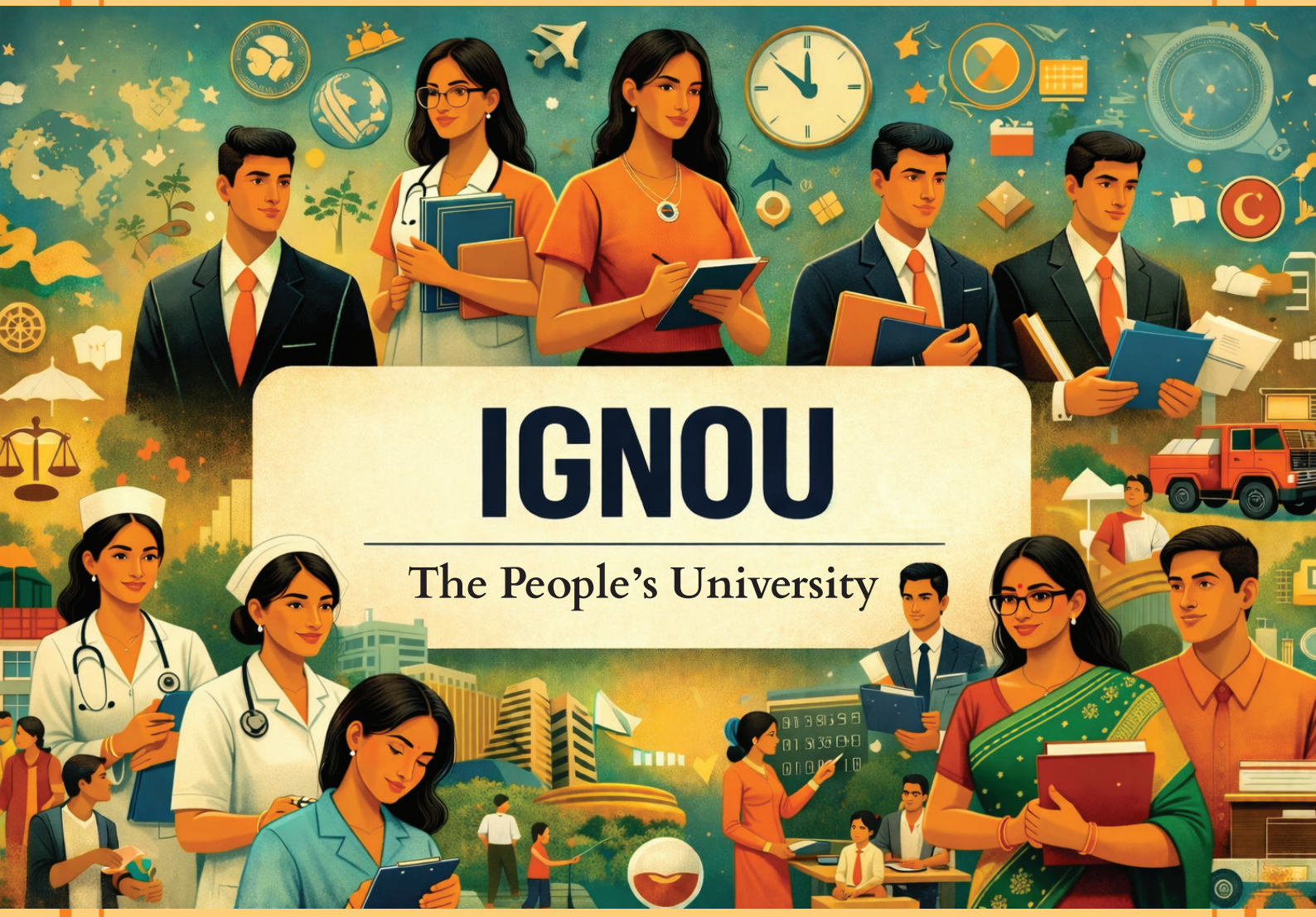
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PROFESSIONAL EDUCATION AT IGNOU (2020-2025)



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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PROFESSIONAL EDUCATION AT IGNOU (2020-2025)

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)
MAIDAN GARHI, NEW DELHI - 110068

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Foreword



The Indira Gandhi National Open University (IGNOU), founded by an Act of Parliament in 1985, has consistently served as a model of inclusive, equitable, and quality higher education through Open and Distance Learning (ODL) and Online modes. The governance and leadership model at IGNOU embodies the fundamental values articulated in our mission: democratizing education, extending access to the underserved, and empowering learners across diverse societal segments.

Professional education has always held a central place in IGNOU's mission to widen opportunities for higher learning and to support national development. The University carries a unique responsibility to reach diverse groups of learners and to offer programmes that strengthen skills, deepen professional competencies, and expand pathways for meaningful employment. Over the years, the University has steadily built a portfolio of professional programmes that respond to emerging needs, societal priorities, and the expectations of a rapidly evolving workforce. These programmes are designed and delivered by the various Schools of Studies and reflect a balanced emphasis on academic rigour, practical training, and relevance to industry and community settings. With support from its extensive network of Regional Centres and Learner Support Centres, as well as the growing integration of digital technologies, IGNOU has been able to deliver professional education to learners who may not otherwise have access to such opportunities. This includes working adults, women seeking flexible learning, youth from rural and remote regions, and many first-generation learners who rely on IGNOU for upward social and economic mobility.

This document on Professional Education at IGNOU brings together the University's initiatives, achievements, and ongoing efforts in this important domain. It outlines the approaches used in programme development, the alignment with national quality frameworks, and the role of technology-enabled learning in strengthening the professional education ecosystem. It also reflects the University's continuous engagement with the aspirations of the NEP 2020, particularly its focus on skills, employability, and lifelong learning.

I appreciate the contribution of the Schools of Studies, CIQA, and all colleagues who have worked towards the preparation of this compilation. I am confident that it will serve as a useful resource for academics, policymakers, partners, and learners, and will guide future efforts to further enrich professional education at IGNOU.

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, distance and digital education (ODDL). Their work reflects not only professional excellence but also a shared vision of advancing IGNOU's mission of inclusive and quality higher education across the country and beyond. CIQA acknowledges the contribution of the Schools of Studies and STRIDE for providing the necessary information and access to their records which helped in completing the document on "Professional Education at IGNOU.

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

Professional education has become inevitable in today's dynamic socio-economic landscape which is characterised by rapid technological shifts, expanding service sectors, and evolving labour market. This demands a workforce equipped with both specialised knowledge and practical skills. In addition to improving employability, this kind of education helps people advance their skills, change careers, and make significant contributions to the advancement of their nation. Professional programmes enable learners to effectively respond to new problems, developing occupational skill sets, and societal requirements by bridging the gap between academia and the industry.

1.1 Background and Rationale

The mandate of Indira Gandhi National Open University (IGNOU), as enshrined in its Act of Parliament, is rooted in the principles of equity, access, and quality in higher education. Established as a national institution to democratise education, IGNOU was envisaged to reach learners who are otherwise excluded from the conventional higher education system due to geographical, socio-economic, professional, or personal constraints. Within this broader mandate, professional education occupies a central and strategic position.

India's demographic diversity and expanding economy demand a large pool of trained professionals across sectors such as education, health, management, social services, technology, law, agriculture, and emerging interdisciplinary fields. IGNOU's rationale for prioritising professional education lies in addressing this national requirement by offering flexible, affordable, and credible learning opportunities aligned with workforce needs. Through its Open, Distance and Digital Learning (ODDL) framework, the University enables learners to acquire professional knowledge and skills without disrupting their employment or personal responsibilities, thereby promoting lifelong learning.

IGNOU's professional programmes are designed to be inclusive and learner-centric, catering to working professionals seeking upskilling, first-generation learners aspiring for employability, women balancing education with family responsibilities, youth in search of career-oriented qualifications, and learners located in remote and underserved regions. The emphasis on modular curricula, multiple entry and exit options, and technology-enabled delivery further strengthens access and flexibility.

By strengthening human resource development at scale, IGNOU contributes to capacity building in critical sectors and supports socio-economic development. Its professional education initiatives align with national priorities by enhancing employability, supporting skill development, and fostering socially responsible professionals. In fulfilling this role, IGNOU effectively operationalises its statutory mandate as a national open university committed to expanding educational opportunities and supporting India's development aspirations.

1.2 Importance of Professional Education in NEP 2020

The National Education Policy (NEP) 2020 accords significant importance to professional education, recognizing it as a critical driver of national development, employability, and social transformation. In a rapidly changing global economy shaped by technological advancement, innovation, and complex societal challenges, professional education is envisaged as a means to equip learners with relevant knowledge, skills, ethics, and competencies required for productive engagement with the world of work.

NEP 2020 emphasizes the integration of professional education with the general education system, moving away from rigid silos that historically separated disciplines such as engineering, medicine, law, management, agriculture, and teacher education. By promoting multidisciplinary and holistic education, the policy seeks to produce professionals who are not only technically competent but also socially responsible, ethically grounded, and capable of critical thinking, communication, and problem-solving. This integration ensures that professional graduates develop a broad understanding of society, culture, and sustainability alongside domain-specific expertise.

A key focus of NEP 2020 is enhancing the quality, relevance, and accessibility of professional education. The policy advocates outcome-based curricula aligned with industry needs, professional standards, and emerging sectors, while also encouraging internships, apprenticeships, and experiential learning. Such measures aim to bridge the gap between education and employment, thereby improving graduate employability and fostering entrepreneurship. Emphasis on lifelong learning, flexible entry–exit options, and micro-credentials further enables professionals to continuously upgrade their skills in response to evolving labour market demands.

NEP 2020 also highlights the role of professional education in nation-building. Well-trained professionals are essential for strengthening public services, healthcare systems, legal frameworks, infrastructure, education, and governance. By promoting equity, inclusion, and the use of technology-enabled learning, including open and distance learning modes, the policy seeks to democratize access to professional education and reach diverse and underserved populations.

In essence, professional education under NEP 2020 is positioned as a cornerstone for creating a skilled, ethical, and future-ready workforce capable of contributing meaningfully to India's economic growth, social well-being, and global engagement.

2. PROFESSIONAL EDUCATION: AN OVERVIEW

The term "professional education" describes structured education that gives people the skills they need to work successfully in particular professions or service industries. It emphasises preparing learners for specific jobs by assisting them in gaining practical skills, specialised/applied knowledge, and the professional standards required in their chosen fields of work. Professional education is intimately linked to the skilled labour and the duties associated with a certain occupation, in contrast to conventional education, which emphasizes conceptual understanding and intellectual development. UG and PG Degree programmes, diplomas, certificates, and courses for ongoing professional development represent some forms that professional education is provided.

2.1 Concept

Professional education is based on the understanding that modern societies and knowledge-driven economies require individuals who are not only academically qualified but also professionally competent and ethically responsible. It focuses on preparing learners to perform specialised roles by equipping them with domain-specific knowledge, practical skills, and the confidence needed to function effectively in real-world work environments. Unlike purely theoretical education, professional education places strong emphasis on application, experiential learning, and continuous skill development.

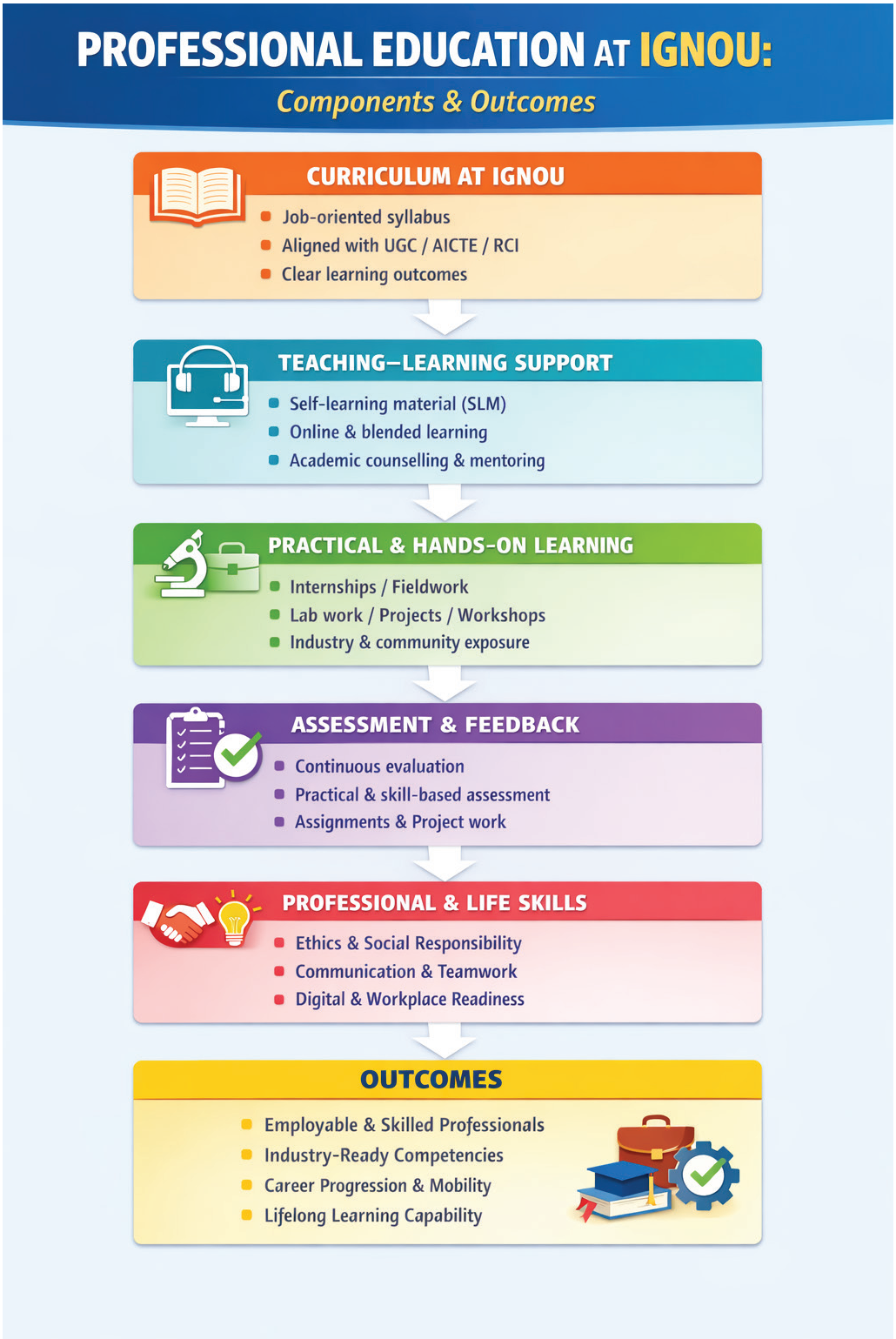
In the context of rapid technological change, globalisation, and evolving occupational structures, professional education plays a crucial role in enabling adaptability and innovation. It encourages learners to respond constructively to new tools, processes, and workplace challenges, fostering a mindset of lifelong learning. By linking conceptual clarity with practical exposure, through internships, fieldwork, case studies, simulations, and project-based learning, it ensures that graduates are job-ready and capable of problem-solving in complex situations.

Equally significant is the role of professional education in nurturing workplace ethics and social responsibility. It sensitises learners to professional standards, accountability, teamwork, and respect for diversity. Attributes such as effective communication, leadership, decision-making, collaboration, and reflective thinking are systematically developed, enabling professionals to work efficiently in multidisciplinary teams. Overall, professional education supports holistic human development by balancing technical competence with ethical conduct and social commitment, thereby contributing to organisational effectiveness and sustainable societal progress.

2.2 Components

Professional education typically consists of several interconnected components that together ensure the development of competent, confident, and ethically responsible professionals. At its core lies a strong and well-structured curriculum that integrates subject-specific knowledge with practical skills. Curricula are developed through a rigorous process involving subject matter experts, practitioners in accordance with the regulatory frameworks. Such curricula emphasise application-oriented learning through case studies, problem-based approaches, and opportunities for learners to relate theoretical concepts to real professional situations.

A vital component of professional education is experiential learning. Internships, fieldwork, laboratory work, projects, hands-on training, seminars, workshops, practicums, log-book maintenance at Skill Development Centre, field works, and studio-based activities enable learners to gain first-hand exposure to workplace practices and professional environments. These practical elements strengthen the linkage between knowledge, learning, and practice, and help learners develop problem-solving abilities, technical proficiency, and professional confidence.



The teaching–learning process in professional education is also characterised by interactive pedagogies. In the context of ODDL, these include demonstrations, simulations, collaborative activities, and blended learning approaches that effectively combine face-to-face and digital modes. Technology-enabled learning resources play a key role in enhancing accessibility, flexibility, and learner engagement.

Assessment is another critical component, designed not merely to test theoretical understanding but to evaluate task performance and workplace competencies. These components are embedded within a systematic and quality-assured framework. Delivery is supported through Regional Centres, Learner Support Centres and robust digital platforms. Digital platforms such as the IGNOU Online Portal, SWAYAM, SWAYAMPRABHA, eGyankosh, IGNOU e-content App, GyanDarshan, GyanVani and GyanDhara further support the learning experience by offering multimedia content, virtual classes, and interactive teaching-learning sessions.

2.3 Outcomes

The outcomes of professional education are visible at multiple levels. For learners, it enhances their readiness to enter the workforce, progress within their careers, or shift to new professional domains as opportunities evolve. Organisations benefit from a skilled workforce that can contribute to improved performance, adherence to quality standards, and innovation in practice. At a broader level, professional education contributes to the nation's development by supplying qualified professionals in sectors such as healthcare, education, management, communication, agriculture, and technology. In essence, the ultimate outcome of professional education is the strengthening of human capital, upskilling and reskilling the existing workforce and the advancement of personal, social and economic well-being. For learners, these programmes provide pathways for career advancement and lifelong learning, enabling them to participate more effectively in the workforce and/or transition into new professional domains.

