

# TECHNOLOGY ENHANCED TEACHING-LEARNING AT IGNOU (2020-2025)



---

“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*

---

# TECHNOLOGY ENHANCED TEACHING-LEARNING AT IGNOU (2020-2025)

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

## Preparation Team



**Prof. Anita Priyadarshini**  
Director, STRIDE



**Prof. Vijayakumar, P.,**  
Director, CIQA



**Prof. Manjulika Srivastava**  
OSD, CIQA



**Prof. Swati Patra,**  
SOSS



**Dr. V.P. Rupam,**  
Director, CPC/Addl.  
Director, SRD



**Dr. S.K. Pulist,**  
Addl. Director, CIQA



**Dr. Deeksha Dave,**  
Associate Professor, SOITS



**Dr. Navita Abrol,**  
Deputy Director, CIQA



**Dr. Shekhar Suman,**  
Assistant Director, CIQA

### Print Production

Mr. Tilak Raj (Assistant Registrar), MPDD, IGNOU, New Delhi

September, 2025

© Indira Gandhi National Open University, 2025

ISBN: 978-93-6106-896-6

**Disclaimer:** All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Copyright holder.

**Printed and published** on behalf of Indira Gandhi National Open University, New Delhi.

**Printed at:** M/s Royal Offset Printers, A-89/1, Naraina Industrial Area, Phase-I, New Delhi 110028.

## Foreword

It gives me great pleasure to present the report on “**Technology Enhanced Teaching-Learning at IGNOU**”, which encapsulates the University’s unwavering commitment to inclusive, flexible, and technology-enabled education over the period 2020–2025. As the world continues to witness rapid transformations in the education landscape, IGNOU has remained steadfast in advancing its mission to democratize higher education and reach learners across geographical, social, and economic divides.



At the heart of IGNOU’s success lies its innovative pedagogy, which blends self-instructional print material with a rich array of multimedia, online, and face-to-face support. The report highlights key pedagogical strategies, curriculum design initiatives, and the meaningful integration of cross-cutting themes that are critical to building holistic and future-ready learning experiences. These efforts resonate deeply with the goals of the National Education Policy (NEP) 2020, particularly in terms of flexibility, multidisciplinary learning, and lifelong learning.

A major focus of the report is on “**Technology Enhanced Teaching-Learning at IGNOU’ (2020-2025)**”, a domain in which IGNOU has emerged as a pioneer among open universities. From the foundational platforms of *GyanDarshan* and *GyanVani*, to the dynamic interactivity of *GyanDhara*, *Web Counselling*, and *WEAS*, IGNOU has continually expanded its digital reach. Initiatives such as the *eGyanKosh* repository, *IGNOU e-Content App*, QR Code-based access, and a growing portfolio of online programmes ensure that learners can engage with quality content anytime, anywhere. The use of social media platforms—ranging from X and YouTube to Podcasts and Audiobooks—further amplifies our outreach and learner support.

This report is both a reflection of IGNOU’s journey and a reaffirmation of our future direction. I commend the dedicated faculty and academic divisions for their relentless pursuit of excellence and innovation in teaching and learning. Their work ensures that IGNOU continues to serve as a model institution in the field of Open and Distance and Online Learning, both nationally and globally.

Let us continue to work together to make education more accessible, relevant, and transformative.

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

## Acknowledgment



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

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

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

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

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

**Prof. Vijayakumar P.**

Director, CIQA

Indira Gandhi National Open University (IGNOU)

## CONTENTS

<b>1. Introduction</b>	9-15
1.1 IGNOU's Pedagogy	10
1.2 Key Elements of IGNOU's Pedagogy	11
<b>2. Technology Enabled Teaching-Learning</b>	16-23
2.1 Television as a Gateway to Knowledge: GyanDarshan	16
2.2 Amplifying Voices of Learning: GyanVani	16
2.3 The Digital Wave: GyanDhara	17
2.4 Connecting Minds Virtually: Web Counselling	17
2.5 A Digital Repository of Knowledge: eGyanKosh	18
2.6 Learning in Your Pocket: IGNOU e-Content App	19
2.7 Seamless Access Through Scans: QR Code-Based Course Access	19
2.8 Expanding Horizons: Online Programmes	19
2.9 Empowering Through the Web: WEAS	20
2.10 Leveraging the Social Sphere: Use of Social Media	20
2.11 Empowering Self-learning: SWAYAM	20
2.12 The Knowledge Channel: SWAYAM PRABHA	21
2.13 Learn Anywhere Anytime: IGNOU LMS	23
<b>3. Policy Framework</b>	24-25
<b>4. Implementation of NEP 2020</b>	26-32
4.1 Establishment of NEP Cell	26
4.2 Institutional Development Plan of IGNOU	26
4.3 Academic Bank of Credits (ABC)	27
4.4 Multiple Entry and Multiple Exit (MEME)	27
4.5 National Higher Education Qualification Framework (NHEQF)	28
4.6 National Credit Framework (NCrF)	29
4.7 National Skills Qualifications Framework (NSQF)	29

4.8	Four-Year Undergraduate Programmes	30
4.9	Transaction in Regional Languages	30
4.10	Integrated Teacher Education Programme	31
4.11	Digital and Online Education	31
5.	<b>Modern Infrastructure Facilities</b>	33-36
6.	<b>The Way Forward</b>	37-38
	<i>Appendix 1: Notification of the Committee</i>	39
	<i>Appendix 2: Minutes of the Meeting</i>	40-42

## 1. Introduction

The Indira Gandhi National Open University (IGNOU) is a premier Open and Distance Learning (ODL) Higher Education Institution in India, known for its innovative approaches to teaching and learning. As an ODL institution, IGNOU has developed unique strategies to reach out to a wide range of learners across the country. As a pioneer in distance education in India, IGNOU has democratized access to higher learning, reaching diverse learners across geographical and socio-economic boundaries. It has national jurisdiction with a pan-India presence through a network of Regional Centers (RCs) and Learner Support Centers (LSCs).

IGNOU has revolutionised the higher education ecosystem in India through its innovative approach to teaching and learning - which presents a unique landscape, distinct from conventional brick-and-mortar institutions. IGNOU's instructional methodology is designed to cater to the diverse needs of distance learners. The core principles of ODL at IGNOU include flexibility, learner-centric education, and technology integration to support independent learning. The University emphasises self-paced learning, allowing learners to tailor their education to their needs and circumstances. The teaching-learning process at IGNOU is designed to minimise barriers to education, such as location, time constraints, and financial limitations. Through its ODL and online learning system, IGNOU promotes lifelong learning, empowering learners to enhance their knowledge and skills without compromising their professional and personal commitments.