For organisations and industry, IGNOU's professional graduates contribute to improved productivity, innovation, and adherence to sectoral standards. At the national level, IGNOU's widespread reach and affordable programmes support human resource development in priority areas, which emphasises multidisciplinary learning, employability, and the strengthening of professional and vocational education ecosystems. Through these outcomes, University continues to fulfil its mandate of extending high-quality, relevant, and socially responsive professional education to learners across the country and beyond. It has enabled learners to gain specialized knowledge, practical skills, and professional competences in order to better equip them to meet specific occupational roles.

Professional education aligns directly with the University's mandate by offering programmes that help learners enhance their applied skills in diverse fields such as management, education, engineering, environment, geoinformatics, journalism, health sciences, nursing, information technology, agriculture, social work, law, vocational studies and so on. These programmes are meant not merely to offer academic learning but also to cultivate the competencies essential for responsible and effective practice.

The University's commitment to increasing access for diverse learners such as working adults, women, rural youth, defence personnel, jail inmates, learners from remote locations, and those unable to attend professional education through conventional mode. In keeping with the emerging paradigm of ODDL at IGNOU, such professional programmes also promote flexibility, learner autonomy, and applicability to real-world situations. The University acknowledges that professional roles nowadays demand not just technical expertise but also adaptability, ethical conduct, communication skills, and the capacity to operate in dynamic and diverse situations.

Thus, the professional programmes integrate practical exposure, contemporary curriculum design, and technology-enabled learning to nurture professionals who can meet the evolving expectations of the society and industry. Several IGNOU graduates find work in government agencies, industry/businesses, media outlets, development organizations, hospitals/healthcare facilities, and educational institutions. Professionals with IGNOU's training can set up and promote enterprises, and upgrade their knowledge and practical expertise.

3. CURRENT LANDSCAPE OF PROFESSIONAL EDUCATION

IGNOU offers a wide and diverse range of professional programmes through its various Schools of Studies, reflecting the University's mandate to provide inclusive, flexible, and employment-oriented education. IGNOU's professional programmes aim to prepare learners for leadership roles, entrepreneurship, and professional advancement across diverse domains. Delivered through the Open and Distance Learning (ODL) and online modes, the programmes combine theoretical foundations with practical components including internships, projects, fieldwork, and skill-based training. With flexible entry and exit options, an interdisciplinary curriculum, and industry-relevant content aligned with national policies such as NEP 2020, these programmes support learner mobility and employability.

3.1 Schools offering Professional Education Programmes

The University has developed a broad, diversified, and well-structured portfolio of professional programmes that spans undergraduate degree, postgraduate degree, diploma, and certificate levels. This vertical integration reflects the University's commitment to lifelong learning, skill progression, and flexible academic pathways in alignment with national priorities and NEP 2020. The professional programmes offered by the Schools of Studies have been listed in *Appendix* 1.

The School-wise analysis of the professional programmes offered by the University is presented below:

1. School of Management Studies (SOMS)

The School of Management Studies represents one of the most comprehensive professional clusters in the University. It offers programmes across multiple levels catering to different sectors, demonstrating strong vertical academic mobility. The MBA programme is offered in multiple functional specialisations including Banking & Finance, Human Resource Management, Financial Management, Marketing Management, and Operations Management. This reflects a well-structured functional approach aligned with corporate sector requirements.

Several programmes are AICTE-approved and industry-linked, indicating regulatory compliance and professional credibility. The curriculum design emphasises analytical thinking, strategic decision-making, leadership development, and sectoral competence. In addition, programmes such as MBA (Banking and Finance) and BBARIL are offered in collaboration with professional bodies, strengthening industry-academia integration. The School demonstrates strong alignment with employability, professional mobility, and entrepreneurship.

2. School of Health Sciences (SOHS)

The School of Health Sciences offers a large portfolio of professional programmes focusing on nursing, medical specialisations, public health, and emergency response. The programmes are primarily designed for in-service healthcare professionals and aim at capacity building within the health system.

Key areas include HIV Medicine, Maternal and Child Health, Geriatric Medicine, Critical Care Nursing, Disaster Medical Management (CBRNE) and Home-Based Health Care. Several programmes are recognised by statutory bodies such as the Indian Nursing Council and developed in collaboration with organisations like WHO (South-East Asia Region), enhancing institutional credibility.

The programmes emphasise clinical competence, emergency preparedness, ethical practice, community health, and National Health Mission alignment. This School plays a critical role in addressing healthcare workforce shortages and upgrading professional qualifications without disrupting employment.

3. School of Computer and Information Sciences (SOCIS)

This School focuses on emerging digital technologies and computing sciences. The programme structure offers a clear academic pathway from Certificate in Information Technology to BCA, PGDCA, MCA, and M.Sc. (Data Science and Analytics).

The curriculum emphasises software development, computational methods, networking, programming, and data-driven problem-solving. The inclusion of Data Science reflects responsiveness to global technological shifts and industry demands. The programmes combine theoretical foundations with practical applications, project work, and technology integration, enhancing employability in IT and IT-enabled sectors.

4. School of Continuing Education (SOCE)

The School of Continuing Education has a diversified and community-oriented portfolio. It includes programmes in Rural Development, Counselling and Family Therapy, Home Science, Nutrition, Early Childhood Education, Rehabilitation Psychology, Panchayat Administration, Event Management, and Apparel Merchandising.

The School integrates social sciences with vocational training and community engagement. Many programmes emphasise grassroots governance, women's empowerment, community development, and livelihood generation. There is strong interdisciplinary integration, linking social welfare, nutrition, child development, communication, and entrepreneurship. Some programmes are recognized by statutory bodies such as RCI.

5. School of Education (SOE)

The School of Education has a structured framework for teacher education and educational leadership. It offers pre-service (B.Ed., ITEP), in-service (PGDHE, PGDET), and leadership programmes (PGDSLM, PGDEMA). The programmes emphasise pedagogical innovation, inclusive education, educational technology, curriculum design, and institutional management.

The School demonstrates alignment with national education reforms and professional standards. Programmes combine theoretical knowledge with practical internships, contact programmes, and project components. It caters to school teachers, higher education faculty, administrators, and institutional leaders.

6. School of Extension and Development Studies (SOEDS)

This School focuses on policy-oriented and development-centric programmes. Major thematic areas include Development Studies, Corporate Social Responsibility (CSR), Urban Studies, Population and Family Health, Tribal Studies, and Animal Welfare.

The programmes emphasize formulation, implementation, monitoring, and evaluation of development projects. There is a strong interdisciplinary approach integrating governance, sustainability, social justice, demography, and community development. The School addresses emerging areas such as CSR and urban governance, reflecting contemporary socio-economic realities.

7. School of Agriculture (SOA)

The School of Agriculture has a strong vocational and entrepreneurial orientation. Programmes include Agri-business Management, Food Safety and Quality Management, Dairy Technology, Meat Technology, Horticulture, Organic Farming, Beekeeping, Poultry Farming, Water Harvesting, and Agricultural Cost Management.

The emphasis is on skill development, rural entrepreneurship, value addition, supply chain management, and post-harvest technology. Many programmes target farmers, rural youth, and agri-entrepreneurs. The School contributes directly to livelihood enhancement, food security, and rural development.

8. School of Law (SOL)

The School of Law focuses on applied and emerging legal domains such as Criminal Justice, Intellectual Property Rights, Cyber Law, Patent Practice, and Paralegal Practice. The programmes are multidisciplinary, integrating law with technology, governance, and public policy.

The curriculum aims to build analytical competence, legal drafting skills, and understanding of regulatory frameworks. These programmes cater to law enforcement personnel, legal professionals, administrators, and working practitioners.

9. School of Vocational Education and Training (SOVET)

This School is highly employment-driven and industry-oriented. It offers programmes in Information Security; Entrepreneurship; MSMEs; Pharmaceutical Sales Management; BPO Finance & Accounting; Modern Office Practice; and Fashion Design.

The programmes focus on skill acquisition, start-up culture, professional ethics, communication skills, and sector-specific competencies. They respond to industry needs and promote job-readiness and entrepreneurship.

10. School of Social Sciences (SOSS)

The School offers professional programmes in Library and Information Science; Mental Health; Disaster and Risk Reduction. The emphasis is on applied social sciences, psychosocial support, disaster preparedness, and knowledge management. The integration of practical training and project work enhances professional competence.

11. School of Tourism and Hospitality Service Management (SOTHSM)

The School focuses on tourism, travel, and facility management. The programmes aim to develop managerial and entrepreneurial competencies in tourism enterprises and service-sector operations. There is strong employability orientation aligned with the expanding travel and tourism industry.

12. School of Humanities (SOH)

The School blends traditional knowledge systems with applied humanities. Programmes in *Jyotish,* Professional Hindi Writing, Book Publishing, *Vastu Shastra,* and Teaching English as a Second Language indicate a mix of cultural preservation and professional orientation. The focus is on practical application of language, publishing, and traditional sciences.

13. School of Science (SOS)

The School of Science offers advanced programmes in Mathematics, Applied Statistics, Geoinformatics, Biochemistry, Environmental Studies, Analytical Chemistry, and Aquaculture. The programmes emphasise analytical skills, research competence, industrial application, and emerging scientific domains. Strong integration of theory and application is evident in these programmes.

3.2 Overview of Existing Professional Education Programmes

The programmes offered by the University may be systematically grouped into major disciplinary domains based on thematic focus, professional orientation, and sectoral alignment. The analysis below highlights depth, diversity, vertical mobility, professional relevance, and institutional strengths within each discipline.

1. Management and Business Administration

This is the most extensive disciplinary cluster of the programmes. It includes General Management (MBA), sector-specific MBAs (Banking & Finance, Health Care & Hospital Management, Agri-business, etc.), and functional specialisations (HRM, Financial Management, Marketing, Operations). The discipline also includes programmes at different levels such as undergraduate (BBA), PG Diplomas (HRM, Marketing, Financial Management, Service Management, International Business), and certificate-level programmes (NGO Management). This cluster demonstrates institutional strength in professional management education, addressing private, public, and development sectors.

Key Characteristics:

- Functional specialization reflecting corporate structures.
- Industry collaboration and AICTE approval in select programmes.
- Focus on leadership, analytical ability, and strategic decision-making.
- Programmes designed for both fresh graduates and working professionals.

2. Health Sciences and Medical Education

This discipline includes Nursing (Post Basic B.Sc. Nursing, Diplomas in Nursing Administration and Critical Care), Medical Specializations (HIV Medicine, Maternal & Child Health, Geriatric Medicine), Disaster Medical Management (CBRNE), and community health certificates. The programmes are meant for the working professionals. The discipline contributes significantly to strengthening the healthcare workforce, especially in rural and underserved regions.

Key Characteristics:

- Strong focus on in-service professional upgradation.
- Collaboration with WHO and Indian Nursing Council.
- Emphasis on clinical competence, emergency response, and public health.
- Capacity-building orientation aligned with national health missions.
- Community-based healthcare focus (Home-Based Care, Waste Management, Geriatric Care).

3. Computer Science, Information Technology, and Data Sciences

This cluster includes MCA, M.Sc. (Data Science and Analytics), BCA, PGDCA, and Certificate in Information Technology. This discipline reflects responsiveness to digital transformation and technology-driven economic growth.

Key Characteristics:

- Structured progression from foundational IT to advanced analytics.
- Emphasis on programming, networking, database management, and computational methods.
- Integration of emerging areas such as Data Science.
- Strong employability orientation aligned with IT industry needs.
- Blend of theoretical grounding and practical project work.

4. Education and Teacher Professional Development

The discipline includes B.Ed., Integrated Teacher Education Programme (ITEP), PG Diplomas in Higher Education, Educational Technology, School Leadership, Educational Management, and specialised certificates in Guidance and Professional Development. The discipline reflects IGNOU's long-standing mandate in teacher education and institutional leadership development.

Key Characteristics:

- Covers pre-service and in-service teacher education.
- Emphasis on pedagogical innovation, inclusive education, ICT integration.
- Leadership and management training for school administrators.
- Strong practical components including internships and contact programmes.
- Alignment with contemporary educational reforms and policy frameworks.

5. Development Studies, Governance, and Social Sector Studies

This cluster of programmes spans Rural Development, Development Studies, CSR, Urban Studies, Population & Family Health, Tribal Studies, Animal Welfare, and Panchayat Administration. This discipline reflects IGNOU's social commitment and its engagement with grassroots and policy-level development processes.

Key Characteristics:

- Interdisciplinary integration of economics, sociology, governance, and policy.
- Focus on planning, monitoring, and evaluation of development programmes.
- Capacity building for government officials, NGOs, and development professionals.
- Emphasis on sustainability, urbanization, and social justice.
- Strong relevance to national and global development agendas (SDGs).

6. Agriculture and Allied Sciences

This includes Agribusiness Management, Food Safety and Quality Management, Dairy Technology, Meat Technology, Horticulture, Organic Farming, Beekeeping, Poultry Farming, Aquaculture, Water Harvesting, and Agricultural Cost Management. This cluster directly supports rural economy strengthening and food system modernization.

Key Characteristics:

- Strong vocational and entrepreneurship orientation.
- Focus on post-harvest management, value addition, and supply chain.
- Targeted at farmers, rural youth, and agri-entrepreneurs.
- Emphasis on livelihood enhancement and sustainability.
- Integration of food safety standards and regulatory frameworks.

7. Law and Legal Studies

Programmes include Criminal Justice, Intellectual Property Rights, Cyber Law, Patent Practice, and Paralegal Practice. The discipline addresses contemporary legal complexities in digital and regulatory environments.

Key Characteristics:

- Focus on emerging legal domains (IPR, Cyber Law).
- Multidisciplinary integration of law with technology and governance.
- Skill development in legal drafting and procedural understanding.
- Targeted at professionals in law enforcement, judiciary, and administration.

8. Vocational Education, Entrepreneurship, and Skill Development

This includes Information Security, Entrepreneurship, MSMEs, Pharmaceutical Sales Management, BPO Finance & Accounting, Modern Office Practice, Fashion Design, and related programmes. This discipline aligns closely with national skill development and employability initiatives.

Key Characteristics:

- Strong industry-aligned curriculum.
- Emphasis on start-up culture and entrepreneurial competence.
- Focus on communication skills, soft skills, and workplace readiness.
- Short-duration skill-based certifications.

9. Social Sciences and Human Services

This cluster includes Library and Information Science, Mental Health, Disaster Risk Reduction, and Rehabilitation Psychology. This discipline contributes to social resilience and knowledge infrastructure.

Key Characteristics:

- Professional accreditation (e.g., RCI recognition).
- Focus on psychosocial support, disaster management, and knowledge organization.
- Integration of theory with field-based practical training.
- Preparation for public sector and NGO employment.

10. Tourism, Hospitality, and Facility Management

Includes Master of Tourism and Travel Management, BA (Tourism Management), Bachelor of Tourism and Travel Management, and Facilities & Services Management.

Key Characteristics:

- Service-sector oriented.
- Emphasis on managerial and entrepreneurial skills.
- Industry-relevant curriculum.
- Supports growing tourism and hospitality economy.

11. Humanities and Applied Cultural Studies

Programmes include *Jyotish*, Professional Hindi Writing, Book Publishing, *Vastu Shastra*, and Teaching of English as a Second Language.

Key Characteristics:

- Blend of traditional knowledge and modern professional application.
- Focus on publishing, language proficiency, and applied communication.
- Preservation of cultural knowledge systems alongside employability orientation.

12. Pure and Applied Sciences

Includes Mathematics with Computer Science Applications, Applied Statistics, Geoinformatics, Biochemistry, Analytical Chemistry, Environmental Studies, and Aquaculture.

Key Characteristics:

- Strong analytical and research orientation.
- Integration of interdisciplinary applications.
- Industry and technology relevance.
- Preparation for higher studies and research careers.

3.3 Collaborations with Industries, Government Bodies, and Training Partners

IGNOU through its diverse Schools of Studies, has established meaningful collaborations with industries, statutory bodies, professional councils, government agencies, and sectoral organizations to ensure the relevance, credibility, and professional orientation of its programmes. These collaborations enhance curriculum quality, regulatory compliance, practical exposure, and employability outcomes.

Collaboration with Regulatory and Statutory Bodies

Several programmes are developed and offered in alignment with national regulatory frameworks. For instance, selected Management programmes are approved by AICTE, ensuring adherence to national standards in professional management education. Nursing-related programmes are recognized by the Indian Nursing Council, enabling professional legitimacy and career advancement for in-service nurses.

Programmes such as Rehabilitation Psychology and Early Childhood Special Education are approved by the Rehabilitation Council of India (RCI), ensuring that graduates are eligible for professional registration and practice. Similarly, health-related programmes developed in collaboration with the World Health Organization (WHO – South-East Asia Region) reflect international standards and global best practices in public health and healthcare waste management.

These regulatory partnerships strengthen programme credibility, maintain quality benchmarks, and ensure alignment with statutory requirements.

Collaboration with Government Bodies and Public Sector Institutions

IGNOU's programmes demonstrate strong engagement with government ministries, national missions, and public sector priorities. Health Sciences programmes such as HIV Medicine, Maternal and Child Health, Geriatric Medicine, and Disaster Medical Management are aligned with national health initiatives and support capacity building of medical professionals working in public health systems, PHCs, and CHCs.

In the agriculture sector, programmes such as Agribusiness, Food Safety and Quality Management, Organic Farming, Sericulture (in collaboration with Central Silk Board), and Water Harvesting are aligned with national agricultural development strategies and rural livelihood missions. These initiatives contribute directly to strengthening grassroots capacity and rural entrepreneurship.

Programmes in Development Studies, Rural Development, Urban Studies, CSR, Panchayat Level Administration, and Tribal Studies are designed to support governance, decentralised planning,

and policy implementation. They cater to government officials, elected representatives, NGO functionaries, and development professionals engaged in public administration and social welfare.

Similarly, educational programmes such as ITEP, B.Ed., School Leadership and Educational Management are aligned with national education policy priorities and support professional development of teachers and administrators within government and private institutions.