In response to the evolving digital landscape and the increasing demand for online education, IGNOU has adopted online learning platforms. Through the IGNOU Online portal and the SWAYAM platform, many programmes and courses are now offered entirely online. These platforms feature four-quadrant approach which includes interactive content, recorded lectures, online discussion forums, quizzes, and real-time assessments, that provide a virtual classroom experience. Its traditional and digital learning resources cater to the higher education aspirations of millions of learners, particularly those who cannot pursue conventional education due to professional, personal, or geographical constraints.

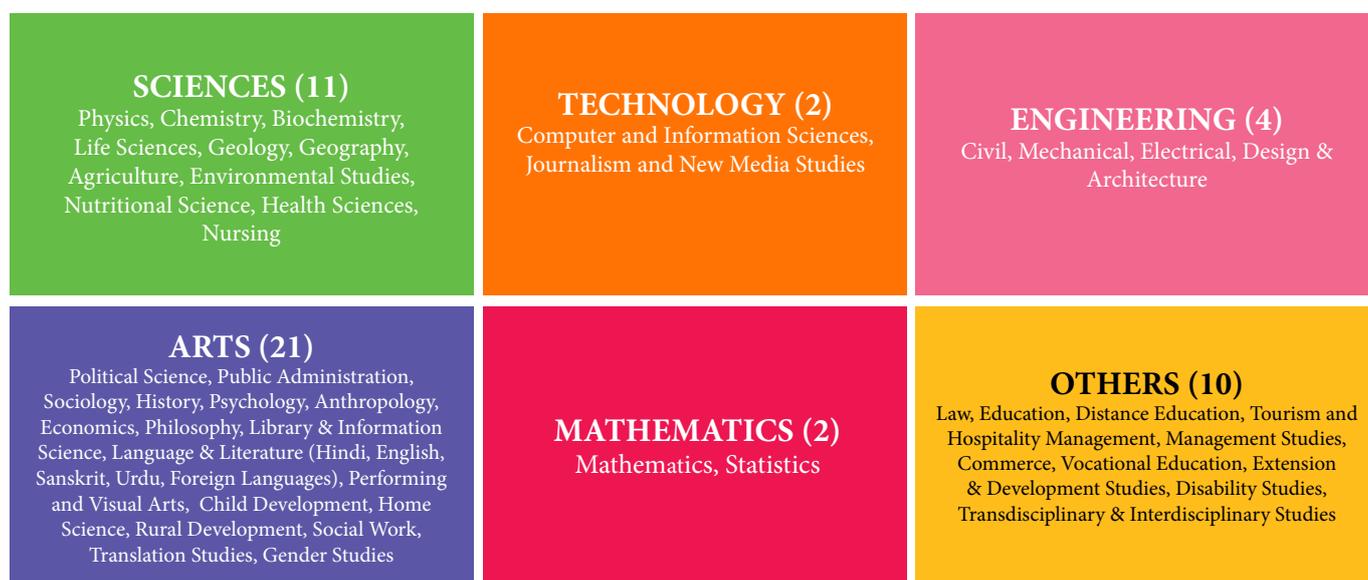


Figure 1: Disciplines at IGNOU

IGNOU is a multidisciplinary University having 21 Schools of Studies and 50 disciplines (Fig. 1) representing STEAM including an Institute (STRIDE); Centres; Chairs; for providing holistic, inclusive, sustainable and multidisciplinary education.

IGNOU focuses on multidisciplinary and holistic education. As many as 325 ODL and 45 Online programmes (Table 1) are offered at various levels from 21 Schools of Studies and STRIDE through ODL and Online modes. Around 291 courses are also on offered through SWAYAM platform. Visualizing education beyond the four walls, IGNOU adopts diverse and innovative pedagogies to cater to the higher education aspirations of people from across the strata of the society. The University has a sanctioned strength of 444 teachers in the various Schools of Studies and STRIDE, and nearly 300 teachers are in position (Table 2). Besides teachers, there is a sanctioned strength of 334 academics of which more than 200 are in position and are posted at the Divisions, Institute, Centres, Units, Cells at the IGNOU Headquarters; and 57 IGNOU Regional Centres (RCs) across the country.

**Table 1: Number of Academic programmes on offer**

Year	Total ODL Programmes on offer (awareness, certificate, diploma, bachelor's and master's)	Online Programmes	Research Degree Programmes
2020-2021	218	16	53
2021-2022	242	41	46
2022-2023	285	44	46
2023-2024	323	45	46
2024-2025	325	45	46

Source: IGNOU Annual Reports

**Table 2: Number of Teachers and Academics in the University**

Year	Sanctioned posts of Teachers	Teachers in position	Sanctioned posts of Academics	Academics in position
2020-2021	444	241	334	220
2021-2022	444	291	334	204
2022-2023	444	288	334	192
2023-2024	444	291	334	216

Source: ACD, IGNOU

## 1.1 IGNOU's Pedagogy

One of the most distinctive features of IGNOU's pedagogy is its learner-centric approach. Unlike conventional classroom teaching-based institutions, IGNOU uses a multi-modal system of instruction that includes self-learning materials (SLMs) in print and digital form; audio-visual programmes; online learning resources including its own repository; counselling through multiple media such as television, FM radio, web counselling, social media platforms and face-to-face interaction at LSCs. The University's digital repository, namely the *eGyanKosh*, IGNOU eContent apps, and YouTube channel ensure that learners can access study materials and academic resources anytime, anywhere. These components ensure that learners receive continuous academic support throughout their

learning journey. This blend of resources allows learners to study at their own pace, place, and time, making it ideal for working professionals, learners from rural and remote area, homemakers, entrepreneurs, and persons with disabilities, among others with diverse responsibilities.

All programmes offered by the University follow a rigorous process of approval by the statutory bodies to fulfil the vision and mission of the University before being designed, developed and delivered. The statutory authorities of the University ensure the local, regional, national, and/or international relevance of the programmes.

Each academic programme of IGNOU is structured into several courses to facilitate learning. Every academic programme of IGNOU has a Programme Guide, which features programme structure, Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs) along with the instructional methodology and other information including concept maps. Every Course of the Programme is divided into a set of Blocks/modules with each block containing units written in the self-learning format. The Block introduction acquaints the learners with the content of the Block and explains how it would help them achieve the outcomes (in the form of PLOs and CLOs spelled out therein). Each Unit also contains clearly stated expected learning outcomes that specifically describe the level of knowledge learners are expected to acquire after studying that Unit, and apply to the relevant contexts whether local, regional, national, and/or international.

Regulatory Bodies like the University Grants Commission (UGC), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), All Indian Council for Technical Education (AICTE), Nursing Council of India (NCI), and National Council for Vocational Education and Training (NCVET) validate the standards of teaching-learning being pursued in different general and professional programmes on offer by the University.