Industry-Academia Linkages

Many programmes are designed in consultation with industry experts to ensure contemporary relevance. The MBA (Banking and Finance) programme, offered in collaboration with banking and financial sector institutions, reflects sector-specific needs. Programmes in Information Security, Data Science, BPO Finance & Accounting, Pharmaceutical Sales Management, Fashion Design, Event Management, and Tourism are aligned with industry skill requirements and emerging market demands.

The School of Computer and Information Sciences integrates practical training, project-based learning, and exposure to modern software technologies to meet the expectations of the IT industry. Likewise, Tourism and Hospitality programmes emphasize managerial and entrepreneurial skills to meet the needs of travel trade and service-sector enterprises.

Food Safety and Quality Management programmes respond to regulatory frameworks such as food safety standards and quality assurance systems, preparing professionals for roles in food industry, quality control laboratories, and regulatory bodies.

Collaboration with Training Partners and Sectoral Organizations

IGNOU collaborates with specialized training partners and professional organizations to strengthen practical learning components. Health-related programmes include supervised contact sessions, supervised activities, supervised internships, field-based training, and clinical exposure. Early Childhood Education and Special Education programmes include practical components aligned with professional standards prescribed by statutory councils.

Agriculture and allied sector programmes incorporate hands-on training and field exposure in areas such as food processing (dairy, meat, fruits and vegetables), horticulture, organic farming, poultry farming, dairy farming, and beekeeping. These programmes are designed to enhance entrepreneurial skills and promote self-employment.

Similarly, vocational programmes in Modern Office Practice, Apparel Merchandising, and Fashion Design combine theoretical instruction with applied skill training aligned with industry practices.

International and Regional Collaborations

Some programmes demonstrate regional collaboration beyond national boundaries. The Post Graduate Diploma in Environment and Sustainable Development has been developed in collaboration with the South Asia Foundation Learning Initiative (SAFLI) and other Open Universities of the SAARC region, reflecting cross-border academic engagement and shared sustainability goals.

Such initiatives indicate IGNOU's commitment to regional cooperation and knowledge exchange in areas of common developmental concern.

4. THE WAY FORWARD

The comprehensive range of professional programmes offered across the Schools of Studies reflects IGNOU's strong multidisciplinary presence and national outreach. Moving forward, there is a need to consolidate and strategically strengthen this portfolio through systematic curriculum modernization, enhanced industry engagement, digital innovation, and global benchmarking.

In the context of rapid technological transformation and evolving workforce requirements, IGNOU should institutionalize periodic curriculum revision across all professional programmes. Emerging areas such as Artificial Intelligence, Data Analytics, Cyber Security, Climate Change, Sustainable Development, Digital Health, Agri-Tech, Environmental, Social, and Governance (ESG) frameworks, and Smart Urban Governance may be incorporated either as specialized electives, micro-credentials, or interdisciplinary modules. The introduction of stackable certifications and modular learning pathways will enhance flexibility and future-readiness, in alignment with the National Education Policy and global trends in higher education.

Strengthening structured partnerships with industries, professional bodies, and government agencies will be critical in the next phase of programme development. While several programmes already demonstrate collaboration with statutory bodies and sectoral institutions, formalized advisory boards for major disciplinary clusters such as Management, Health Sciences, IT, Agriculture, Tourism, and Law can ensure sustained industry inputs. Expanding apprenticeship-integrated models, structured internships, field-based learning, and project-driven engagement across programmes will significantly enhance employability outcomes and professional competence of learners.

As a premier ODDL institution, IGNOU must further leverage digital technologies to enrich learning delivery. The expansion of online degree pathways, integration of virtual laboratories (especially for Science, Geoinformatics, Statistics, Food Safety, and IT programmes), simulation-based training in Health and Disaster Management, and use of AI-enabled learner analytics for academic support will strengthen quality and retention. Blended models combining digital resources, teleconferencing, and localized hands-on training can further enhance accessibility without compromising academic rigour.

The existing vertical progression across Certificate, Diploma, Undergraduate, and Postgraduate levels provides a strong foundation for lifelong learning. Going forward, clearer credit mapping under the Academic Bank of Credits, structured lateral entry and exit options, and bridge courses enabling interdisciplinary mobility will further enhance flexibility. Such integration will support learner mobility across disciplines.

Internationalisation presents another strategic opportunity. Many programmes are already offered beyond India; this can be expanded through collaborative certification with foreign open universities, targeted international cohorts in developing regions, and joint academic initiatives in areas such as Sustainable Development, Geoinformatics, Information Security, and Agribusiness. Such efforts will reinforce IGNOU's global footprint and position it as a key player in transnational ODDL education.

Professional programmes may also be increasingly integrated with applied research and community engagement. Capstone projects addressing local developmental challenges, industry-sponsored research components, and practice-based dissertations can deepen societal impact. Agriculture, Development Studies, Population and Family Health, and Environmental Studies programmes, in particular, offer significant scope for community-linked research aligned with national development priorities.

Given the strong presence of skill-based and entrepreneurship-oriented programmes, IGNOU may further institutionalize a structured entrepreneurship ecosystem. Linking programmes with national missions such as Start-up India, Skill India, Digital India, and rural livelihood initiatives can strengthen self-employment outcomes. Sector-specific mentoring and incubation support especially in Agribusiness, Food Processing, MSMEs, Tourism, and Creative Industries would enhance the transformation from job-seekers to job-creators.

Finally, systematic outcome tracking and quality assurance mechanisms must be strengthened. A centralized graduate tracking system, structured employer feedback processes, and measurable programme outcome indicators will enhance accountability and support accreditation and ranking frameworks. Continued emphasis on inclusivity, regional relevance, and access for disadvantaged communities must remain central to programme expansion strategies. Hence, the way forward lies in consolidating academic excellence with technological innovation, industry relevance, social commitment, and global engagement thereby reinforcing IGNOU's role as a national institution committed to accessible, flexible, and professionally transformative higher education.

Appendix 1

Professional Education Programmes offered by IGNOU

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
		I. SCHOOL OF MANAGEMENT STUDIES (SOMS)	
1.	Master of Business Administration (MBA)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Foster analytical, strategic, and leadership capabilities for diverse professional roles. • Develop the skills required for careers in business and management	Designed by experienced management experts from academia and industry, this programme aims at developing professional competencies essential for careers in business and management. The curriculum comprises up-to-date courses covering diverse functional areas of business and management, ensuring relevance to current organisational and market needs. The salient features of the programme are: • AICTE approved Programme • Offered across pan India and in selected Countries outside India • Contemporary curriculum and latest study material • Affordable fee • Flexible learning
2.	Master of Business Administration (Banking and Finance) (MBF)	• Develop industry-relevant managerial competencies and contemporary knowledge in Banking and Finance. • Strengthen learners' analytical, strategic, and leadership skills for varied roles in the banking sector.	Designed by experienced management experts from academia and industry, this programme develops industry-relevant skills in business and management. The contemporary curriculum covers diverse functional areas and is structured to meet the learning needs of both fresh graduates and working professionals. The salient features of the programme are: • Offered in collaboration with Institute of Banking and Finance • AICTE approved Programme • Offered across pan India and in selected Countries outside India • Contemporary curriculum and latest study material • Affordable fee • Flexible learning

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
3.	Master of Business Administration (Human Resource Management) (MBAHM)	• Develop industry-relevant managerial skills and contemporary business knowledge. • Build analytical, strategic, and leadership capabilities for diverse professional roles.	This programme designed to develop the skills required for careers in business and management. The contemporary curriculum covers diverse areas of business and management and is relevant to present-day needs, making the programmes suitable for both fresh graduates and working professionals.
4.	Master of Business Administration (Financial Management) (MBAFM)	• Provide learners with industry-aligned managerial skills and up-to-date business knowledge. • Enhance analytical, strategic, and leadership abilities for a range of professional roles.	This programme is designed to develop professional competencies required for careers in business and management. Its curriculum includes contemporary courses across diverse functional areas, ensuring alignment with current organisational and market needs.
5.	Master of Business Administration (Marketing Management) (MBAMM)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Strengthen analytical, strategic, and leadership capabilities across diverse professional roles.	Designed by experienced management experts from academia and industry, this programme intends to develop industry-relevant skills in business and management. The contemporary curriculum spans diverse functional areas and is suitable for both fresh graduates and working professionals.
6.	Master of Business Administration (Operations Management) (MBAOM)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Strengthen analytical, strategic, and leadership capabilities across diverse professional roles.	This programme aims to develop industry-relevant skills in business and management. The contemporary curriculum spans diverse functional areas and is suitable for both fresh graduates and working professionals.
7.	Bachelor of Business Administration (BBA)	• Acquire core knowledge of management, finance, marketing, HR, and operations with the ability to apply analytical and digital tools. • Develop communication, teamwork, leadership, and ethical decision-making skills for organisational effectiveness.	This programme functions as an internship-oriented opportunity for learners aspiring to work in the service industry after completing the 12th standard. It combines online theoretical learning to build an understanding of business operations with practical exposure, enabling learners to gain valuable experience and skills before beginning their careers.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
8.	Bachelor of Business Administration in Retailing (BBARIL)	• Apply retail management concepts in store operations, merchandising, supply chain, customer service, and IT-enabled retail functions. • Demonstrate practical retail skills through internships and on-the-job training for real business environments. • Communicate effectively and work collaboratively in diverse retail contexts.	This programme offers industry linked programme for the development of the skills in the retail area and provide skilled man power to meet the growing demand of skilled persons in the Retail industry. The programme aims at inculcating the theoretical and practical knowledge and skills through course work and internship in the Retail Firm / Mall which expose the learners to the various dimensions of retail operations and facilitates their employment.
9.	Bachelor of Business Administration (Services Management) (BBASM)	• Integrate academic learning with workplace practice by simultaneously pursuing a BBA degree and gaining structured industry experience over a three-year period. • Develop professional competencies and work readiness, including communication, teamwork, problem-solving, and ethical workplace conduct.	The salient features of the programme are: • Education, Experience & Earning at the same time. • Practical experience in a company for 3 years while pursuing studies. • Monthly stipend as indicated by the company • The student will get a BBA degree from IGNOU & work experience certificate from the company on completionof the programme.
10.	Post-Graduate Diploma in Human Resource Management (PGDIHRM)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Foster analytical, strategic, and leadership capabilities for diverse professional roles.	This Post Graduate Diploma programme develop industry-relevant skills in business and management through a contemporary curriculum, and are suitable for both fresh graduates and working professionals.
11.	Post-Graduate Diploma in Financial Management (PGDIFM)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Foster analytical, strategic, and leadership capabilities for diverse professional roles.	This Post Graduate Diploma programme develop industry-relevant skills in business and management through a contemporary curriculum, and are suitable for both fresh graduates and working professionals.
12.	Post-Graduate Diploma in Operation Management (PGDIOM)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Foster analytical, strategic, and leadership capabilities for diverse professional roles.	This programme is designed to build industry-relevant skills in business and management through a contemporary and practice-oriented curriculum. The programmes cater to the learning needs of both fresh graduates and working professionals, enabling them to enhance their professional competence and career prospects.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
13.	Post-Graduate Diploma in Marketing Management (PGDIMM)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Foster analytical, strategic, and leadership capabilities for diverse professional roles.	This programme is designed to build industry-relevant skills in business and management through a contemporary and practice-oriented curriculum. The programmes cater to the learning needs of both fresh graduates and working professionals, enabling them to enhance their professional competence and career prospects.
14.	Post-Graduate Diploma in Service Management (PGDISM)	• Equip learners with industry-relevant managerial skills and contemporary business knowledge. • Foster analytical, strategic, and leadership capabilities for diverse professional roles.	This programme is designed to build industry-relevant skills in business and management through a contemporary and practice-oriented curriculum. The programmes cater to the learning needs of both fresh graduates and working professionals, enabling them to enhance their professional competence and career prospects.
15.	Post Graduate Diploma in International Business Operations (PGDIBO)	• Equip the learners with necessary conceptual, entrepreneurial and analytical skills required for handling the International Business Operations. The curriculum focuses on the of International Business.	The salient features of this programme are as follows: -Focus on applied and operational areas of International Business -Courses designed and prepared by top notch academia in the field of international business -Strong Students Support Services -Opportunity to interact with the leading experts through teleconferencing.
16.	Certificate in NGO Management (CNM)	• Provide the basic managerial concepts to NGO workers. • Give a firsthand experience to the NGO workers or, for that matter, to the end users of the programme. • Enhance the skills of end users at various levels of management.	The Certificate in NGO Management is designed for Non-Governmental Organisations (NGOs) that play a significant role in addressing development issues across India. The programme introduces the fundamentals of NGO management, examines key management functions with a specific focus on NGOs, and highlights the relevance and role of NGOs working in the healthcare sector.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
		II. SCHOOL OF HEALTH SCIENCES (SOHS)	
17.	Master of Business Administration (Health Care and Hospital Management) (MBAHCHM)	• Identify and analyse key issues in the effective management of national and international health care institutions. • Communicate effectively with all stakeholders for a multidisciplinary team management to achieve quality health care, social responsiveness and ethics. • Develop innovative and evidence-based practices in health care management through analytical and practical approach using research on emerging and ongoing business challenges in health care administration.	The MBA (Health Care and Hospital Management) programme aims to prepare a skilled workforce capable of supporting effective management and quality healthcare services in public and private healthcare institutions, including those in remote areas.
18.	Post-Basic Bachelor of Science (Nursing) (BSCNPB)	• Provide opportunity to a large segment of in-service nurses to upgrade their knowledge and skills to respond to the changing health needs of the society. • Motivate nurses to maintain clinical competence to provide quality care. • Develop teaching, administration and research skills. • Promote personal and professional growth for better opportunities.	This programme is designed to upgrade professional qualifications of working nurses through the Open and Distance Learning mode, enabling career progression without disrupting employment. The programme emphasises clinical skills, nursing research, leadership, and community health, aligned with national nursing standards and healthcare system needs.
19.	Post Graduate Diploma in HIV Medicine (PGDHIVM)	• Imbibe comprehensive knowledge on basic of HIV as related to details of management of HIV/AIDS in tertiary care set up; • Manage all complications as well as opportunistic infections due to HIV/AIDS at time of need; and • Handle emergencies related to HIV/AIDS and its complication and take bedside decision for its management.	To address the growing need for trained medical professionals, the programme aims to standardise HIV medicine training and bridge the human resource gap at ART centres, enabling MBBS doctors with the diploma to be considered for Senior Medical Officer (SMO) positions and strengthening HIV care services across the country.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
20.	Post Graduate Diploma in Maternal and Child Health (PGDMCH)	• Tackle the disease outbreaks and effectively manage the National Health Programmes especially in relation to MCH services; • Provide antenatal care including those of high-risk pregnancy, conduct normal delivery, handle common emergency care related to pregnancy and its outcome and identify referral situations; manage common gynecological morbidity and provide family planning services; • provide newborn care, identify high risk babies, diagnose and manage common childhood morbidity	Offered as Continuing Medical Education (CME), the programme updates the competencies of MBBS doctors working at all levels of healthcare, including PHCs and CHCs. Introduced in 1997, the programme has been revised periodically, most recently in 2018, to remain current and relevant.
21.	Post Graduate Diploma in Geriatric Medicine (PGDGM)	• Diagnose and manage acute illness in old age in an in-patient setting, home and community setting; • Diagnose and manage those with chronic disease and disability in an in-patient, home, hospital and community setting; • Plan the transfer of care of frail older patients from hospital to home settings; • Apply the knowledge and skills of geriatrics in an intermediate care, home and/or community setting.	The availability of specialists in geriatrics and gerontology remains inadequate. To address this gap, the programme has been designed to strengthen primary health care for the elderly at the community level. This programme enables MBBS doctors to deliver comprehensive primary care, reduce morbidity and hospitalisations of older persons.
22.	Post Graduate Certificate in Medical Management of CBRNE Disasters (PGCMDM)	• Understand the scope and complexity of CBRNE threats from a medical perspective. • Assess health effects in CBRNE scenarios using standard assessment tools. • Provide first aid and initiate immediate life-saving interventions. • Develop competencies in protection, mitigation, and medical management of CBRNE casualties.	CBRNE refers to Chemical, Biological, Radiological, Nuclear and Explosive agents, which may cause disasters accidentally or act as Weapons of Mass Destruction (WMD) when used deliberately. Medical management of CBRNE disasters requires specialised knowledge and skills that are not covered in undergraduate medical education, and effective diagnostic and management tools are limited. Recognising this critical need, this programme aimed at building national and global capacity to respond effectively to such emergencies.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
23.	Diploma in Nursing Administration (DNA)	• Strengthen the knowledge of administrative concepts and principles, their application in improving nursing services and education; • Develop an overview of recent trends in general management, health and nursing administration; • Participate as team member for planning and decision making for quality cost effective nursing services/education; and • Develop skills in enhancing administrative competencies and effective supervision to provide quality nursing care	This programme has been developed for nurses working in hospitals or community or educational institutions. This programme will help to upgrade the administrative knowledge and skills of the in-service nurses to enhance their administrative competence. It is approved by Indian Nursing Council as Continuing Nursing Education programme.
24.	Diploma in Critical Care Nursing (DCCN)	• Provide opportunity to a large segment of in-service nurses to upgrade their knowledge and skills to respond to the changing health needs of the Critically ill patients. - Develop and apply advanced Nursing care knowledge in Critical Care settings. • Acquire proficiency in applying advanced skills in Caring Critically ill patients. • Function as Critical Care Nurse Specialist and Practitioner and • Educate Nursing Professionals in Critical Care Nursing.	This programme will equip the nursing professionals with advanced knowledge and skills to provide quality need-based care to the patients and family in variety of critical care setting.
25.	Certificate in Health Care Waste Management (CHCWM)	• Sensitize the learners about health care waste and its impact on our health and environment. • Acquaint the learners about the existing legislation, knowledge and practices regarding infection control and health care waste management practices in South-East Asia Region Countries. • Equip the learners with skills to manage health care waste effectively and safely.	The programme developed in collaboration with the WHO South-East Asia Region, aims to enhance learners' knowledge and skills for the safe and effective management of health care waste, thereby protecting both health workers and the community. It is targeted at professionals and paraprofessionals working in healthcare facilities and those involved in health care waste management.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
26.	Certificate in Geriatric Health and Care (CGHC)	• Function as an important link between the older persons and other health and related institutions to enable the older persons to lead a comfortable, dignified life by using his knowledge, skills and the available resources; • Identify the complaints and problems in older persons for effective screening, advice and referrals; • Develop managerial and entrepreneur skills for providing health care to the older persons.	This programme is designed to build essential knowledge and hands-on skills for providing basic healthcare, personal care, safety, and emergency support to the elderly. It also emphasises on practical training, communication, and professional caregiving competencies suited for home-based, institutional, and community geriatric care settings.
27.	Certificate in Home Based Health Care (CHBHC)	• Provide care to people at home setting after discharge from tertiary care. • Help the family members and patients to cope with the stress of care to their long-term ailing relatives.	This programme aims to develop a pool of trained workforce who can be employed to provide patient support and assist other health care providers in home settings. It focusses on the acquisition of skills necessary to provide support by undertaking non-clinical tasks or the activities that have been prescribed for the patient by the healthcare team members.
28.	Certificate in First Aid (CFAID)	• Provide first aid in various situations and settings including disasters, epidemics and pandemic. • Train other categories of people for immediate response to emergency situation. • Provide psychosocial first aid to victim and family and deliver health education for health promotion and utilization of health care services.	This programme focuses on hands-on training in first aid, basic life support, and emergency response for real-life and workplace situations. It will enhance employability and preparedness of learners to respond effectively during accidents, disasters, and medical emergencies.
29.	Certificate in Newborn and Infant Nursing (CNIN)	• Enhance and update the knowledge, skills and practices of nursing personnel in care of newborn and infants. • Enable Nursing personnel to provide effective nursing care to normal, at risk and sick newborn and infants.	This programme aims to improve, strengthen and update the knowledge and skills of nursing professionals in care of newborn and infant. It is aimed to use appropriate nursing interventions to prevent mortality and morbidity due to common newborn problems

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
30.	Certificate in Maternal and Child Health Nursing (CMCHN)	• Update the knowledge and skills of health care providers in reproductive and child health. • Enable the health care providers to render effective health care to mother and child.	This programme helps to update the knowledge, skills and render effective health care of health care providers in reproductive and child health.
31.	Certificate in Adolescent Health and Counselling (CAHC)	• Strengthen their knowledge and understanding need and concern of adolescents. • Build knowledge on physical, cognitive, emotional and psychological changes in adolescents. • Develop skills in handling challenges related to adolescents. • Identify their role in life skills education and counselling of adolescents.	This programme has been developed to prepare teachers and parents to help adolescents to develop healthy life style.
III. SCHOOL OF COMPUTER AND INFORMATION SCIENCES (SOCIS)			
32.	Master of Computer Applications (MCA)	• Aims to prepare graduates for careers in the software industry and academia by providing a strong teaching and research environment in core and emerging areas of computer science. • Offers a solid foundation in theory and application-oriented courses, with emphasis on using software technologies to address challenges across computing, communication, networking, mathematics, and commercial domains.	The programme is designed to meet the evolving needs of the software industry and academia by providing a strong foundation in computer science. It follows a balanced focus on theory and practical application. The thrust is not only on the fundamental concepts and skills, but also specialized areas. Emphasis is placed on problem-solving using modern software tools across mathematics, computing, networking, and business applications.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
33.	Master of Science (Data Science and Analytics) (MSCDA)	• Provide a strong foundation in statistical and computational methods for data analysis. • Equip with the skills to collect, manage, analyse and interpret large and complex datasets. • Apply data science techniques to solve real-world problems in various domains such as business, healthcare, social sciences, and engineering. • Prepare for careers in data science and analytics.	The programme is designed for learners from a broad range of backgrounds who wish to enhance their existing knowledge and skills or convert into data science specialists with aims to train learners in computational and statistical skills for data-driven problem solving. The programme prepares the learners to apply data science techniques to solve real-world problems in various domains such as business, healthcare, social sciences, and engineering.
34.	Bachelor of Computer Applications (BCA)	• Provide learners a strong foundation in computing and Information Technology. • Prepares learners for higher studies, and equips graduates with the skills required for entry-level employment in the IT and IT-enabled services sectors.	The BCA programme provides a strong academic foundation and practical skills in computer science for learners who have completed 10+2 and wish to pursue a career in Information Technology. It serves as a pathway to higher studies as well as employment in IT and IT-enabled services. The industry-aligned curriculum with strong emphasis on practical training and project work to ensure real-world applicability.
35.	Post Graduate Diploma in Computer Applications (PGDCA)	• Prepare graduate learners for productive careers in software industry. • Development in computers using various technologies. • Prepares the student to aim for a programmer level/web developer in a software company to design and develop small business application software or lab personnel/technician in institutions or a freelancer to develop software projects.	The programme's thrust is on giving the learners thorough and sound background in theoretical and application-oriented courses relevant to the latest computer software development. It emphasizes the application of software technology to solve mathematical, computing, communications/networking and commercial problems.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
36.	Certificate in Information Technology (CIT)	• Imparts the fundamentals of Computer Systems and Information Technology • Introduces advanced technologies such as Multimedia and Internet.	This programme is having a dedicated practical course. Learners get hands-on experience in the areas of Word Processing, Spread Sheets, Presentation Tools, Databases and Website Development. One of the highlights of this programme is that learners also learn a little bit of Programming using 'C' language. This programme is on offer through ODL and Online mode.
IV. SCHOOL OF CONTINUING EDUCATION (SOCE)			
37.	Master of Arts (Rural Development) (MARD)	• Understand rural society, economy, and development issues. • Analyse problems like poverty, unemployment, and inequality in rural areas • Promote sustainable use of natural and agricultural resources • Study rural development policies, programmes, and planning processes • Encourage community participation and local self-governance (Panchayati Raj) • Empower women, marginalized groups, and disadvantaged communities • Enhance research, fieldwork, and data analysis skills • Promote rural entrepreneurship and livelihood opportunities • Prepare learners for careers in government, NGOs, and development agencies	The programme will be useful to personnel working in various Government Departments/agencies, NGO's, cooperative banks and other institutes engaged in rural transformation. It will also be beneficial for fresh graduates interested in pursuing career in the discipline of rural development.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
38.	Master of Science (Counselling and Family Therapy) (MSCCFT)	• Provide learners with a sound base in psychology and human behaviour through an in-depth • investigation into a broad range of psychological principles, techniques and skills, as applied to diverse settings.	In the present scenario, psychologists are in great demand, ranging from educational institutions, rehabilitation centres, hospitals, organisations and industries, both in the public and private sectors. Psychology is also being applied to various new and emerging areas like sports, forensic, military, police, aviation, and environment, to name just a few. Keeping the above in view and the commitment of IGNOU to provide quality education at low costs, being flexible and inclusive, the present programme allows learners from diverse educational backgrounds to find something that suits their interests.
39.	M. Sc. (Home Science-Community Development and Extension Management) (MSCHSC)	• Develop knowledge on community development practices and extension management for achieving Sustainable Development Goals (SDGs) in communities. • Build competencies in the planning, development and implementation of community development programmes. • Build linkages between community development and sustainable livelihoods • Plan and develop extension programmes by integrating interdisciplinary areas of community sciences • Participate in, and implement community development projects, and establish organisations that work for different types of communities. • Forge partnerships for social change and development.	Programme aims to fulfil the educational aspirations of Home Science graduates and graduates from other disciplines who wish to implement community development projects for livelihoods and skilling. It aims to build competencies in the field of community development for achieving sustainable development goals (SDGs) by learning the nuances of extension and institutional management, development communication, social and behaviour change, advocacy, resource mobilisation, participatory media, gender mainstreaming, maternal and child health, researching in communities, and interdisciplinary areas of Home Science.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
40.	M.Sc. (Food and Nutrition) (MSCDFSM) Discontinued from January 2026	• Provide comprehensive and essential guidance on all aspects of dietetics; • develop a knowledge base in key areas of nutrition/dietetics and food service • Impart necessary expertise to enable learners to function as dieticians, diet • counsellors and nutrition and health communicators, • Provide field level experience in institutional food administration and dietetics • Equip learners to start their own food service unit, leading to entrepreneurship.	This programme is designed to meet the growing need for trained professionals in hospital, community, and food service sectors. It provides learners with opportunities for higher education, career advancement, and entrepreneurship. The programme also helps working professionals upgrade their skills and enhance their employability.
41.	Bachelor of Arts (Home Science) (BAFHSC)	• • To provide foundational knowledge of different areas of Home Science covering Human Development, Food and Nutrition, Resource Management, Fabric and Apparel Sciences, and Extension Education. • • To develop practical and professional skills for diverse career opportunities through hands-on learning and field-based applications. • • To foster community engagement and sustainable development, equipping learners to contribute meaningfully to • health, nutrition, livelihood, gender empowerment, and crisis management initiatives.	The programme developed with aims to empower learners with a comprehensive understanding of Human Development and Family Studies, Community Resource Management, Food and Nutrition, Extension and Communication and Fabric and Apparel Sciences. This programme is multidisciplinary in approach and flexible through Open and Distance Learning (ODL) mode, preparing learners for diverse careers while encouraging inclusivity and community engagement.
42.	Post Graduate Diploma in Rural Development (PGDRD)	• Provides comprehensive knowledge of socio-economic factors affecting the transformation of rural society. • Enabling the learners to acquire skills related to planning, formulation, monitoring and evaluation of rural development projects and programmes.	The Programme introduces the learner to the basic aspects of research and project-work. The contents are designed to impart an integrated understanding to learners about the crucial dimensions of rural development. The Project Work provides its learners an opportunity to study rural development problems, which enables them to develop necessary skills to undertake research work in rural development.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
43.	Post Graduate Diploma in Counselling and Family Therapy (PGDCFT)	• Develop professional competencies in counselling and family therapy. • Equip learners with theoretical knowledge and practical skills in individual, marital, and family counselling. • Train learners in identifying and addressing psychosocial and emotional issues across different age groups. • Enhance understanding of family dynamics, interpersonal relationships, and behavioural patterns. • Provide supervised practical training for applying counselling techniques in real-life situations. • Promote ethical standards and professional values in counselling practice. • Prepare learners for careers in counselling centres, educational institutions, healthcare settings, NGOs, and private practice. • Build sensitivity towards social, cultural, and developmental concerns affecting individuals and families.	It is a professional programme designed to provide training in counselling and family therapy. The programme combines theoretical knowledge with practical training, including supervised internship and fieldwork. It covers areas such as individual counselling, family therapy, child and adolescent counselling, communication skills, and ethical practices. The Programme will be beneficial for those who wish to develop skills in mental health and counselling services from diverse educational backgrounds to find something that suits their interests.
44.	Post Graduate Diploma in Early Childhood and Foundational Stage Education (PGDECFE)	• Provide learning experiences that will prepare the learners for effective participation in varied contexts such as *crèches*, preschools, and early primary classes. • Provide opportunities to functionaries and teachers working in the sector to critically examine their practice and enhance it, by exposing them to the developmental and pedagogical basis of designing early development, learning and educational experiences.	Programme focuses on play-based pedagogy, curriculum planning, and developmental needs, offering a flexible, no-age-limit route for teachers, parents, and professionals to specialize in early childhood care.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
45.	Diploma in Early Childhood Care and Education (DECE)	• Develop a comprehensive understanding of early childhood growth and development. • Equip learners with knowledge and skills for planning and implementing developmentally appropriate activities for young children. • Promote holistic development of children—physical, cognitive, emotional, social, and language development. • Train learners in organizing and managing early childhood care and education centres such as preschools, crèches, and anganwadis. • Foster sensitivity towards the needs of children from diverse socio-economic and cultural backgrounds. • Develop competence in observing, assessing, and supporting children's developmental progress.	It is a unique holistic package that equips the learner to foster the holistic development of young children and will be of interest to those who are working with children in birth to six age group in diverse settings, such as creches, preschools, pre-primary classes and nursery school and for those managing such early childhood care and education centres, parents and others interested in knowing about the development of young children.
46.	Diploma in Nutrition & Health Education (DNHE)	• Develop a knowledge base in areas of nutrition and public health, promote awareness about concepts and principles in communication and their application in nutrition and health education. • Develop skill in playing the role of nutrition/health educators in the Community.	The Diploma Programme is a holistic package which provides opportunities to the learner to gain knowledge about nutrition and public health. It also enables the learners to develop skills in communicating nutrition and health related information to the community.
47.	Diploma in Panchayat Level Administration and Development (DPLAD)	• Equip panchayat level functionaries with the necessary knowledge, skills and talents needed for strengthening local democracy and the process of decentralized planning. • Help them to work with elected representative in a cooperative and coordinated fashion. • Facilitate people's participation through a *de novo* approach, attitude and action by the panchayat.	Program is designed to equip grassroots functionaries, elected representatives, and rural development practitioners with specialized knowledge in local governance, decentralized planning, and administration