It is also ensured that the vision and mission of the University are translated into concrete and visible Programme Outcomes, Programme Specific Learning Outcomes, and Course Specific Learning Outcomes. These outcomes not only help potential employers in assessing the level of knowledge, skills, and competencies that a learner has acquired but also facilitate economic and social mobility, hence contributing to national development. Other stakeholders such as the state, community, and employers also benefit from the programmes and learning outcomes and act as agents of social change for the larger good of our society and nation.

## 1.2 Key Elements of IGNOU's Pedagogy

At the core of IGNOU's pedagogy is the learner-centric model, where learners are active participants in their own educational journey. Rather than passively receiving information from a teacher, learners engage with carefully structured SLMs, participate in discussions, prepare assignments, and apply knowledge through practical activities. This method fosters critical thinking, independent study skills, and lifelong learning habits.



The design of study materials, flexibility in admission schedules, conduct of term end examinations twice a year and availability of multilingual content ensure that learning is accessible to all, regardless of socio-economic background, geographic location, or prior educational experience.

### i) Teaching Methods and Tools

IGNOU's teaching methods and tools are designed to cater to the diverse needs of its learners, who are often working professionals, homemakers, or those living in remote areas. The University employs a range of teaching methods and tools, including:

1. **Self-Learning Materials (SLMs):** At the heart of IGNOU's teaching methodology lies the Self-Learning Materials (SLMs). IGNOU prepares high-quality SLMs, which are self-learning study materials that learners use to learn at their own pace and place. These meticulously crafted study materials form the primary mode of instruction with the teacher in-built into the text; presenting information in a structured, easy-to-understand manner and include a mix of theoretical content, examples, illustrations, and self-assessment questions to promote critical thinking and self-evaluation at the end of every Unit. These study materials are designed to be engaging, interactive, and easy to understand. The SLMs often incorporate case studies, examples, and self-assessment exercises to facilitate active learning and comprehension. These SLMs are provided in both printed and digital formats, allowing learners to choose according to their preferences and accessibility.

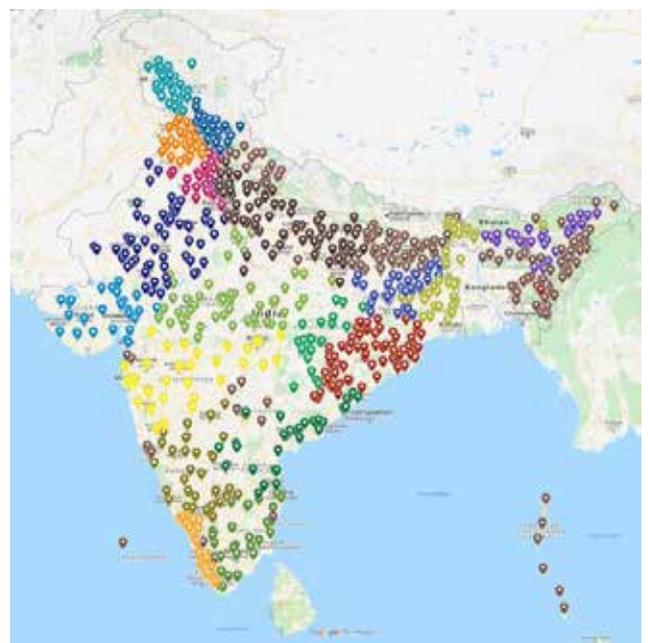
The development of these study materials at IGNOU involves a rigorous process, with subject experts of national and international eminence, carefully crafting the curriculum and contents to ensure clarity and accuracy and are peer-reviewed to ensure academic quality.

2. **Audio-Video Programmes:** The University produces audio-video programmes that supplement the SLMs and are available on IGNOU's website and YouTube channel. These multimedia resources cater to different learning styles and help reinforce complex concepts in a more engaging manner.
3. **GyanDarshan:** IGNOU's *GyanDarshan* channel is a dedicated educational TV channel that broad casts lectures from the subject experts, panel discussions, and other educational programmes.
4. **GyanVani:** *GyanVani* is IGNOU's educational FM radio network, broadcasting from various cities across India. It supplements learning through lectures related to course content, subject experts' discussions, and interactive sessions with resource persons from IGNOU and outside, addressing local educational and socio-cultural needs.
5. **GyanDhara:** *GyanDhara* is IGNOU's web-based audio counselling tool/channel. It allows learners to listen to live discussions by experts, and interact via phone, email, and chat, offering real-time academic support accessible globally.
6. **Online Learning Resources:** With the advancement of digital education, IGNOU has incorporated e-learning platforms, including *eGyanKosh*, SWAYAM, YouTube, which provide learners with video lectures, digital study materials, and interactive forums.
7. **Online Learning:** IGNOU has a robust online learning platform that allows learners to access

course materials, participate in discussions, interact with faculty members and peers, and submit their assignments, practical, project reports online including taking term-end examinations. Online learning at IGNOU allows for greater accessibility and convenience, particularly for working professionals who are always on the move, differently-abled learners, learners from the rural and remote areas and international learners. The use of Learning Management Systems (LMS) enables structured delivery of course content and smooth communication between instructors and learners. Furthermore, webinars, web counselling sessions, and live chats offer real-time interaction that overcome the isolation which is often associated with distance education.

**ii) Learning Process**

To facilitate the learning process targeted to its dispersed learners, IGNOU has adopted a three-tier structure for providing learner support services from its Headquarters, RCs and Learner Support Centres (LSCs). The RCs located mostly at State capitals, function as an interface of the University within the State. There are at present 57 RCs with a pan-India presence. The roles and responsibilities of a RC are pre-defined which are: delivery of academic programmes; promotion of ODL system; organisation and conduct of learner support services through a network of LSCs. The LSCs reach out to distance learners as close to their homes as possible to provide them support services such as face-to-face academic counselling, tutoring, laboratory and library facilities, etc., basically to enhance their educational and learning experience through interaction with their peers and subject experts/ teachers (known as academic counsellors). IGNOU has a wide network of around 2000 LSCs across the country.



Map: IGNOU LSCs in India



The University also has a presence in 70 countries through academic engagements and in 57 countries through MoAs. IGNOU directly enrolls international learners through its 25 Overseas Study Centres (OSCs) in 15 countries across the globe listed above.

The learning process at IGNOU is designed to be flexible and learner-centric. Key elements of the learning process include:

1. **Self-paced Learning:** Learners can study SLMs and other course materials at their own pace, without having to adhere to a rigid schedule.
2. **Online Learning Platforms:** IGNOU actively leverages technology through platforms like *eGyankosh* (digital repository), SWAYAM (MOOCs), virtual classrooms, and online discussion forums to enhance learning, provide access to a wide range of resources, and foster interaction among learners and faculty.
3. **Assignment-Based Learning:** Learners are required to submit assignments, which are evaluated by academic counsellors/ faculty members with their comments. These tutor comments help learners assess their understanding of the course material and boost their learning.
4. **Academic Counselling:** IGNOU offers academic counselling sessions through face-to-face and virtual mode that facilitate interaction between learners and academic counsellors.

These sessions provide learners with an opportunity to clarify doubts and engage in discussions with academic counsellors and peers. This blended aspect of the pedagogy helps in reducing learners' isolation and enhances their motivation and engagement. Academic counsellors at LSCs provide guidance, clarify doubts, and help learners navigate the course material. Interactive Radio Counselling (IRC) is provided by IGNOU's *GyanVani* radio channel transmitted through FM channels. Teleconferencing through IGNOU's TV Channel *GyanDarshan* is provided to the IGNOU learners which is a one-way video and two-way audio facility. The learners can also access the *GyanVani* broadcasts through the internet-based web-radio *GyanDhara*.

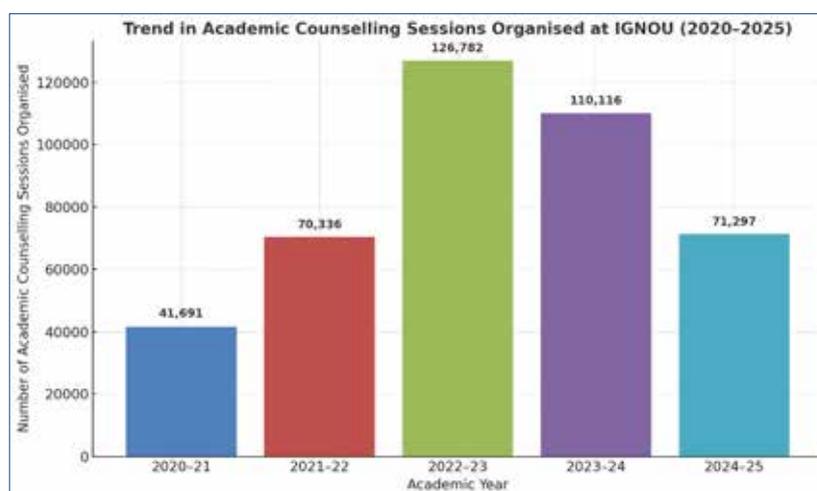


Figure 2: Trends in Academic Counselling Sessions (2020-2025)

During the pandemic, IGNOU adeptly transitioned to online modes for many activities, including workshops and interactive counselling sessions, demonstrating its adaptability and commitment to continuous learning. Post-pandemic, the University has moved ahead and is now offering online counselling services to its learners from all its RCs besides LSCs and Schools of Studies at its HQs.

WEAS (Web-Enabled Academic Support) is another portal at the HQs to provide online academic support to the learners. SWAYAM PRABHA channels are also used to provide academic counselling to the IGNOU learners 24x7.

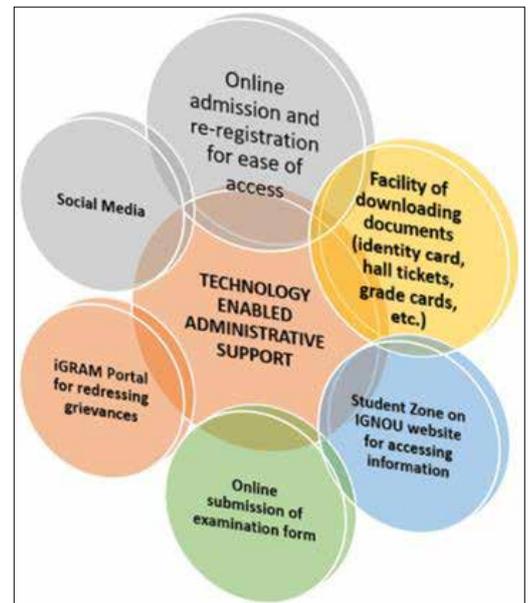
5. **Project Work, Field Work, Internship and Dissertation:** Learners are required to undertake project work/ field work/ internship/ dissertation (as per programme requirements), which helps them apply theoretical concepts to real-world problems.

6. **Evaluation:** Evaluation at IGNOU is a continuous and comprehensive process. It includes assignments, term-end examinations, internship, project, dissertation, fieldwork, and practical assessments. The term-end examinations, conducted at designated examination centres that assess the overall learning outcomes. For the academic programmes that require practical skills, practical assessments are conducted to evaluate competency. This blended assessment approach ensures a holistic evaluation of learner performance.



7. **Online Registration and Support:** The University offers a seamless and learner-friendly online registration system through SAMARTH portal on its official website, enhancing accessibility and convenience for prospective and existing learners. The registration process is user-centric, allowing learners to fill out application forms, upload documents, pay fees, and track the status of their applications from any location.

A key feature of the IGNOU website is the 'Student Zone', which serves as a centralised hub for academic support and essential services. The 'Student Zone' also provides access to important academic resources, including programme guides, assignment details, study materials, old question papers, and updates on term-end examinations and results. Together, the SAMARTH portal and the 'Student Zone' represent IGNOU's commitment to leveraging technology for improving learner support, ensuring transparency, and promoting an inclusive, flexible, and efficient admission and academic experience.



IGNOU is continuously evolving its pedagogical approach by integrating technology to enhance the learning experience, expand outreach, and provide more flexible and interactive learning opportunities. This includes the development of online programmes, the use of learning management systems, and the delivery of virtual support services.

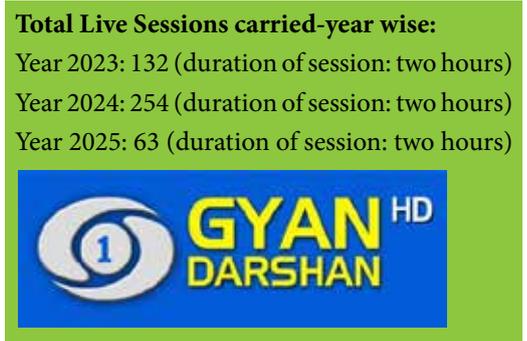
## 2. Technology Enabled Teaching-Learning

IGNOU has strategically integrated various digital platforms and tools to enhance its teaching-learning processes, reaching learners in the remotest corners of India and beyond in the last five years. This commitment to technology-enabled learning has not only broadened access but also enriched the educational experience, offering flexibility, interactivity, and a wealth of resources at the fingertips of its diverse learning community. The key technological initiatives undertaken by IGNOU, highlighting their features, impact, and contribution to the evolving landscape of ODL in the last five years is presented below:



### 2.1 Television as a Gateway to Knowledge: GyanDarshan

*GyanDarshan*, IGNOU’s educational television channel, stands as a pioneering initiative in leveraging broadcast technology for educational dissemination. Operating as a 24x7 channel, it telecasts a wide array of curriculum-based programmes, interactive sessions with subject experts, lectures, documentaries, and discussions on contemporary issues. The content caters to learners across various disciplines and levels, supplementing the printed study material with visual explanations, real-world examples, and engaging presentations. *GyanDarshan* provides a dynamic learning environment, particularly beneficial for persons with disabilities. The interactive sessions allow learners to clarify doubts and engage directly with educators, bridging the geographical distance inherent in ODL. The education channel’s wide reach, accessible through terrestrial and satellite platforms, ensures that even learners with limited internet access can benefit from quality educational content. Also accessible via the IGNOU website, *GyanDarshan* ensures that learners have continuous access to educational content, promoting continuous and lifelong learning. Furthermore, the programming often includes career guidance and skill development modules, empowering learners beyond their academic pursuits.