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
48.	Diploma in Event Management (DEVMT)	• Educate learners in the context of the event industry needs and develop skilled event organizers of the future. • Equip the learners with necessary knowledge and managerial skills, along with strategies to organize, implement, monitor all products and services.	The programme is designed to organise impactful events, building strong brand images, and improving event services demand skilled human resources. It will help in building these skills. It prepares learners for both meaningful employment and entrepreneurial ventures.
49.	Diploma in Apparel Merchandising (DAPMER)	• Apply relevant knowledge and skills to the field of apparel merchandising such as skill sets required for merchandising, textile processing, sourcing and buying, merchandise planning and management. • Equip learners with the required skills and competencies based on the apparel industry needs.	This one-year Diploma Programme is offering learners study apparel merchandising In line with the NEP's focus on "learning by doing," the programme includes practical and internship components to further enhance hands-on skills.
50.	Certificate in Event Management (CEVMT)	• Apply theoretical grounding to the study of the field of event management. • Understand and categorize various types of events, and know their characteristics. • Develop an understanding of events planning and design as the production of • experiences.	Emerging as a futuristic and in-demand field, the Certificate in Event Management offers a unique opportunity for learners aspiring to build a career in event management designed to provide learners with a focused curriculum that delivers industry-relevant knowledge aligned with current professional requirements of the market.
51.	Certificate in Early Childhood Special Education Enabling Inclusion Intellectual Disability (CESEIID)	• Develop an understanding about developmental milestones and developmental delays during early childhood years; • Develop an attitude of empathy and sensitivity towards persons with disabilities; • Learn the strategies, methods and skills of providing early intervention and early childhood education; • Learn to provide the required support to the children to develop their potential, acquire concepts and develop abilities.	This Programme prepares aspiring educators, parents, caregivers, and professionals to effectively support young children with Intellectual Disabilities. The programme is offered in collaboration with the Rehabilitation Council of India. Learners will be equipped to create inclusive, nurturing environments that foster learning, independence, and social integration for children with Intellectual Disabilities.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
52.	Certificate in Early Childhood Special Education Enabling Inclusion- Visual Impairment (CESEIVI)	• Develop empathy and sensitivity towards individuals with disabilities. • Recognize the significance of early detection and prevention of Visual Impairment and providing referrals. • Foster holistic development of children with visual impairment in all development domains during the period of early childhood. • Understand diverse educational options and facilitate the seamless inclusion of children with disabilities within their home, school, and community. • Adapt physical, social, and teaching-learning environments to provide optimal support for children's potential development, concept acquisition and skill enhancement.	The Certificate Programme in Early Childhood Special Education Enabling Inclusion - Visual Impairment is a comprehensive Programme designed to equip aspiring educators and professionals with the necessary knowledge and skills to support early childhood special education, focusing specifically on visual impairment. The programme is approved by The Rehabilitation Council of India (RCI) which ensures that the programme adheres to the highest standards of quality and professionalism.
53.	Certificate in Early Childhood Special Education Enabling Inclusion-Hearing Impairment (CESEIHI)	• Develop empathy and sensitivity towards individuals with disabilities. • Recognize the significance of early detection and prevention of hearing impairment and providing referrals. • Foster holistic development of children with hearing impairment in all development domains during the period of early childhood. • Understand diverse educational options and facilitate the seamless inclusion of children with disabilities within their home, school, and community. • Adapt physical, social, and teaching-learning environments to provide optimal support for children's potential development, concept acquisition and skill enhancement.	The programme is approved by The Rehabilitation Council of India (RCI) which ensures that the programme adheres to the highest standards of quality and professionalism. The successful candidates will be able to register with Rehabilitation Council of India under Category B.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
54.	Certificate in Nutrition and Child Care (CNCC)	• Enables learners to understand the development of children from birth to six years of age, promote their development • by organizing appropriate play activities and learning experiences • Aware of principles of setting up ECCE centres.	This programme will be of interest to functionaries working with children in the birth to 6 age group where their work involves meeting nutritional needs of children as well as their learning and play needs. Such functionaries could be working in diverse settings, such as creches, preschools, *anganwadis* and *balwadis*. The target group could also include parents and others interested in knowing about the development of young children.
	V. SCHOOL OF EDUCATION (SOE)		
55.	Integrated Teacher Education Programme (ITEP)	• Prepare professionally competent teachers for secondary education with strong disciplinary knowledge and pedagogical skills. • Develop understanding of child and adolescent development and relevant socio-cultural contexts. • Promote innovative pedagogies, digital technologies, and effective assessment practices. • Enable future teachers to contribute to school leadership, community engagement, and professional growth.	This is a four-year multidisciplinary undergraduate programme that adopts a holistic approach to teacher education by integrating general education with professional training. from the outset. It combines strong pedagogical foundations with disciplinary majors and courses in education, child development, psychology, foundational literacy and numeracy, and Indian knowledge systems.
56.	Bachelor of Education (B.Ed)	• Focuses on inclusive teaching–learning, evolving perspectives on disciplinary knowledge, and addressing inequalities in schools and curricula. • Builds professional competencies in planning learning experiences, assessment strategies, ICT integration, and school management, while strengthening engagement with learners, communities, and schools. • Provides hands-on teaching experience through school internships at the upper primary, secondary, or senior secondary levels.	The programme aims to develop student-teachers' understanding of the teaching–learning process at the upper primary, secondary, and senior secondary levels. It focuses on critical reflection on educational perspectives and the holistic integration of theory and practice to promote active learner engagement and knowledge creation.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
57.	Post Graduate Diploma in Higher Education (PGDHE)	• Demonstrate a comprehensive understanding of the policies, principles, and practices related to teaching and learning in higher education. • Integrate disciplinary knowledge with effective teaching skills to enhance learner engagement and learning outcomes in higher education settings. • Improve professional teaching practices in alignment with national education policies and institutional requirements.	The Programme is meant for teachers in universities, colleges and other institutions of higher learning, those having a postgraduate degree in any discipline. It focuses on the foundations and context of higher education, instructional strategies, psycho-social dimensions of learning, and planning and management of higher education institutions. It includes theory courses, project work, and an extended contact programme, enabling participants to strengthen their teaching effectiveness, academic leadership, and institutional management skills.
58.	Post Graduate Diploma in Educational Technology (PGDET)	• Comprehend the concept of educational technology and the contexts of its use; • • judiciously select and use technology for pedagogic and managerial functions; • Develop skills for using technologies for individual and collaborative educational practices; • • use technology for creating an inclusive learning environment; • • integrate technology effectively in pedagogic processes in contextually appropriate ways; and • Design and develop digital resources in various media and utilise these for creating a course ware.	This programme aims to develop a cadre of teachers and other professionals equipped with the knowledge and skills for organizing teaching and training with the help of appropriate technologies. With technology playing a central role in knowledge creation, self-learning, mass education, and quality enhancement, its integration into educational processes has become essential.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
59.	Post Graduate Diploma in School Leadership and Management (PGDSLM)	• Develop essential skills, competencies and values needed for effective school leadership and management. • Enable head teachers/principals to create an effective and enabling environment. • Develop a trained and competent cadre of headteachers/principals.	The programme aims to develop essential skills, competencies, and professional values required for effective school leadership and management. It enables head teachers and principals to create supportive and enabling school environments, enhance institutional capacity, and improve overall school performance. The programme also seeks to develop a trained and competent cadre of school leaders capable of driving sustained improvement in schools.
60.	Post Graduate Diploma in Educational Management and Administration (PGDEMA)	• Improve the individual performance as educational managers and leaders; • Enhance the effectiveness and efficiency of educational organizations; • Upgrade skills in areas such as interpersonal relationship, leadership and team building, strategic planning and • decision-making, necessary for effective management; • Develop an understanding of basic management concepts and their applications in an educational environment.	The programme is designed to prepare graduates for leadership, administrative and managerial roles within educational organisations by providing a comprehensive understanding of both theoretical and practical aspects of educational management and administration. It familiarises learners with key areas such as the growth and dimensions of educational management, organisational behaviour, institutional management and decision-making, and includes a project component to apply learning in real contexts. With a flexible duration (up to four years) and open eligibility for graduates of any discipline, the programme enhances skills in leadership, strategic planning, interpersonal relations and institutional effectiveness, making it valuable for professionals aiming to advance in educational leadership and administrative careers.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
61.	Post Graduate Diploma in Pre-Primary Education (PGDPPED)	• Systematize experiences and strengthen the professional competencies of pre-school teachers. • Enable teachers to organize meaningful learning experiences for pre-school children. • Develop skills required in selecting and organising learning experiences • Understand the developmental needs of pre-school children. • Impart knowledge and develop an understanding of various aspects of pre-school management.	It is a specialized programme for preparing teachers for the pre-primary level to meet the ever-increasing demand for trained manpower in pre-primary educational institutions.
62.	Post Graduate Certificate in Information and Assistive Technologies for the Instructors of Visually Impaired (PGCIATIVI)	• Sensitize the learners in understanding people with visual impairment. Orient the learners about assistive and informative technologies • Equip the learners in the use of assistive and informative technologies in teaching people with visual impairment	The programme provides opportunities for educating and training instructors of the visually impaired. It equips learners with skills in the use of modern and updated assistive and information technologies and offers hands-on experience to develop essential competencies.
63.	Certificate in Professional Development of Teachers (CPDT)	• Familiarize the teachers with the basic skills of guidance and counselling • Facilitate teachers' understanding and practicing of various skills and techniques for promoting self-management	Program designed for Jawahar Navodaya Vidyalaya (JNV) teachers to enhance pedagogical skills, strengthen mental health management, and improve classroom practices. It features blended learning, including a 15-day workshop, and aligns with modern, child-centred educational standards.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
64.	Certificate in Guidance (CIG)	• Develop an understanding of child development and individual differences in the context of the educational processes, • Develop an understanding of the concepts and processes involved in guiding elementary school children for learning and socio-emotional development, • Identify children with special needs and problems, and • Suggest intervention strategies for parents, teachers, social workers, volunteers and other adults to facilitate all- round development of children.	The programme is designed to help teachers, parents, social workers and others develop a clear understanding of child development, individual differences and the guidance needs of elementary school children for their learning and socio-emotional growth. The programme covers key areas such as understanding the elementary school child, facilitating growth and development, guiding children's learning and supporting socio-emotional development, enabling participants to identify children with special needs and suggest appropriate intervention strategies. Programme is a joint project of Indira Gandhi National Open University (IGNOU) and National Council of Educational Research and Training (NCERT).
VI. SCHOOL OF EXTENSION AND DEVELOPMENT STUDIES (SOEDS)			
65.	Master of Arts (Development Studies) (MADVS)	• Impact knowledge on various aspects of development studies. • Train qualified human resources in the professional area development studies. • Develop professional skills in formulation, implementation, monitoring and evaluation of development projects and programmes.	This programme has been designed to impact quality education and training in the area of Development Studies. for development professionals across the sectors and also to fresh graduates interested in pursuing carrier and development professionals.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
66.	Master of Arts (Corporate Social Responsibility) (MACSR)	• Impart knowledge and understanding about CSR through Open and Distance Learning. • Expand the capacity of learners on various theoretical and practical aspects of CSR and development work. • Develop professional knowledge in formulation, implementation, monitoring and evaluation of CSR projects and programmes • Develop expertise in various thematic areas of CSR, and • Equip the learners with the needed skills in corporate ethics, governance and conflict resolution.	Programme is an interdisciplinary programme that integrates concepts of corporate governance, sustainability, ethics, and social development. Designed in alignment with national CSR policy frameworks and contemporary corporate practices, it emphasizes sustainable development, social impact assessment, and stakeholder engagement. Developed by experts from academia and industry, the programme ensures relevance, professional orientation, and research-based learning in the field of Corporate Social Responsibility.
67.	Master of Arts (Urban Studies) (MAUS)	• Provide opportunity to the learners to deepen their knowledge and understanding of urban planning and development. • Impart education on urban ecology, sustainable and smart cities and urban waste management with focus on enhanced knowledge. • Expand capacities of the working urban development professionals and elected representatives of urban local bodies on various theoretical and practical aspects of urban planning and development. • Develop professional knowledge and skills in formulation, implementation, monitoring and evaluation of urban development projects and programmes.	It is an interdisciplinary programme that examines urbanization processes, urban governance, planning, sustainability, and development in contemporary contexts. The curriculum combines theoretical insights with practical orientation through project work and case studies, equipping learners with analytical and research skills relevant to urban policy, planning, and management. Programme will be useful for the people involved in the urban development programmes and also to the graduates who wish to pursue urban development as a career.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
68.	Master of Arts (Population and Family Health Studies) (MAPFHS)	• Enhance knowledge of the learners on population dynamics and its related issues and challenges. • Increase the knowledge of learners on migration, health, nutrition, safe drinking water and sanitation. • Impart knowledge of population and its impact on ecology, environment and sustainable development. • Enable the learner to establish relationship between population and human resource management. • Increase knowledge and capacities of learner to conduct research and studies on various aspects of population and • family health care related issues and challenges.	This programme covers areas such as demographic indicators, measuring of fertility and mortality, communicable diseases, migration and a host of other issues. All graduates across the disciplines can pursue this programme, particularly the paramedical staff, social welfare officer, legal professional, labour welfare officer, Block Extension Educator, agriculture graduates, social scientist, IT professionals, Agriculture scientist, medical professionals (Nursing), applied statistics, etc. The population studies programme is also enlisted in UGC-NET.
69.	Post Graduate Diploma in Animal Welfare (PGDAW)	• Imparting science-based animal welfare education through open and distance learning (ODL) and • Fostering stakeholder capacity to make informed and socially responsible decisions concerning animal welfare.	It is a specialized programme designed to promote knowledge and awareness of animal welfare, ethics, and legal frameworks. The programme emphasizes national and international animal welfare laws, policies, and standards, fostering sensitivity towards humane treatment and conservation concerns.
70.	Post Graduate Diploma in Development Studies (PGDDVS)	• Impart knowledge on various aspects of development studies. • Train qualified human resources in the professional area of development studies.	This programme has been designed to impart quality education and training in the area of Development Studies. for development professionals across the sectors and also to fresh graduates interested in pursuing carrier as development professional.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
71.	Post Graduate Diploma in Urban Planning and Development (PGDUPDL)	• Provide opportunity to the learners to deepen their knowledge and understanding of urban development. • Expand capacities of the working urban development professionals on various theoretical and practical • aspects of urban planning and development. • Develop professional knowledge and skills in formulation, implementation, monitoring and evaluation of urban development programmes.	The programme equips graduates and in-service professionals with essential knowledge and skills to address key urban issues such as housing, infrastructure, transport, and poverty. It also enhances the capacity and effectiveness of personnel working in government, non-government, and private sector organisations and prepares learners for professional roles in urban planning, development projects, and related fields.
72.	Post Graduate Diploma in Corporate Social Responsibility (PGDCSR)	• Impart knowledge and understanding about CSR. • Expand capacities of learners on various theoretical and practical aspects of CSR. • Develop professional knowledge in formulation, implementation, monitoring and evaluation of CSR projects and programmes.	The programme has been developed to provide a comprehensive understanding of CSR concepts, processes, project planning, implementation, and management, enabling learners to acquire and upgrade professional competencies in the field.
73.	Post Graduate Diploma in Population and Family Health Studies (PGDPFHS)	• Enhance knowledge of the learners on population dynamics and its related issues and challenges. • Increase the knowledge of learners on migration, health, nutrition, safe drinking water and sanitation. • Increase knowledge and capacities of learner to conduct research and studies on various aspects of population and family health care related issues and challenges.	It is an interdisciplinary programme that provides comprehensive knowledge of population dynamics, reproductive and child health, public health systems, and family welfare programmes. It integrates demographic analysis with health planning and policy perspectives to address contemporary population and health challenges. The programme emphasizes evidence-based approaches, data interpretation, and programme implementation strategies relevant to national health missions and development goals.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
74.	Post Graduate Diploma in Tribal Studies (PGDTRBS)	• Enhance knowledge of the learners on Tribal issues and challenges. • Increase the knowledge of learners on tribal development, social and economic challenges such as poverty, inequality and unemployment, etc. • Enhance knowledge about tribal culture and livelihoods. • Increase knowledge and capacities of learner to conduct research and studies on various aspects of Tribal issues and challenges.	Programme provides a comprehensive understanding of tribal communities, focusing on their history, culture, development policies, and constitutional safeguards to build professional capacity for social work, NGOs, and research.
		VII. SCHOOL OF AGRICULTURE (SOA)	
75.	Master of Business Administration (Agribusiness Management) (MBAABM)	• Generate competent business professionals in agriculture, food, rural, and allied sectors. • Encourage startups and entrepreneurship among farmers, intermediaries and traders in the agri-business chain. • Equip business professionals with specific managerial skills. • Impart knowledge and expertise to agri-business managers to deal effectively with national development plans, agricultural policies and global trade.	MBAABM programme fosters managerial skills and provides need-based education to enhance efficiency and increase livelihood security. The programme developed with aims to enhance profitability in agriculture and allied sectors and improve the socio-economic conditions of stakeholders by inculcating business management practices.
76.	M.Sc. (Food Safety & Quality Management) (MSCFSQM)	• Develop qualified and competent human resource in the field of the food safety and quality management for regulators, industry, academic/ research institutions, certifying and accreditation bodies, food trade, food testing and training; • Delve in depth on various aspects of food safety and quality management i.e. food standards, harmonization with global benchmarks, quality management systems, food analysis, instrumentation, risk analysis/ management, traceability and auditing to transform the food ecosystem	This programme offers advanced, industry-relevant training in food safety systems, quality assurance, food laws, and risk management with a strong emphasis on laboratory work, field exposure, and research. Delivered through the Open and Distance Learning mode, the programme prepares learners for professional roles in food industries, quality control laboratories, regulatory bodies, and public health organisations while supporting career advancement of working professionals.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
77.	B.Sc. (Food Safety and Quality Management) (BSCFFSQM)	• Generate human resource in the area of food safety and quality management; • Enhance knowledge and skills in multi-disciplinary areas like food science, food processing and food safety; and • Promote self-employment in food processing, food safety and food auditing.	Interdisciplinary and industry-relevant curriculum covering food safety, quality control, food laws, standards, and supply-chain management. It is designed for employability in food processing industries, quality control labs, regulatory bodies, and allied sectors.
78.	PG Diploma in Food Safety and Quality Management (PGDFSQM)	• Prepare professionals for development, implementation and auditing of Food Safety and Quality Management Systems in the country.	This industry-oriented programme provides in-depth knowledge of food safety regulations, quality assurance systems, and risk management practices, supported by practical and field-based learning. It equips learners with job-ready skills for roles in food processing industries, quality control laboratories, regulatory agencies, and allied sectors.
79.	PG Diploma in Agribusiness (PGDAB)	• Develop agribusiness professionals in agriculture, food, and allied sectors; • Encourage entrepreneurship among farmers, intermediaries & traders, and other stakeholders in the agri-enterprise chain; and • Inculcate and develop managerial skills among the learners to cater to the needs of the agriculture sector.	This programme is designed to develop specialised knowledge and applied skills relevant to its disciplinary focus, with an emphasis on practical application and sectoral requirements. It supports skill enhancement, employability, and career advancement for learners and working professionals.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
80.	Diploma in Meat Technology (DMT)	• Provide knowledge and skills for quality production of meat and meat products; • Develop human resource for meat industry and associated activities; • Train personnel for self-employment; and • Impart knowledge and technical proficiency in: Good slaughter practices, Handling of meat on scientific lines, Production of quality meat and meat products, Testing and quality control of meat and meat products, Managing small and medium enterprises.	This programme provides multidisciplinary, technology-oriented education covering emerging technologies, digital systems, and their applications in contemporary work environments. This programme equips learners with practical technological awareness and skills relevant for employment, upskilling, and lifelong learning.
81.	Diploma in Dairy Technology (DDT)	• Develop technician level human resource for dairy industry; • Upgrade the technical proficiency of existing and lower-level workers/ technicians working in the dairy and allied sectors; • Develop young entrepreneurs for self-employment through dairy technology and associated activities.	This programme intends to inculcate vocational and entrepreneurial skills to widen employment opportunities, particularly among rural youth and the disadvantaged section of the society as well as for self-employment. It aims to address the work force requirement of the dairy and food processing industries and focus on upgrading the knowledge and skill of existing workers.
82.	Diploma in Value Added Products from Fruits and Vegetables (DVAPFV)	• Provide the knowledge & skills for minimizing the post-harvest losses and production of value-added food products; • Develop human resource for post-harvest management and for primary processing of fruits and vegetables produce at the production areas/ clusters; • Develop youth as young entrepreneurs for self-employment through food processing and associated activities.	This programme focusses on operational areas of post-harvest management of fruits and vegetables. The courses were designed and prepared by professional expert in the field of post-harvest technology.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
83.	Diploma in Horticulture (DHORT)	• Educate the secondary pass learners about horticulture • Build human resources at supervisor, gardeners, entrepreneurs and middle technician in the area of horticulture • Develop entrepreneurship in horticulture.	This programme is a practice-oriented professional programme focusing on applied knowledge, skills, and procedures relevant to workplace safety, health, and risk-related responsibilities. It equips learners with job-relevant competencies for compliance, prevention, and management functions across organisational and field settings.
84.	Diploma in Value Added Products from Fruits and Vegetables (DVAPFV)	• Provide the knowledge & skills for minimizing the post-harvest losses and production of value-added food products; • Develop human resource for post-harvest management and for primary processing of fruits and vegetables produce at the production areas/ clusters; • Develop youth as young entrepreneurs for self-employment through food processing and associated activities; and	This programme aims to develop skilled human resources in post-harvest management and value addition of fruits and vegetables. The programme promotes vocational and entrepreneurial skills to enhance employment and self-employment opportunities, especially for rural youth and disadvantaged sections. It addresses the workforce needs of the food processing industry and supports skill upgradation of existing workers, catering to farmers, food processors, technicians, entrepreneurs, NGO functionaries, and personnel from food processing and horticulture sectors.
85.	Diploma in Agricultural Cost Management (DACM)	• Create awareness about the optimal utilization of agricultural resources; • Enhance the knowledge, skills, and entrepreneurial capabilities of farming communities for efficient farm cost management; • Develop competencies in effective farm cost management among relevant stakeholders; • Impart knowledge and practical proficiency in agricultural value chain and supply chain management.	The programme is beneficial for progressive farmers, urban and rural youth, small and medium entrepreneurs, extension workers, NGO personnel and trainers, members of cooperative societies, and self-help groups. It promotes sustainable agricultural practices, supports effective cost control, enhances crop productivity, and contributes to the overall well-being of farmers and rural communities.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
86.	Certificate in Organic Farming (COF)	• Strengthen human resource in different dimensions of organic farming through ODL. • Impart knowledge and skills in the field of organic farming to the interested particularly those already employed in the profession/ entrepreneurs and cannot opt to afford a full-time course. • Promote self-employment and income generation.	This programme focuses on building practical knowledge and skills in organic farming practices, certification, soil health, and sustainable agricultural management. It supports farmers, entrepreneurs, and agri-professionals in adopting eco-friendly, livelihood-oriented, and market-linked organic farming systems.
87.	Certificate in Sericulture (CIS)	• Prepare the rural youth/farmers for accepting sericulture as profit making enterprise; • Impart knowledge and technical skills in various aspects of Sericulture; and • Create awareness about the opportunities and employment in Sericulture.	India is the world's second-largest silk producer and the largest silk consumer. To address the gap providing training support to farmers, entrepreneurs, and technicians, Central Silk Board (CSB) and IGNOU collaborate to offer scientific and entrepreneurial training in mulberry cultivation and silkworm production.
88.	Certificate in Beekeeping (CIB)	• Impart education about modem beekeeping; • Build human resource in the beekeeping sector; • Comprehend about the diversification of apiculture to increase income of the • farmers; and • Develop entrepreneurial skills in beekeeping.	This is a skill-oriented programme designed to promote scientific beekeeping practices for income generation and sustainable livelihood. With a focus on entrepreneurship development and environmental sustainability, the programme supports self-employment opportunities and contributes to agricultural diversification and pollination services.
89.	Certificate in Poultry Farming (CPF)	• Develop and strengthen Human Resource by infusing/imparting knowledge and skills; • Create awareness about the opportunities of employment and livelihood in poultry sector; • Impart basic knowledge and technical proficiency in poultry breeding, housing, • management and nutrition.	This is a skill-based programme designed to provide scientific knowledge and practical skills in poultry production and management. It covers essential aspects such as breed selection, housing, feeding, health care, disease prevention, and farm management practices. With a practical orientation and livelihood focus, the programme promotes self-employment opportunities and supports sustainable poultry farming practices.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
90.	Certificate in Water Harvesting and Management (CWHM)	• Sensitize and educate learners on augmentation & utilization of water resources; • Impart necessary skills and expertise to understand water harvesting techniques; • Enable learners to act as trainers and organizers at household and community levels for efficient water management.	This programme aims to build awareness and develop skilled human resources in rainwater harvesting techniques and management.
		VIII. SCHOOL OF LAW (SOL)	
91.	Post-Graduate Diploma in Criminal Justice (PGDCJ)	• Develop multidisciplinary knowledge of crime, criminal law, policing, prosecution, courts, corrections, and human rights. • Enhance critical understanding of contemporary issues such as crime prevention, victim justice, and criminal justice reforms. • Build analytical skills for examining policies, practices, and challenges in criminal justice administration. • Sensitise learners to ethical, constitutional, and human rights perspectives in the justice delivery system. • Prepare graduates for career advancement and further academic pursuits in the field of criminal justice.	The programme is designed to provide learners with a comprehensive understanding of the criminal justice system and its functioning in India. Offered through the open and distance learning mode, the programme is particularly relevant for professionals working in law enforcement agencies, judiciary, correctional services, social welfare organisations, NGOs, and others engaged in the field of criminal justice, as well as graduates aspiring to build careers in this domain.
92.	PG Diploma in Intellectual Property Rights (PGDIPR)	• Provide the learners an in-depth knowledge on the Indian patent law; • Enable them to acquire appropriate skills for writing of patent application; • Acquire practical knowledge of writing a patent application.	The programme aims to acquaint learners with the fundamental concepts of Intellectual Property Rights (IPR), develop their expertise in addressing IPR-related issues, and sensitise them to emerging challenges in the field, including the importance and rationale for effective protection of intellectual property.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
93.	PG Certificate in Cyber Law (PGCCL)	• Enable learner to understand, explore, and acquire a critical understanding of Cyber Law; • Develop competencies for dealing with frauds and deceptions, scams and other forms of cyber that are taking place via the Internet; • Make learner conversant with the social and intellectual property issues emerging from 'Cyberspace'; • Develop the understanding of relationship between commerce and cyberspace.	The programme aims to strengthen the knowledge base of learners on the broader dimensions of Consumer Affairs, including consumer rights, responsibilities, and remedies, while addressing the evolving needs of a knowledge-driven society. It also focuses on contemporary areas such as cyber laws, responds to the emerging demands of various industries, and enhances the professional skills of learners.
94.	Post Graduate Certificate in Patent Practice (PGCPP)	• Provide learners in-depth knowledge of the Indian Patent Law. • Train learners in writing of patent application; and • Develop expertise in patent search.	Program designed to provide in-depth knowledge of Indian patent law and practical skills in intellectual property rights (IPR). The program is aimed at science, technology, medicine, and law graduates.
95.	Diploma in Paralegal Practice (DIPP)	• Develop understanding of laws that affect individuals in their everyday life. • Develop elementary skills in accessing legal and judicial institutions and processes, to enable individuals to use public advocacy.	Program designed to provide fundamental legal knowledge and skills in legal drafting, advocacy, and procedural law. It focuses on enabling individuals, particularly for rural and social work contexts, to assist in legal aid, ADR, and navigating the Indian judicial system.
IX. SCHOOL OF VOCATIONAL EDUCATION AND TRAINING (SOVET)			
96.	Master of Science (Information Security) (MSCIS)	• Prepare graduate learners for productive courses in information security by providing an outstanding environment for teaching and research in core areas of the discipline.	The programme aim is to provide protection and security to personal data and to build data-oriented infrastructure in the workplace; raise high professional ethics in the individuals towards providing information security; and experiment and learn the skills and techniques needed for providing protection and security to our information.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
97.	Master of Arts (Entrepreneurship) (MAER)	• Develop competencies among graduates in initiating business enterprise. • Facilitates successful and profitable operations of the enterprise. • Enable managerial skills for setting up of new enterprise. • Develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.	Programme is to impart knowledge, skill and competencies to start one's own business venture. To achieve the aim, the programme will focus on various aspects of startup, innovation and soft skills which are essential for the successful entrepreneur.
98.	Bachelor of Arts (Micro Small and Medium Enterprises) (BAMSME)	• Developing knowledge and skills to establish a business venture.	The programme will create opportunities for unskilled workers and will also enhance skills as per industry needs.
99.	Post Graduate Diploma in Information Security (PGDIS)	• Spread awareness of information security and protection. • Provide protection and security to personal data and to build data-oriented infrastructure in the companies. • Raise high professional ethics in the individuals and learners towards providing information security. • Experiment and learn the skills and techniques needed for providing protection and security to our information.	This programme has been designed to bridge the gap in the awareness and competency required by various categories of people such as the users of Internet and various IT enabled services about deeper aspects of Information Security, responsible use and management of IT services.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
100.	Post Graduate Diploma in Pharmaceutical Sales Management (PGDPSM)	• Provide comprehensive knowledge of pharmaceutical products and the healthcare market. • Develop professional competencies in pharmaceutical sales and marketing management. • Enhance communication, negotiation, and customer relationship management skills. • Impart understanding of pharmaceutical regulations, ethics, and compliance practices. • Train learners in sales planning, territory management, and performance evaluation. • Prepare learners for managerial and supervisory roles in pharmaceutical sales and allied sectors.	The programme is especially designed for those seeking career as a Medical Representative or for the capacity building of those already in this profession. Science and non-science graduates can take admission in the programme
101.	Diploma in Business Process Outsourcing-Finance and Accounting (DBPOFA)	• Provide foundational knowledge of finance and accounting processes in the BPO sector. • Develop practical skills in bookkeeping, financial statements, and accounting software applications. • Equip learners with competencies in accounts payable, accounts receivable, payroll, and taxation processes. • Enhance understanding of financial documentation, reporting standards, and compliance requirements. • Build communication and professional skills required in global outsourcing environments. • Familiarize learners with quality standards, data management, and client servicing practices in BPO operations. • Prepare learners for entry-level employment opportunities in finance and accounting BPO services.	This programme will provide the opportunity to the learners to develop their professional skills, to be eligible for employment in the growing BPO industry. This Diploma programme incorporates a unique blend of theory and practical courses, designed by eminent academicians, subject matter experts, BPO training organizations and e-learning organizations, to provide learners with a comprehensive learning model.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
102.	Diploma in Modern Office Practice (DMOP)	• Develop competency in Communication Skills. • Develop proficiency in Stenographic Skills. • Develop competency in handling office machines. • Operate PC on window operating system. • Understand how to manage Office records, filing & indexing, office management methods & practices and inventory control.	The programme has combined conventional practices of Secretaries and Office Assistant's jobs with computer aided management techniques. The programme will generate competent and skilled personnel at the entry level in any sector of employment.
103.	Diploma in Fashion Design and Retail (DFDR)	• Develop specialized knowledge and understanding of fashion design and fashion retail management. • Acquaint the knowledge and understanding of Fashion Industry and marketing. • Explore the various aspects of retail management and visual merchandising. • Develop the knowledge of IT application in fashion retailing and explore the aspects of fashion marketing and retail management.	The programme aims to develop fashion retail professionals specialized in the areas of retail buying and merchandising, store operations, supply chain management as well as visual merchandising, advertising, garment construction sale and marketing and the proposal and progress of the ideas. It will help the learners to strategize and render services in the fashion and lifestyle industry, through practical and hands on experience.
104.	Certificate in Fashion Design (CFDE)	• Describe fundamentals of fashion design. • Apply skills in digital technology in CAD. • Apply pattern making skills and sewing techniques. • Enumerate about fashion industry in India and across the globe. • Apply entrepreneurship and communication skills.	The programme aims at preparing learners for employability in the fashion industry. It will develop basic knowledge and skills in pattern making and sewing techniques. The programme will cater the needs of those who aspire to make their careers as assistant designers in the apparel sector/export sector/ entrepreneur and would like to update their existing knowledge and skills specifically in pattern making and sewing.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
		X. SCHOOL OF SOCIAL SCIENCES (SOSS)	
105.	Master of Library and Information Science (MLIS)	• Contribute to building of professional human resources to meet the varied demands for information handling in libraries and information centres in the country.	This programme enables working professionals to upgrade their qualifications while preparing learners for careers in libraries, information centres, archives, and related knowledge organisations, as well as for academic and research advancement. The curriculum integrates core areas such as information organisation, library automation, digital libraries, databases, and knowledge management, with a strong emphasis on practical training and project work.
106.	Bachelor of Library and Information Science (BLIS)	• Apply fundamental principles of library and information science, including information organisation, library operations, and ICT-enabled services. • Demonstrate skills in library automation, digital resources management, and user-oriented information services.	This programme is meant to impart skills and training necessary for the effective organisation and management of libraries and information units in the present-day context and providing varieties of library and information services with the help of IT. It also helps in professional development for those who are already employed in different types of libraries and aspire for better employment. It also provides a platform for the fresh entrants who wish to pursue a career in library and information science.
107.	Post Graduate Diploma in Mental Health (PGDMH)	• Demonstrate a sound understanding of key concepts, theories, and contemporary issues related to mental health. • Analyse a broad range of psychological issues and concerns affecting mental health across diverse populations. • Adopt preventive and promotive approaches to mental health, contributing to early intervention, awareness, and community well-being.	It is a specialized programme designed to enhance knowledge and skills in the field of mental health care and psychosocial support. It provides an understanding of common mental health disorders, their identification, prevention, and basic intervention strategies. The programme emphasizes community-based mental health approaches, counselling skills, and ethical practices in mental health services.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
108.	Post Graduate Diploma in Library Automation and Networking (PGDLAN)	• Impart knowledge and skills associated with fundamentals of computer technology; • Impart skills of library automation and services provided by an automated library; • Provide knowledge of networking and Internet technology in general and library and information networks in particular; • Undertake a practical based project in order to specialize in one of the thrust areas on library automation and networking.	The programme focuses on developing professional competencies of library and information professionals for automated and networked environments. It also emphasizes hands-on training through intensive Practicals, programming skills, and a project-based specialization in library automation and networking, enabling learners to independently develop and manage computerized libraries and information centres.
109.	Post Graduate Diploma in Disaster Risk Reduction and Management (PGDDRRM)	• Provide comprehensive knowledge and practical experience to the learners on disaster risk reduction and management; • Describe the gender-sensitive disaster risk reduction and management approach; • Support and orient the learners towards practical experience and research; and • Prepare the learners for the current and emerging job opportunity.	This programme intends to enhance the career prospects of learners in the area of resilient and disaster management. As the increased exposure to both natural and human-induced hazards pose a threat to lives and sustainable development.
110.	Post Graduate Diploma in Rehabilitation Psychology (PGDRPC)	• Develop professional skills and competencies required for disability and rehabilitation area. • Strengthen the professionals working in the field of disability and rehabilitation.	This programme is recognized by Rehabilitation Council of India (RCI). It is a professional programme as per the norms and guidelines of RCI. The courses accommodate in-depth theoretical concepts and practical training in the field of disability and rehabilitation psychology. It will make successful learners eligible to apply to RCI as registered Rehabilitation Counsellor.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
	XI. SCHOOL OF TOURISM AND HOSPITALITY SERVICE MANAGEMENT (SOTHSM)		
111.	Master of Tourism and Travel Management (MTTM)	• Acquire analytical and practical skills to conduct market research, assess tourist needs, design tourism products and marketing strategies, evaluate tourism impacts, and plan for sustainable future development. • Build managerial and entrepreneurial competencies with a professional approach, including skills for managing tourism enterprises, supporting small-scale ventures, and effectively handling managerial-level responsibilities in tourism and hospitality organisations.	This programme provides comprehensive knowledge of tourism systems, travel trade operations, hospitality management, and business tourism, integrating management principles with industry practices. It focuses on developing professional, managerial, and entrepreneurial skills through practical orientation, enabling learners to plan, manage, and market tourism and travel enterprises effectively.
112.	Bachelor of Arts (Facilities and Services Management) (BAFFSM)	• Acquaint the learner with the basic knowledge and skill set required to begin their career in the Facility Management Industry.	This is a job-oriented programme, in Facility Management range from Property management (real estate and residence) to service apartments, malls, monuments, health facilities, sports facilities as well as airport and other area of supporting services.
113.	B.A. (Vocational Studies) (Tourism Management) (BAFVTM)	• Provide an opportunity to large segment of the population including the disadvantaged to • pursue a programme on tourism and travel. • Creating a dedicated and skilled workforce in the Travel and Tourism Sector.	The people working in the tourism sector, self-employed, other adults who wish to upgrade their educational qualification and knowledge in the tourism sector will be benefitted with this programme. The programme will provide University level education in new fields of knowledge and niche areas which fulfil the demands of employment and economy of the country.
114.	Bachelor of Tourism and Travel Management (BFTTM)	• Providing opportunity to large segments of the population including the disadvantaged • to pursue a programme on tourism and travel at the undergraduate level. • Creating a dedicated and • skilled workforce in the Travel & Tourism sector.	The programme will provide University level education in new fields of knowledge and niche areas which fulfil the demands of employment and economy of the country

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
		XII. SCHOOL OF HUMANITIES (SOH)	
115.	Master of Arts (Jyotish) (MAJY)	• Providing authentic, academic knowledge of Indian Vedic astrology and oriental science.	The program provides in-depth knowledge of Vedang astrology, planetary motion, solar/lunar eclipses, and the philosophical, mathematical, and practical applications of Jyotish based on ancient Indian sagacity.
116.	Master of Arts (*Hindi Vyavsayik Lekhan*) (MAHV)	• Bridge the gap between academic Hindi literature and its practical application in the corporate, media, and administrative sectors.	Focus on Functional Hindi: The curriculum emphasizes "Professional Hindi Writing," covering technical writing, administrative drafting, translation, and journalism rather than focusing solely on traditional literature.
117.	Post Graduate Diploma in Book Publishing (PGDBP)	• Apply professional knowledge of the publishing process, including editorial development, production, design, marketing, copyright, and distribution of print and digital publications. • Demonstrate practical skills in manuscript evaluation, copy-editing, layout coordination, cost estimation, and use of publishing technologies and workflows. • Exhibit managerial and entrepreneurial competence to work effectively in publishing houses or undertake independent publishing initiatives with ethical and professional standards.	The programme offers comprehensive exposure to the complete book publishing process, covering editorial work, production, design, marketing, copyright, and digital publishing practices. It combines theoretical foundations with practical orientation to develop professionally skilled manpower for the publishing industry.
118.	Post Graduate Diploma in *Vastu Shastra* (PGDVS)	• Provide comprehensive, scientific, and traditional knowledge of *Vastu Shastra.*	Key features include a bachelor's degree eligibility requirement, Hindi-medium instruction, and a focus on practical applications for residences, commercial spaces, and urban planning, preparing learners for careers as consultants.
119.	Certificate in Teaching of English as a Second Language (CTE)	• Enhance the teachers' understanding of the learners, the learning process, and the nature and structure of the English Language.	This Programme is based on the communicative approach to language teaching and will help teachers to innovate strategies for teaching the skills of listening, speaking, reading and writing