### 2.2 Amplifying Voices of Learning: GyanVani

Recognising the pervasive reach of radio, IGNOU established *GyanVani*, an educational FM radio network broadcasting on 105.6 MHz in several cities across India.

It aims to enhance and compliment the teaching-learning process by addressing the local educational, developmental, and socio-cultural requirements of the people. Operating from various RCs with a range of about 60 km covering entire cities and adjoining rural

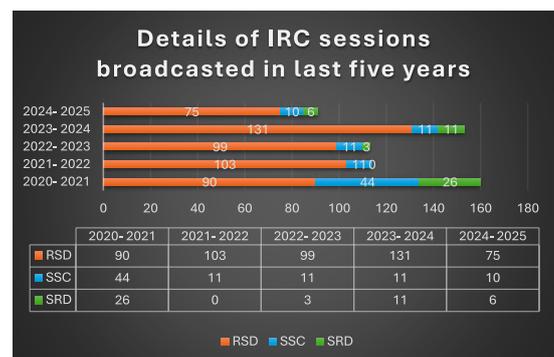


Figure 3: Year-wise details of IRC conducted

areas, GyanVani broadcasts interactive lectures, discussions, interviews with experts, and informative programmes related to IGNOU's courses and broader educational themes. The content is contributed by various educational institutions, government, and non-governmental organisations, ensuring a rich and diverse programming schedule. The medium offers a cost-effective and easily accessible mode of learning, particularly advantageous for learners in areas with limited digital infrastructure. The strength of *GyanVani* lies in its immediacy and interactivity. Live phone-in sessions allow learners to ask questions and receive real-time clarifications from subject experts. The audio format caters to auditory learners and provides a convenient way to engage with learning material while commuting or performing other tasks. The regional focus of many *GyanVani* Stations allows for the incorporation of local contexts and languages, making the content more relatable and impactful for learners in specific regions. Year-wise details of these sessions have been given in Figure 3.



### 2.3 The Digital Wave: GyanDhara

Embracing the power of the internet, IGNOU launched *GyanDhara*, its web-based radio channel/ service. This platform extends the reach of audio-based learning beyond the geographical limitations of FM broadcasting. Learners can listen to live discussions by teachers and experts on various topics and interact with them through telephone, email, or chat. This initiative aims to provide real-time academic support and guidance, fostering an interactive learning environment. Learners can access a rich repository of audio lectures, discussions, and programmes on demand, anytime and anywhere with an internet connection. *GyanDhara* offers enhanced flexibility and control to learners. The on-demand access allows them to revisit lectures, listen to specific topics, and learn at their own pace. The digital format also enables the archiving and easy retrieval of past programmes, creating a valuable resource bank for learners. Furthermore, *GyanDhara* often incorporates multimedia elements and links to supplementary online resources, enriching the learning experience.



### 2.4 Connecting Minds Virtually: Web Counselling

Web counselling has emerged as a crucial component of IGNOU's technology-enabled support system. IGNOU has embraced modern technology to enhance its distance education offerings, particularly through two-way video live teleconferencing sessions through various platforms such as Google Meet, Skype, Zoom, Microsoft Teams, etc. This initiative facilitates real-time, interactive learning experiences, allowing learners to engage directly with instructors and peers, regardless of geographical constraints. Such sessions are especially beneficial for learners in remote areas, providing them with opportunities to clarify doubts, participate in discussions, and receive personalised academic support. By leveraging media capabilities, IGNOU ensures that distance education remains dynamic and responsive to the needs of its diverse learner body.

This approach underscores the University's commitment to integrating technology in education, making learning more accessible and interactive for all. Through virtual platforms, learners can interact with academic counsellors, participate in online discussion forums, and receive guidance on their academic queries. This virtual interaction bridges the gap between learners and educators, fostering a sense of community and providing timely support. Web counselling offers a convenient and cost-effective alternative to traditional face-to-face counselling sessions. It allows learners from diverse geographical locations to connect with academic counsellors at their convenience. The use of various tools like video conferencing, chat forums, and email facilitates personalised guidance and addresses individual learning needs. Moreover, online forums foster peer-to-peer learning and the exchange of ideas among learners. This method of counselling was extensively used during COVID-19 pandemic and still continues to be used especially for centralised counselling for low enrolment programmes and even international learners through Nodal RCs and Schools of Studies at HQs.

## 2.5 A Digital Repository of Knowledge: *eGyanKosh*

*eGyanKosh* serves as IGNOU's digital repository, housing self-learning materials (SLMs) for all the programmes being offered by the University. It is a testament to IGNOU's commitment to open educational resources. This platform facilitates easy access to study materials, enabling learners to download and utilise resources at their convenience. The repository supports various media formats, including text, audio, and video, catering to diverse learning preferences and enhancing the overall educational experience. This digital repository houses a vast collection of self-instructional materials, audio and video lectures, question papers, and other learning resources developed by IGNOU faculty. It provides free and open access to educational content, benefiting not only IGNOU learners but also the wider academic community. *eGyanKosh* serves as a central hub for learning resources, making them easily discoverable and accessible to all. The eSLM is more popular with the youngsters who are preparing for competitive examinations. The open access nature promotes knowledge sharing and democratizes education. Learners can download and use the materials offline, overcoming connectivity challenges. The repository's comprehensive collection supports independent learning and research, empowering learners to delve deeper into their subjects of interest.



## 2.6 Learning in Your Pocket: IGNOU e-Content App

Recognising the increasing use of mobile devices, IGNOU launched its e-Content APP. The IGNOU e-Content App is a mobile application designed to provide learners with easy access to learning materials, audio-visual content, e-resources, and support services on their smartphones and tablets. Available on Android platform, the App offers features such as offline access to study materials and integration with *eGyanKosh*. The App enhances the portability and convenience of learning, allowing learners to engage with their studies anytime, anywhere.