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
		XIII. SCHOOL OF SCIENCE (SOS)	
120.	Master of Science (Mathematics with Application in Computer Science) (MSCMACS)	• Emphasise the relevance and usefulness of mathematics from an application point of view; • Equip the learners with the core mathematical knowledge and training necessary for use in many application • areas; • Expose the learner to real life problems and promote the use of mathematics in industry and applied sciences; • Develop a work force that is equipped with the mathematical skills that are necessary in the changing industrial • and economic scenario of the country; • Develop human resource in emerging disciplines such as Mathematical Biology, Computational Mathematics, • Mathematical Economics, etc.; • Promote collaborative research with industry and other user agencies.	Multidisciplinary Curriculum of programme blends pure and applied mathematics with computer science, covering topics such as Linear Algebra, Real Analysis, Differential Equations, Probability, Graph Theory, Cryptography, Coding Theory, and Computer Graphics.
121.	Master of Science (Applied Statistics) (MSCAST)	• Provide core knowledge of statistics required for applications. • Familiarise with the real-life problems to the learners and make them able to apply various statistical tools. • Equip them with the skills of using appropriate software for statistical applications in various fields. • Provide opportunities for career progression and higher education in statistics.	The programme emphasises on the courses which have vast potential for applications of statistical tools in Industrial, Business, Management, Medical, Research oriented fields, Data Science, Machine Learning, etc.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
122.	M.Sc. (Geoinformatics) (MSCGI)	• Acquaint the learners with basic and advance understanding of the underlying principles, concepts and techniques • of geoinformation science, • Provide skills in geospatial data handling, processing and analysis, • Impart critical spatial thinking in the learners to analyse problems from a spatial perspective systematically, • Prepare the learners to apply the principles and techniques towards finding scientific solution to problems in their • application domain and communicate the findings; and • • widen opportunities for learners for higher studies and developing career in different sectors of employment involving geoinformatics.	It is an advanced and specialized programme designed to provide comprehensive knowledge and technical skills in geospatial technologies. It integrates Geographic Information Systems (GIS), Remote Sensing, Global Navigation Satellite Systems (GNSS), and spatial data analysis for diverse applications. With a strong focus on real-world applications in urban planning, environmental management, disaster management, agriculture, and natural resource management, the programme equips learners with analytical, technical, and research competencies required in the rapidly expanding geospatial sector.
123.	M.Sc. (Biochemistry) (MSCBCH)	• Inculcate the concepts of biochemistry; • Provide the knowledge and skills required by a postgraduate in biochemistry; • Fill the gap between academia and industry with regard to demand and supply.	Master of Science in Biochemistry programme is designed to provide an in-depth knowledge in Biochemistry while giving the learner an opportunity to explore subjects beyond the discipline.
124.	Post Graduate Diploma in Applied Statistics (PGDAST)	• To provide learners with the core knowledge required for statistical applications, • To acquaint learners with the use of statistics in applied sciences and industries, • To provide computer-based exercises in selected areas of statistics, and • To equip learners with the skills of using appropriate statistical technique for applications in various fields.	The PG Diploma Programme has been developed to cater to the needs of working professionals and graduates aspiring for employment in industries. Statistics is an emerging field and the demand for statistics professionals is increasing by the day due to its potential applications in several fields such as rural and urban planning, data monitoring, natural resources management, management of industrial and business problems and social and agricultural development.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
125.	Post Graduate Diploma in Environment and Sustainable Development (PGDESD)	• Disseminate evidence-based information and facilitate systematic exchange of knowledge, best practices, and experiences relevant to achieving sustainable development goals. • Enhance regional cooperation for environmental capacity building through structured collaboration, training, and knowledge-sharing initiatives, with a specific focus on environmental management.	Post Graduate Diploma in Environment and Sustainable Development has been developed by the School of Sciences in collaboration with the South Asia Foundation Learning Initiative (SAFLI) and other Open Universities of the SAARC regions. The programme aims to educate and train individuals from different walks of life who have a stake in protecting the environment as well as ensuring a better quality of life for the people of their countries.
126.	Post Graduate Diploma in Analytical Chemistry (PGDAC)	• To provide training in modern analytical techniques to the learners, • To provide appropriate theoretical background and develop practical skills for analysing materials even in trace • amounts using modern analytical methods and instruments, • To enable learners acquire the analytical data and interpret the same using statistical principles, and • To inculcate a problem-solving approach by coordinating different analytical techniques.	Post Graduate Diploma in Analytical Chemistry (PGDAC) is a continuing education programme aimed for the enhancement of skills of the chemists employed in Industry, Research & Development and National Laboratories. It is also useful for all those Science Graduates who are aspiring to get employment in these labs.
127.	Post Graduate Diploma in Geoinformatics (PGDGI)	• Acquaint the learners with basic understanding of the underlying principles, concepts, methods and techniques of geoinformation science • Provide skills in geospatial data handling, processing and analysis, and widen opportunities of learners for higher studies and developing career in different sectors of employment involving geoinformatics.	Post Graduate Diploma Programme in Geoinformatics developed in collaboration with eminent experts from ISRO, DRDO, IITs, C-DAC, DST, and other government and private institutions. The programme equips learners with foundational theoretical knowledge and practical skills in geospatial data handling and analysis, enabling applications in understanding natural processes and managing natural resources, disasters, ecology, and the environment. It also prepares learners for practical applications and further studies in geoinformatics.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
128.	Diploma in Aquaculture (DAQ)	• Provide technical know-how to the traditional fisher-folk, • Develop entrepreneurship, • Update technical knowledge in professionals already engaged in aquaculture activities, and • Create awareness and promote green aquaculture involving environmental-friendly practices in the field of aquaculture.	The Programme focuses on developing scientific knowledge and practical skills in the breeding and rearing of aquatic animals and plants in controlled environments. It promotes livelihood generation and entrepreneurship, particularly for traditional fisher-folk and professionals engaged in aquaculture, while contributing to food and nutritional security through affordable protein sources. The programme emphasizes technical capacity building, employment potential, and the adoption of environmentally sustainable and green aquaculture practices for socio-economic upliftment.
129.	Certificate Programme in Laboratory Techniques (CPLT)	• Provide the know-how and skills needed to work as a laboratory technician in a School/ • College Science laboratory. • Train learners to extend effective and efficient services to the Science teachers and • learners in these laboratories.	It is a skill-oriented programme designed to provide foundational knowledge and hands-on competencies in basic laboratory practices. It covers essential aspects such as laboratory safety, handling of chemicals and equipment, preparation of solutions, basic analytical techniques, and maintenance of laboratory records. The programme prepares learners for employment as laboratory assistants or technicians in educational institutions, research laboratories, healthcare settings, and industrial establishments.
XIV. School of Journalism and New Media Studies (SOJNMS)			
130.	Master of Arts (Journalism and Mass Communication) (MAJMC)	• Develop sound understanding of the core issues of the development Journalism .	This programme will help the learners to acquire academic knowledge and professional skills, which will help you to find numerous employment opportunities in various local, national and international media industries and development agencies. Bridge all the gaps in the process between the planning agencies on the one hand and all other stake holders in development process with a focused understanding of the masses.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
131.	Master of Arts (Journalism and Digital Media) (MAJDM)	• Inculcate the Skills and competencies • of journalistic practices and digital media techniques.	This programme will help the learners to develop professional abilities to seek employability opportunities in the digital media industry as well as in all the sectors that utilise Information and Communication Technology (ICT). Identification of information services, data retrieval, interpretation, analysis, and presentation through various technical tools are the main focus areas of this programme
132.	Master of Arts (Journalism and Electronic Media) (MAJEM)	• Impart the necessary knowledge and skills for print, television, radio and online journalism. • Equip learners with the required knowledge and skills to produce audio programmes for radio broadcasting or podcasting. • Provide knowledge and skills about digital photography and videography. • Expose the learners to different aspects of audio-visual programme production. • Acquaint the learners with the interrelationships between media and society.	It is a professionally oriented programme designed to develop advanced knowledge and skills in print, broadcast, and digital journalism. It integrates theoretical perspectives of mass communication with practical training in reporting, editing, news production, anchoring, and media ethics. The programme emphasizes electronic media practices, including television, radio, and digital platforms, along with emerging trends in multimedia journalism and new media technologies.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
133.	Bachelor of Arts (Journalism and Digital Media) (BAFJDM)	• Acquire journalistic skills such as reporting, writing, editing and publishing techniques; • Describe the process involved in the specialised subject-based reporting; • Understand the concepts and characteristics of digital media platforms, including their growth, cross-national dynamics, relationship with other social institutions, merits and limitations of the platform and, specifically, the nature of the digital media audience; • Apply journalistic skills and digital media understanding in the new form of news gathering and presentation • digital journalism. Three specific sets of skills will be familiarised - forms, methods and techniques; • Explain the journalistic skills, digital media understanding and application side of digital journalism within the realm of a sound knowledge of the social and cultural dynamics and • Acquire the knowledge and skills of research methods. Particularly in big data, data mining, and data analytics, including a sound understanding of statistics.	The programme focuses on developing core journalistic skills such as reporting, writing, editing, and publishing, alongside a strong understanding of digital media platforms, multimedia production, media ethics, and research methods including data analytics. The curriculum integrates practical and theoretical components, covering traditional and digital media practices, digital storytelling, social media dynamics and interactive technologies, with opportunities for project work, internships, and early exit options leading to certificate/diploma awards. The programme equips learners with the knowledge, technical skills and research orientation needed for careers in journalism, digital content creation, media analysis, and other communication fields.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
134.	Post Graduate Diploma in Journalism and Mass Communication (PGJMC)	• Demonstrate a clear understanding of key concepts, theories, and practices in communication and journalism. • Analyse the role of media in society, with specific reference to social change, ethics, and public discourse. • Apply journalistic and communication skills across print, broadcast, digital, and emerging media platforms. • Critically engage with contemporary media issues in a rapidly evolving technological environment. • Produce media content using appropriate tools, techniques, and professional standards. • Enhance professional competencies relevant to careers in media, communication, and related sectors.	The programme is designed for learners seeking to build or upgrade skills in communication, journalism, and related fields. It offers working professionals an opportunity to enhance their knowledge, stay updated with contemporary practices, and earn a formal academic qualification. The programme also caters to general learners interested in understanding society and the role of media within it, particularly in today's fast-paced, technology-driven world.
135.	Post Graduate Diploma in Audio Programme Production (PGDAPP)	• Develop skills in audio production to work as radio programmers, presenters, producers and managers; • Acquire theoretical knowledge of the subject to upgrade their skills; • Specialize in audio production and management of radio station;	The programme has been designed to address the growing need for trained professionals in audio and radio production by combining strong theoretical foundations with practical skill development. It aims to prepare learners to plan and produce audio programmes and to effectively manage radio stations. The programme is suitable for general learners aspiring to work as radio programmers, presenters, producers, or station managers.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
136.	Post Graduate Diploma in Digital Media (PGDIDM)	• Explain the conceptual frameworks and key theoretical perspectives related to digital media and emerging ICT-enabled platforms. • Apply principles and practices of online and digital journalism across diverse new media environments. • Use internet research techniques, including big data analytics and data-driven tools, for information gathering, analysis, and interpretation. • Analyse the role of digital media literacy in processes of empowerment and participatory communication. • Demonstrate advanced competencies in navigating and managing technology-enabled professional environments, thereby enhancing employability across media and allied sectors.	The programme is designed to equip learners with knowledge and skills across three key domains of emerging ICT-enabled new media platforms: the conceptual framework of digital media, practices of online and digital journalism, and internet research techniques, including the use of big data and data analytics. The programme also examines the role of digital media literacy in empowerment processes and analyses the interrelationship between digital media and society within the Indian context, with particular emphasis on social media, Information and Communication Technology for Development (ICT4D), and issues of digital inequality.
137.	Post Graduate Diploma in Development Communication (PGDDC)	• Acquire academic knowledge and professional skills. • Develop sound understanding of the core issues of the development process.	The programme essentially aims to bridge all the gaps in the process between the planning agencies on the one hand and all other stake holders in development process with a focused understanding of the masses. which will help learners to find numerous employment opportunities in various Local, National and International Agencies.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
138.	Post Graduate Diploma in Electronic Media (PGDEME)	• Impart the necessary knowledge and skills for television, radio and online journalism. • Equip learners with the required knowledge and skills to produce audio programmes for radio broadcasting or podcasting. • Provide knowledge and skills about digital photography and videography. • Expose the learners to different aspects of audio-visual programme production • Acquaint the learners with the interrelationships between media and society.	PG Diploma in Electronic Media will help learners to learn and upgrade their skills in audio and audio-visual programme production. It is also an opportunity for working professionals to enhance and update their knowledge and to obtain a formal degree for it.
139.	Post Graduate Diploma in Advertising and Integrated Communication (PGDAIC)	• Acquire specific knowledge and skills enabling you to; • Be employable in Persuasive media industry; • Develop persuasive campaigns for an organisation/brand or service using different media platforms; • Design and Manage events for your brands; • Be adept in strategically managing the online media for your clients; • Be skilled in planning and producing media campaigns • Acclimatise to the social sector advocacy strategies;	This programme proposes to fulfil the need of trained professionals in the Industry of Advertising and Public Relations by creating interest and developing expertise in these fields

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
		XV. School of Engineering and Technology (SOET)	
140.	Master of Science (Renewable Energy and Environment) (MSCRWEE)	• To provide opportunity to the learners to deepen their knowledge of Renewable Energy and Environment and to understand the principles of energy conservation and energy conversion and its effect on the environment. • To expand the capacities of learners on theoretical and practical aspects of renewable energy sources and their sustainable development. • To develop professional knowledge and skills to formulate, implement, monitor and evaluate the projects and programs on energy conversion and conservation.	The Master of Science in Renewable Energy and Environment program provides in-depth knowledge of all major renewable energy sources along with the conversion process and their applications gives the opportunity to specialize in various areas. Focus of the course is to equip the learners with technologies, economics and policy involving energy systems and supply with Renewable Energy sources.
141.	M.Sc. (Industrial Safety) (MSCIDS)	• Provide learners with a comprehensive understanding of the principles and practices of industrial safety and accident prevention. • Train learners to effectively manage safety programmes and lead teams of safety professionals in industrial settings. • Equip learners with the necessary skills to evaluate and mitigate risks associated with industrial processes and work environments. • Develop learner's ability to conduct research and apply their knowledge to solve real world industrial safety problems. • Promote a culture of safety in industrial settings and raise awareness about the importance of industrial safety among workers and management.	The programme aims to: -Provide students with a comprehensive understanding of the principles and practices of industrial safety and accident prevention. T-rain students to effectively manage safety programmes and lead teams of safety professionals in industrial settings. -Equip students with the necessary skills to evaluate and mitigate risks associated with industrial processes and work environments. -Develop student's ability to conduct research and apply their knowledge to solve real world industrial safety problems. -Promote a culture of safety in industrial settings and raise awareness about the importance of industrial safety among workers and management