The IGNOU e-Content App offers a user-friendly interface and offline access to downloaded materials, catering to learners with varying levels of internet connectivity. It promotes mobile learning, enabling learners to utilize their commute time or other spare moments for study. The app often includes features like bookmarking, note-taking, and search functionality, enhancing the learning experience on mobile devices. This initiative aims to facilitate remote learning and provide learners with the flexibility to study at their convenience, bridging the gap for those with limited internet connectivity.

## 2.7 Seamless Access Through Scans: QR Code-Based Course Access

To streamline the learning process and provide quick access to course materials, IGNOU has implemented QR code-based course access. It has innovatively integrated QR codes into its study materials. Each course is assigned a unique QR code and by scanning these codes using a smartphone or tablet, learners can directly access relevant digital resources, such as video lectures, supplementary readings, and online assessments. This integration seamlessly blends the traditional print medium with the dynamism of digital content. QR codes provide a quick and convenient way for learners to access online learning resources without having to manually type URLs or search for content. This enhances engagement with the study material and provides immediate access to richer, multimedia content. It bridges the gap between physical and digital learning, offering a more holistic and interactive learning experience. This initiative enhances the learning experience by making resources readily accessible and reducing the time spent searching for materials. The digital access of the University Profile, Annual Report, Vice-Chancellor's Report, etc. with the help of QR Codes is also provided to the learners and stakeholders at large during University Convocation.

## 2.8 Expanding Horizons: Online Programmes

In response to the growing demand for flexible and accessible higher education, IGNOU has significantly expanded its offerings of 45 online programmes ranging from certificate courses to Master degree programmes, catering to the diverse needs of learners. They are designed to provide flexibility and accessibility, allowing learners to pursue education without the constraints of traditional classroom settings. These programmes leverage the power of the internet to deliver course content, conduct online classes, facilitate virtual interactions, and administer online assessments. This initiative broadens IGNOU's reach to learners who may not be able to enroll in traditional face-

to-face programmes. Online programmes offer unparalleled flexibility, allowing learners to study at their own pace and schedule, irrespective of geographical location. The use of various online learning platforms and tools, including Learning Management System (LMS), video conferencing, and discussion forums, creates a dynamic and interactive learning environment. Online assessments provide a convenient and efficient way to evaluate learning.

## 2.9 Empowering Through the Web: WEAS

Web-enabled Academic Support (WEAS) is IGNOU's comprehensive web portal that serves as a central hub for academic support services that brings distance learners and teachers on a single platform, enabling self-paced learning irrespective of time and distance separation. Through WEAS, learners can access 24x7 the programme related information, notifications for important dates/events, digital format of course material, learning resources, discussion forum for peer-to-peer learning and quizzes. WEAS streamlines various administrative processes, making them more efficient and accessible for learners. It provides a single point of contact for all academic-related information and services, saving time and effort of the learners. Online access to study materials and other resources enhances convenience and flexibility.



## 2.10 Leveraging the Social Space: Use of Social Media

Recognising the pervasive influence of social media, IGNOU strategically utilizes platforms like X (formerly Twitter), WhatsApp, Facebook, YouTube, podcasts, and audiobooks to engage with its learners, disseminate information, and foster a sense of community. These platforms serve as channels for live sessions, discussions, and updates, fostering a dynamic learning community. Social media platforms allow real-time interaction with learners, enabling quick dissemination of important announcements, updates, and responses to queries. Facebook Live sessions facilitate live interaction with faculty and experts. YouTube serves as a repository for video lectures, webinars, and informative content. Podcasts and audiobooks provide learners with audio-based resources, enabling them the flexibility to learn on the go and accommodating diverse learning preferences. These platforms also help build a stronger sense of community among IGNOU learners. By embracing these platforms, IGNOU ensures that education is accessible, engaging, and aligned with contemporary digital trends.

## 2.11 Empowering Self-learning: SWAYAM

The SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is the Initiative of the Government of India launched to enhance access, equity, and quality of the academic programmes offered by different educational institutions. The



Initiative seeks to bridge the digital divide and bring the unreached to the mainstream education by bringing the best educational resources to them. The Government of India has appointed 10 National Coordinators to manage the programmes and courses on the SWAYAM based on the area and level of programmes.

IGNOU is the National Coordinator for Certificate and Diploma Courses meant for 'out-of-school' learners. The SWAYAM courses are available to the public for free. However, if one wants a certificate of the completed course, he/she has to pay a nominal fee and register for the final proctored examination. The National Testing Agency (NTA) is responsible for conducting examinations for the SWAYAM Courses. As per UGC (Credit Framework for online learning courses through SWAYAM) Regulations 2016, an institution can accept up to 40% of the credits through SWAYAM for completing a programme. The institutions are expected to identify the courses that fit in the framework of their programmes and inform the learners so that they can make an informed decision to complete such courses through SWAYAM. The number of MOOCs offered by the University over the last 5 years is given in Table 3.

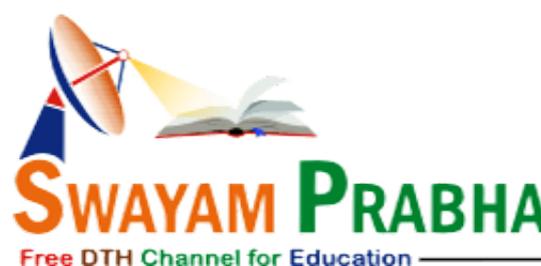
**Table 3: No. of MOOCs offered by IGNOU on the SWAYAM platform during the last 5 years**

Year	No. of MOOCs
2020-2021	176
2021-2022	279
2022-2023	374
2023-2024	439
2024-2025	544

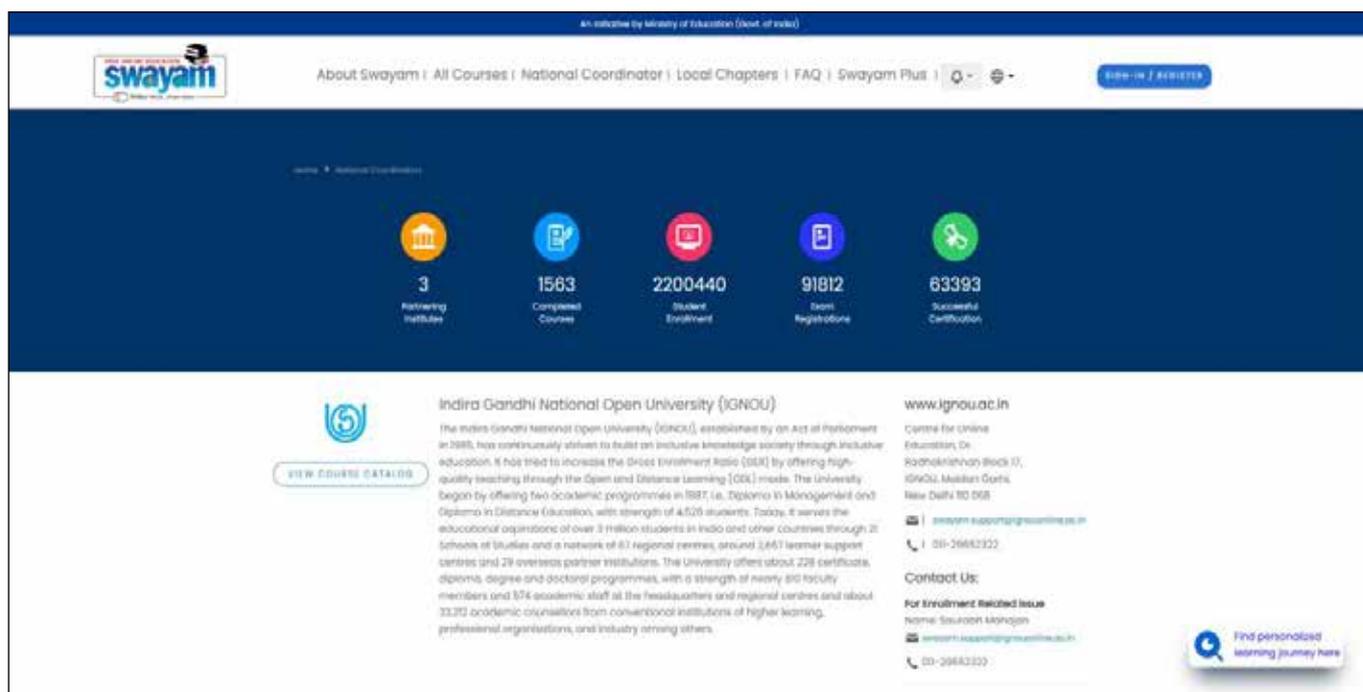
Source: COE, IGNOU

## 2.12 The Knowledge Channel: SWAYAM PRABHA

The SWAYAM PRABHA DTH (Direct-to-Home) television channels play a pivotal role in supplementing academic counselling for IGNOU learners, particularly those with limited access to the internet. As part of a national initiative to provide quality educational content through satellite television, IGNOU utilizes selected six SWAYAM PRABHA channels to broadcast curriculum-



aligned lectures, orientation programmes, and expert sessions across various disciplines. These broadcasts are scheduled regularly and cover topics relevant to both foundational and advanced levels of study. The sessions are delivered by experienced faculty members and are designed to clarify complex concepts, provide exam-oriented guidance, and offer tips on effective self-learning strategies. For learners who are unable to attend live sessions, the content is also made available on-demand through the SWAYAM PRABHA portal, ensuring greater flexibility and accessibility. This integration of satellite-based learning complements IGNOU's digital and print-based resources, thus strengthening its academic counselling framework and promoting equitable access to high-quality education across diverse learner population.

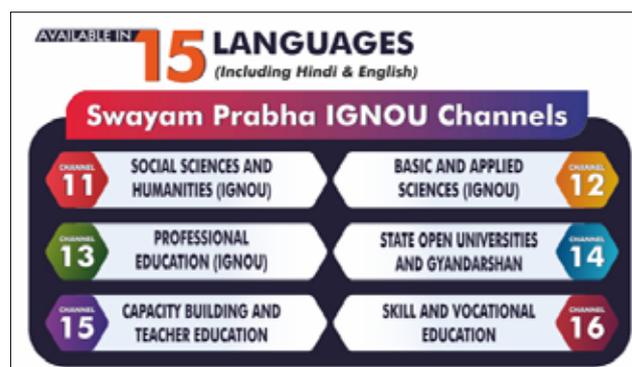


The RCs have been actively engaged in providing counselling in regional languages through the SWAYAM PRABHA initiative, enhancing accessibility and inclusivity in distance education. By broadcasting educational content and academic counselling sessions in various Indian languages, these RCs cater to the diverse linguistic backgrounds of learners across the country. This initiative ensures that learners who may not be proficient in English or Hindi can still receive quality academic guidance and support. Through SWAYAM PRABHA dedicated DTH channels, RCs are bridging the communication gap and fostering deeper understanding of course materials, thus promoting equitable learning opportunities for all.

IGNOU has been actively promoting multilingual education through its SWAYAM PRABHA initiative, offering channel-based counselling in various regional languages to enhance accessibility for learners across India. This initiative aligns with the National Education Policy (NEP) 2020, which emphasizes instruction in mother tongues.

IGNOU has launched channel-based counselling in Manipuri, broadcasting educational content in the Manipuri language through the SWAYAM PRABHA channel. This move aims to serve learners who prefer to study in their native language, especially those in remote areas with limited educational resources. The content is broadcasted for a minimum of four hours daily, repeated five times to accommodate different schedules.

Additionally, IGNOU has been offering channel-based counselling in 15 languages (13 regional languages, including Urdu, Tamil, and others), through its RCs. These sessions are delivered via SWAYAM PRABHA and *GyanDarshan* channels, providing learners with the opportunity to receive academic support in their preferred languages.



This multilingual approach by IGNOU underscores its commitment to inclusive education, ensuring that learners from diverse linguistic backgrounds have access to quality academic support in their mother tongues.

### 2.13 Learn Anywhere Anytime: IGNOU LMS

IGNOU has significantly advanced its digital education initiatives through the IGNOU Online Programmes Learning Management System (IOP LMS) Portal, a centralised platform designed to enhance the learning experience for learners enrolled in online programs. IGNOU is presently offering 45 online programmes. These online programmes are designed following the four-quadrant approach. The IOP LMS Portal serves as a comprehensive digital hub, facilitating various academic activities:

- **Course Access:** Learners can access self-learning materials (SLMs) in PDF format, along with audio and video resources.
- **Assignment Management:** The portal allows for downloading assignment questions and uploading completed assignments, streamlining the submission process.
- **Examination Processes:** Learners can register for term-end examinations (TEE), select exam centres, pay fees, and download admit cards directly through the portal.
- **Interactive Learning:** Features such as discussion forums and live webinars enable interaction between learners and faculty, fostering a collaborative learning environment.
- **Notifications and Updates:** The portal provides timely updates on exam schedules, assignment deadlines, and other important announcements, ensuring learners stay informed.

### Integration with Other Educational Platforms

**The IOP LMS Portal is part of a larger ecosystem of digital learning tools offered by IGNOU:**

- *eGyanKosh:* A national digital repository housing a vast collection of e-books, audio lectures, and video content.
- *GyanDarshan* and *GyanVani:* Dedicated television and radio channels broadcasting educational programmes to a wide audience.
- **SWAYAM** and **SWAYAM PRABHA:** Platforms offering Massive Open Online Courses (MOOCs) and educational content through DTH channels, respectively.