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
142.	Master of Business Administration (Construction Management) (MBACN)	• Provide comprehensive knowledge and experience to the learners on construction management. • Provide training and continuing education in managing construction activities: • Support and orient the learners towards professional experience and research; and • Prepare the learners for the current and emerging job opportunities in understanding technology application in • construction industry.	MBA, (Construction Management) MBACN is intended to enhance the career prospectus of learners; and inculcate more skills and creativity. As more and more managerial skilled manpower is required in the construction sector, therefore Curriculum of MBACN has been developed to cater to these needs accordingly, which is as per the National Education Policy, 2020.
143.	Master of Business Administration (Logistics & Supply Chain Management) (MBALS)	• Cultivate strategic thinking abilities in learners; • Deep understanding of supply chain concepts, including procurement, production, • distribution, and logistics, • Equip learners with the tools and techniques to enhance operational efficiency within organizations; and • Develop learner's analytical skills, including data analysis, quantitative modelling, and decision-making.	MBALS is intended to enhance the career prospectus of learners; and make the nation more aware about Logistics and Supply Chain Management. Curriculum of MBALS has been developed accordingly, which is as per the National Education Policy, 2020.
144.	Post Graduate Diploma in Industrial Safety (PGDINDS)	• Programme aims to develop skilled human resources in the field of industrial safety at the local, regional and national levels. • Seeks to build competencies and professional skills among learners to avail employment opportunities in various industrial sectors. • Aims to upgrade the knowledge and skills of those working in industry without a formal qualifications in industrial safety.	The programme aims at Industrial Safety and the same time will give more opportunity to get better job in the industry. The course is designed for the learners and employees from industries who will be exposed to comprehensive and rigorous training covering all areas of Safety, Health and Environmental management.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
145.	Advanced Certificate in Power Distribution Management (ACPDM)	• Disseminate information about the current developments and reforms in the power distribution sector, • Generate awareness about the applications of emerging technologies and trends in the sector, and • Educate about various aspects of power distribution management to the personnel in the power sector/ candidates aspiring to take up a job in the electrical industry.	The programme has been developed in collaboration with the Ministry of Power for professionals employed in electrical power utilities or the electricity sector to upgrade their skills, enhance systemic efficiency and demonstrate commercially viable electricity distribution system that delivers quality power to the satisfaction of the beneficiaries. As a part of the national strategy evolved to address and concern of human resource development, this specially designed programme provides opportunity of capacity building in power sector.
146.	Post Graduate Certificate in Inventory Planning and Warehousing for Engineers (PGCIPWS)	• Develop skilled human • resource in the field of inventory planning and warehousing at the local regional and national levels. • Build competencies and professional skills among learners to avail employment opportunities in various industrial sectors. • Upgrade the knowledge and skills of those working in industry without a formal training.	The main objective of this programme is to enhance knowledge, skills and awareness among the learner in the field of Inventory Planning and Warehousing. The University has planned to develop employment-related continuing education programmes aimed at increasing job potential and economic advantage for the learner. The programme also caters to the academic needs of those aspiring for higher learning. o Upgrading educational qualification of learners; o Creating opportunities for in-house training in industries for continuing education; o To look after the Inventory Planning aspects with knowledge and expertise in Inventory Planning and Warehousing.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
147.	Certificate of Competency in Power Distribution (Electrical Technicians) (CCPD)	• To offer need based and tailor-made academic programme for the specific need of technicians/equivalent level workforce engaged in electricity sector. • To address the general concerns and issues in the electricity distribution sector, and inculcate awareness. • To train, assess and certify the skills and competencies of electrical technicians, and to make them eligible for acquiring further knowledge and skill development training / educational qualification, • To provide better industrial education linkage by matching learner's educational needs while collaborating with professional bodies to meet the real work need, • To provide educational programme aiming at increased job potential and economic activities.	Programme has been developed by the School of Engineering & Technology, IGNOU in collaboration with the Ministry of Power under IGNOU- MoP Project towards implementing the competency-based skill development training for the electrical technicians/equivalent level work force of the country. Training for on job employees for upgrading their skills and need of skilled fresh recruits/manpower with required skill and knowledge is the critical need of continuously growing power industry to enhance systemic efficiency and deliver quality power to the satisfaction of beneficiaries. This programme has been launched to address the general concerns and issues in the electricity distribution sector, and inculcate awareness and exchange good practices amongst the workforce.
148.	Certificate in Condition Monitoring (CCOMO)	• Develop human resources in the field of condition monitoring at the Local, Regional and National • levels. • Build competencies and professional skills to avail enhanced employment opportunities in organizations. • Upgrade the knowledge of those working in an organization without a formal training.	As time passes by, there is either gradual decay or deterioration or wear tear of any structure/machine/ equipment or human body. In order to prevent any major failure of any such machinery, periodical or continuous monitoring of the condition of any such structure/ machine/ human body is very important. This program will help to prevent monetary loss as well as loss of human lives. Nowadays every industry whether it be mechanical/aerospace/ civil/ biomedical have department dedicated for monitoring of their machinery or various components.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
XVI. Staff Training & Research Institute of Distance Education (STRIDE)			
149.	Master of Arts (Distance Education) (MADE)	• Develop comprehensive understanding of the philosophy, principles, and evolution of Open and Distance Learning (ODL) systems. • Strengthen competencies in planning, management, and administration of distance and online education institutions. • Enhance skills in the use of educational technologies, including digital platforms, multimedia, and online learning systems.	The Programme aims to build advanced professional competence in the theory, practice and management of distance and open learning systems. The programme enables learners to develop a deep understanding of distance education principles, instructional design, curriculum development, learner support systems, educational technology, and research methodology relevant to open and distance learning. With a mix of theoretical insights and practical applications, it prepares professionals for leadership roles in distance education institutions, academic coordination, instructional design, educational research and policy planning.
150.	Post Graduate Diploma in Distance Education (PGDDE)	• Promote awareness about the concept and utility of ODL in India and other developing countries. • Develop the much-needed human resources for the existing Open Universities and Directorates of Distance Education.	Specialized program designed to equip professionals with skills in Open and Distance Learning (ODL) systems, covering ODL philosophy, instructional design, technology application.
XVII. School of Interdisciplinary and Trans-disciplinary Studies (SOITS)			
151.	Master of Science (Environmental Science) (MSCENV)	• Equip the learners with knowledge and understanding of the physical, chemical and biological processes of the environment. • Expose the learners with theoretical principles involved in air, water and soil pollution and monitoring systems. • Emphasize the principles and practices involved in sustainable natural resources management and environmental management • Impart knowledge and understanding in impact assessment, environmental audit and laws.	Master of Science (Environmental Science) Programme aims at generating skilled man power to tackle the growing environmental and developmental problems and changes arising from the transition to a sustainable society.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
152.	Master of Arts (Environmental and Occupational Health) (MAENOH)	• Describe how the environment and human health interact at different levels. • List the types of occupations and discuss how they can cause risk to human health. • Describe pathways of human exposure to hazardous agents and stressors in the environment and workplace and their impact on human health. • Investigate how individual and population factors affect vulnerability and evaluate epidemiologic methods used in • occupational and environmental research and interpret findings. • Identify and measure environmental and occupational hazards and develop strategies to prevent these hazards • affecting workers, property, environment and the general public. • Develop mitigation strategies to contain and manage environmental and occupational hazards for positive health. • Exhibit the knowledge and skills needed to improve the environmental sustainability of human health systems.	The programme aims at various concepts related to general environment, environment at the work place, related hazards and evaluation of health risk assessment by providing solutions to various aspects of environmental health occupational hazard management, epidemiology, health policy and management, and environmental health promotion. The successful learners will be able to work with health practitioners, researchers and policy makers to develop, evaluate and monitor health policies, programmes and practices related to healthy environments.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
153.	Post Graduate Diploma in (Environmental and Occupational Health) (PGDENOH)	• Examines the dynamic relationship between the environment, workplaces, and human health at individual, community, and population levels. • Explores how different occupations expose workers to physical, chemical, biological, and psychosocial risks, and explains the pathways through which hazardous agents and environmental stressors affect human health. • Gain an understanding of how vulnerability is shaped by individual and population factors, and how epidemiological methods are used to investigate occupational and environmental health issues and interpret research findings. • Builds the knowledge and skills required to promote safer practices and enhance the environmental sustainability of human health systems, contributing to positive and long-term health outcomes.	The programme aims at various concepts related to general environment, environment at the work place, related hazards and evaluation of health risk assessment by providing solutions to various aspects of environmental health occupational hazard management, and environmental health promotion.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
154.	Post Graduate Diploma in Environmental Management & Law (PGDEML)	• To develop a comprehensive understanding of environmental management principles and sustainable development. • To familiarise learners with national and international environmental laws, policies, and regulatory frameworks. • To enhance knowledge of environmental protection mechanisms, compliance procedures, and legal remedies. • To build capacity for environmental planning, impact assessment, and resource management. • To sensitise learners to emerging environmental issues such as climate change, biodiversity conservation, and pollution control. • To equip professionals with the skills required for environmental governance, advocacy, and decision-making. • To promote interdisciplinary understanding of the relationship between environment, law, and society.	The programme will familiarise the learners with current legal and policy requirements, but it will also arm them with the skills they need to tackle major urban issues at both the policy and implementation levels.
155.	Post Graduate Diploma in Waste Management (PGDWAM)	• To sensitize the learners about the issues related to waste generation and its impact on environment and human health. • To familiarize the learners to appropriate disposal and treatment methods, regulations and practices in waste management. • To enable the learners to apply the knowledge and contribute towards waste reduction and its effective management.	The programme provides an overview of the state of waste management covering key elements such as, social systems, financial and institutional aspects along with entrepreneurship in waste management. Learners will be able to understand the importance of waste management and learn about appropriate and sustainable solutions.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
156.	Post Graduate Certificate in Climate Change (PGCCC)	• To expose the learners to the domain of climate change and conventions on climate change. • To acquaint the learners with impacts of climate change on terrestrial and aquatic ecosystems. • To equip learners with the mitigation and adaptation strategies against climate change. • To develop an understanding on climate change assessment tools. • To acquaint the learners with interaction between climate change and society.	The programme was tailor-made to incorporate the developments in the domain of climate change with respect to human influences on climate, the consequences of climate change, climate change conventions and protocols.
	XVIII. School of Social Work (SOSW)		
157.	Master of Social Work (MSW)	• Develop Professional Competence in social work at national and international levels. • Provide Comprehensive Theoretical Knowledge of core social work practiced globally and in India. • Enhance Knowledge of Social Work History in India • Facilitate Lifelong Learning and Professional Development in the dynamic field of social work.	The practical components have been meticulously prepared to provide the learners, hands on training, which will enable the candidates to find suitable placements within and outside the country.
158.	Master of Social Work (Counselling) (MSWC)	• Provide both academic learning and professional education and training in Counselling, extending beyond theoretical knowledge.	This programme is tailored to suit counsellors working in a wide range of organizational and community contexts as well as individuals in a family. With the fast-changing social scenario, the problems being faced by people across the board are numerous. Unlike in the western world, Counselling services are very inadequate in India.
159.	Bachelor of Social Work (BFSW)	• Provide foundational knowledge of social work for professional practice. • Develop professional skills to work with individuals, families, groups, and communities in diverse social settings. • Enable critical analysis of emerging social issues arising from globalization, market economy, and liberalization.	This programme will be particularly useful to people employed at middle and lower levels with NGOs. It will also be useful to fresh candidates who may like to work in social and social welfare sectors.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
160.	Post Graduate Diploma in Social Work Counselling (PGDCOUN)	• Provide both academic learning and professional education • and training in counselling, extending beyond theoretical knowledge.	This programme is tailored to suit counsellors working in a wide range of organizational and community context as well as individuals in a family. Further it would enrich the functionaries working in NGOs, welfare agencies as well as in human resources management.
161.	Certificate in Social Work and Criminal Justice System (CSWCJS)	• Train a cadre of graduate professionals • interested in working in the correctional settings such as jails, family courts, beggars' home, special schools for boys • and girls, observation home/rescue home etc.	The programme would be relevant for the various NGO professionals who are working in the correctional settings.
	XIX. School of Translation Studies & Training (SOTST)		
162.	Master of Arts (Translation Studies) (MATS)	• To develop advanced theoretical understanding of translation studies, including major concepts, approaches, and debates. • To enhance professional competence in translation between languages, with accuracy, clarity, and cultural sensitivity. • To familiarise learners with literary, technical, administrative, and media translation practices. • To build skills in editing, revision, and evaluation of translated texts. • To promote awareness of the linguistic, cultural, and socio-political dimensions of translation. • To train learners in the use of translation tools and technologies. • To encourage research aptitude and critical inquiry in the field of translation and interpretation studies.	The MATS programme It is built around the concept of integrating learning with research in the vast areas of translation practices in the contemporary time. The programme provides opportunity for translators to explore job opportunities as academics and translators by honing their translation skills.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
163.	Post Graduate Diploma in Translation (PGDT)	• Aims to teach Translation from English to Hindi and *vice-versa*. • Understand the diversity • of Indian culture and society. • Imparting the knowledge of the theory and practice of translation. • Enables the learners to understand the socio-cultural dimensions of translation.	Post Graduate Diploma in Translation is designed to develop the translation skills of the learners and train them as translators.
164.	Post Graduate Diploma in Sindhi Hindi-Sindhi Translation (PGDSHST)	• Facilitate intra-lingual, inter-lingual academic and cultural activity between these two Indian • languages and to promote national integration. This will integrate the young Sindhi population with mainstream and major linguistic group i.e. Hindi speaking population.	The programme has been developed to build translation skills among Sindhi-Hindi language community; besides generating employment opportunities and promotion of Sindhi-Hindi language and literature.
165.	Post Graduate Certificate in Bangla-Hindi Translation (PGCBHT)	• Facilitate intra-lingual, inter-lingual academic and cultural activity between these two Indian languages and to promote national integration. • Create job potential and confidence in the people who work through these Indian languages.	PG Certificate in Bangla-Hindi Translation programme is intended for those who have had graduation degree with knowledge of Hindi and Bangla and who aspire to make their career in the area of translation.
166.	Post Graduate Certificate in Malayalam-Hindi Translation (PGCMHT)	• Facilitate inter-lingual, intra-lingual academic and cultural activity between these two Indian languages and to promote national integration. • Create job potential and confidence in the people who work through these Indian languages.	PG Certificate in Malayalam-Hindi Translation programme is intended for those who have had graduation degree with knowledge of Hindi and Malayalam and who aspire to make their career in the area of translation.
167.	Post Graduate Certificate in *Anuvaad evam Rupantaran mein Snatakottar Pramanpatra* (PGCAR)	• Fill a major gap in translation, media and culture studies and training pertaining to preparation and adaptation of scripts. • Provide an overall view of the various inter-disciplinary studies on • translation and its practices in this field.	Translation is generally studied and practiced in terms of language or written script. However, there is an increasing awareness about the idea to see the translation not merely in terms of written languages but also in terms of medium. The programme will help learners to understand theoretical and practical aspects of the subject with hands-on experience of script writing.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
		XX. School of Performing and Visual Arts (SOPVA)	
168.	Master of Fine Arts - Painting (MFAP)	• • Attain fundamental understanding of theory and practice. • • Describe the concept of Indian Art Practices and Aesthetics in historical and contemporary context. • • Demonstrate elements and principle of art trough drawing and painting. • • Use of Material and Technique for Drawing and Painting. • • Observe, analyse and create an Art Work. • • Work independently to research, identify and develop own style and express through chosen medium(s) to become a professional Artist.	The programme focuses on skill and competences development having both professional and academic proficiency leading to job opportunities and over all development. Master of Fine Arts - Painting (MFAP) programme has been designed for serious Fine Arts learners to pursue higher education having pedagogy in theory, practice and research in art through open and distance learning. The programme broadly covers core components like; elements and principles of art, Art history, Art education, Aesthetics theories and research methods; and develop awareness about appropriate art tools, material, techniques and methods to analyse and create their own art work.
169.	Bachelor of Performing Arts– Hindustani Music (BPAFHM)	• • Earn the proficiency to sing the prescribed Ragas with correct voice production. • • Be able to demonstrate the prescribed Talas. • • Be capable to express their understanding of evolution of Indian Classical Music • • Be able to understand and elaborate the historical development of Hindustani Music. • • Gain knowledge about the treatises of music written through the ages. • • Develop logical understanding of the subject to get employed in teaching jobs	The B.A. (Performing Arts) – Hindustani Music Hons.) Is designed to give an in-depth knowledge in the discipline of Hindustani Classical Music while allowing for exposure to subjects beyond the discipline as well. The programme is appropriate for ODL as it focuses on the skills and competence development having both professional and academic proficiency leading to job opportunities and over all development.
		XXI. School of Foreign Languages (SOFL)	
170.	Master of Arts (Arabic) (MAARB)	• Develop advanced level of communicative proficiency • in Arabic along with ability to translate from Arabic to English and *vice versa*.	Master of Arts in Arabic Programme is designed to help learners. It also focuses on teaching modern Arabic along with classical Arabic.

Sl. No.	Name of the Programme	Programme Outcomes	Salient Features
171.	Master of Arts (Russian) (MARUS)	• The programme focuses on learning and acquiring skill-based knowledge from standard courses such as Culture & Civilization of Russian, Russian Grammar, • Phonetics, Business Russian, Russian literature, Russia in Global Affairs and Research Methodology etc.	The programme has been designed & developed to help learners in mastering advance level of communicative proficiency in Russian language along with ability to translate and interpret from Russian- English-Russian.
172.	Master of Arts (French) (MAFL)	• Develop advanced proficiency in written and spoken French for academic, professional, and intercultural communication. • Provide in-depth knowledge of French and Francophone literature, culture, and civilisation. • Strengthen linguistic competence through the study of translation, interpretation, and applied linguistics. • Enhance critical thinking, research skills, and analytical abilities in language and cultural studies. • Prepare learners for careers in teaching, translation, interpretation, diplomacy, tourism, international business, and further academic research.	The Programme is designed to develop advanced proficiency in the French language while providing comprehensive knowledge of French and Francophone literature, culture, linguistics, and translation studies. The programme adopts a skill-oriented and research-focused approach, enhancing communication, intercultural competence, and analytical abilities. Offered through the Open and Distance Learning mode, it provides flexibility to diverse learners and prepares them for careers in teaching, translation, international relations, tourism, corporate sectors, and higher academic research.
173.	Master of Arts (Spanish) (MASL)	• Offer a comprehensive understanding of Hispanic culture, literature and history to the learners, enabling them to • comprehend the current developments in the region. • Assist the learner in establishing a cross-cultural dialogue between their native culture and the Hispanic culture.	The School of Foreign Languages has designed the M.A. programme in Spanish (MASL). The programme comprises courses on the syncretic evolution of the Hispanic society, culture and literature, as well as skill-oriented courses, such as Translation Studies, Interpretation and Linguistics.
174.	Diploma in Teaching German as a Foreign Language (DTG)	• This programme is aimed at meeting the needs of professional • German language teachers. • Aims to train teachers professionally by enhancing higher language learning competencies. • It will become a model for teacher training in other European Languages.	The Diploma in Teaching of German as a foreign language is the first of its kind through distance mode with an active practical component of classroom teaching. This programme was developed in collaboration with Goethe Institute/ Max Mueller Bhavan, University of Vienna and IGNOU.

Appendix 2

Notification of the Committee

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. 19

With the approval of the competent authority, a committee has been constituted for documentation of implementation of NEP, 2020 on **"Professional 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. Ruchika Kuba, Director, SOHS	–	Chairperson
2.	Prof. P.V.K. Sasidhar, SOEDS	–	Member
3.	Prof. Ravikanthi Sampath Kumar, SOMS	–	Member
4.	Prof. K.S. Arul Selvan, SOJNMS	–	Member
5.	Dr. Akshay Kumar, Assoc. Prof., SOCIS	–	Member
6.	Prof. Vijayakumar P., Director, CIQA	–	Member
7.	Dr. Ajith Kumar C, Asstt. Professor, SOE	–	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 3

Indira Gandhi National Open University

Minutes of the 1st Meeting of the Committee on Professional Education

The first meeting of the Committee on Professional Education, constituted by the Centre for Internal Quality Assurance (CIQA), IGNOU, was held on Wednesday, 16th April 2025 at 3:00 PM in the Conference Room, SOHS, IGNOU.

Members Present:

1. Prof. Ruchika Kuba Chairperson
2. Prof. K. S. Arul Selvan Member
3. Dr. Akshay Kumar Member
4. Prof. Vijayakumar P. Member
5. Dr. Ajith Kumar C. Member and Convenor

Prof. P. V. K. Sasidhar and Prof. Ravikanthi Sampath Kumar could not attend the meeting.

At the outset, the **Chairperson** welcomed all members and shared the current status of data collection on professional education programmes/courses offered by various Schools of Studies at IGNOU. It was informed that, as of 16th April 2025, data had been received from three schools: **SOCIS, SOEDS,** and **SOCE**.

The agenda items of the meeting were then taken up for discussion.

Agenda Item 1: Compilation of Data on Professional Education Programmes Offered by Schools of Studies, IGNOU

The members deliberated on various aspects of professional education as outlined in the National Education Policy. It was decided to collect data on professional education programmes/courses offered by the different Schools of Studies at IGNOU based on the existing councils and the programmes governed by these councils. All programmes from masters to certificate level programme would be considered. Dr. Vijay Kumar was requested to share the data of the vision and mission of IGNOU related to the professional education with the committee members.

It was further decided that the data from SRD and SED could be obtained after the list of programmes was received from the schools to have a database of the enrolment and pass percentages of the various porgrammes.

It was decided to revise the existing data collection format prepared by CIQA. The revised format is attached separately.

An email will be sent from CIQA to all the relevant Schools of Studies requesting the required data. The deadline for submission of the data was fixed as 23rd April 2025. The committee decided to meet again on 28th April to give their inputs for the report.

The meeting concluded with a vote of thanks to all committee members.

-Sd-	-Sd-
Dr Ajith Kumar C	Prof. Ruchika Kuba
Convener	Chairperson


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