### 3. Policy Framework

The University has an elaborate policy framework to guide, monitor and evaluate the teaching and learning activities. There are different statutory bodies, looking after the various aspects of teaching and learning. The role of statutory bodies in the process of SLM development at IGNOU is depicted in Figure 4.

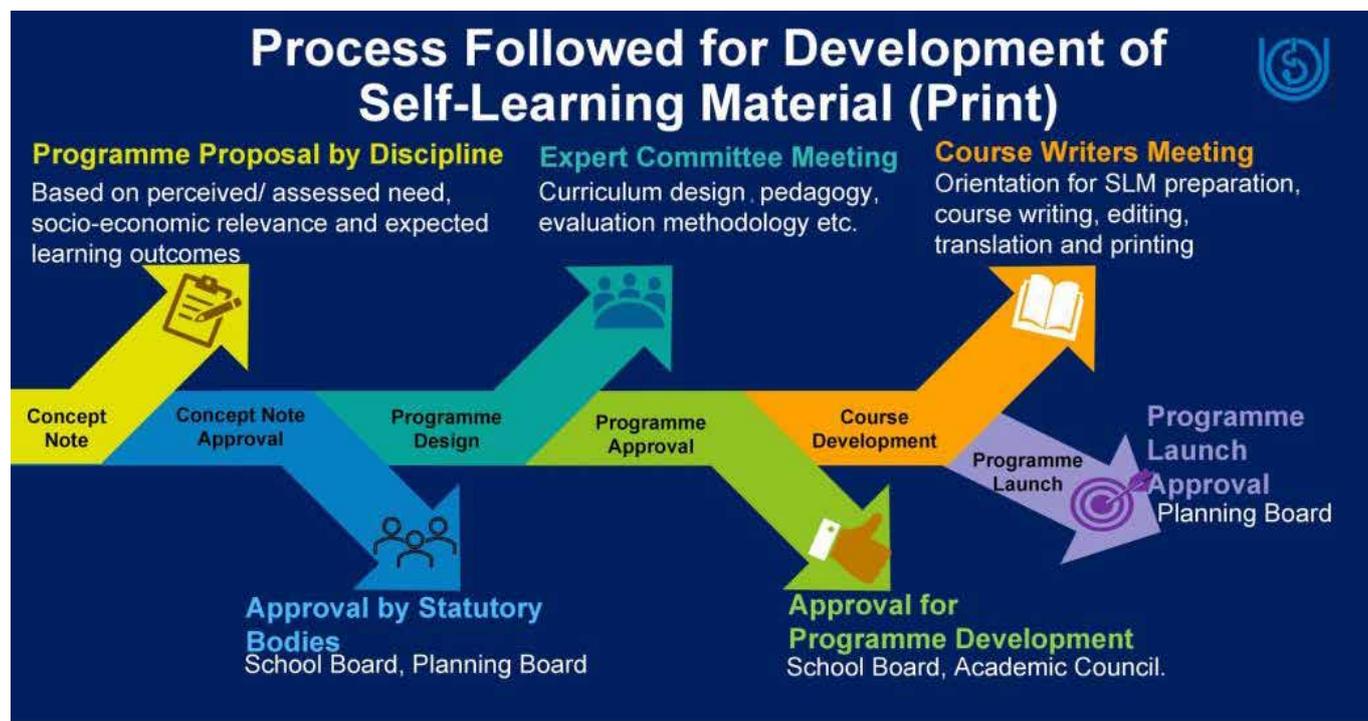


Figure 4: Process followed for development of SLM

Every School of Studies has a School Board which approves the course structure and syllabus of the programmes and recommends the names of course writers, editors, evaluators and moderators. Apart from teachers nominated from the concerned School, teachers are also nominated from other Schools of the University. The School Board comprises subject experts from other reputed higher education institutions. The School Board also finalizes the curriculum, course content, mode of delivery, evaluation methodology of the programme, and eligibility criteria for academic counsellors and evaluators for consideration of the Academic Council.

The Academic Council, which is the highest statutory body for academic policy formulation, ensures that the academic programmes offered by the University are contemporary, relevant and cater to the educational needs of the country, while maintaining the highest quality standards. It also ensures that there is no duplication of the programmes between / among the Schools of Studies. Periodic revision of curriculum is undertaken to ensure alignment with UGC norms, NEP 2020 goals and updated content. From time to time the Academic Council makes necessary policy interventions to give directions regarding methods of instruction, evaluation / research / improvement in academic standards.

IGNOU has a robust learner research ecosystem governed by its Research Council under the Academic Council. The Research Unit, established in 2008, is the nodal agency for research programmes, with 844 scholars currently enrolled across 46 disciplines. To date, IGNOU has awarded 794 Ph.D. and 123 M. Phil. degrees. Initially focused on distance education, research now spans various disciplines including sciences, social sciences, humanities, management, and agriculture, adhering to UGC regulations.

The University's Research Ordinance and Regulations, assented by the Visitor of the University i.e. President of India, ensure rigorous academic standards. Comprehensive guidelines govern admissions, coursework, supervision, evaluation, anti-plagiarism measures, and fellowships. An annual induction programme familiarizes learners with research norms. Over 200 research scholars currently receive fellowships from agencies like UGC, ICSSR, and ICHR.

IGNOU also offers in-house fellowships, namely, B.R. Ambedkar Fellowship for male scholars and Savitribai Phule Fellowship for female scholars providing financial and contingency support. Fellowships are awarded based on a structured selection process. Beyond degrees, IGNOU aims to support socially relevant research through faculty-led projects, backed by financial assistance.

The Planning Board is responsible to design and formulate appropriate programmes and activities of the University, and it shall, in addition, have the right to advise the Board of Management and the Academic Council on any matter which it may deem necessary for the fulfilment of the objects of the University. The Planning Board also considers matters of general academic interest either on its own initiative or on a reference from the School of Studies or the Board of Management to frame such regulations and rules consistent with the Statutes and the Ordinances regarding the academic functioning of the University, including discipline, admissions, award of fellowships and studentships, fees and other academic requirements. The Planning Board may constitute such committees as may be necessary for planning and monitoring of the programmes of the University.

The Student Services Committee, which is a Standing Committee of the Board of Management, formulates policies for academic delivery of programmes through the network of RCs and LSCs. Norms for establishment of LSCs, payment norms for academic counselling, assignment evaluation, project evaluation, laboratory hiring and other services are also decided by the Student Services Committee.

## 4. Implementation of NEP 2020

The mandate of the University is Access, Equity, Quality and Affordability which is in tune with the recommendations of the National Education Policy 2020. In order to translate the new framework for higher education as envisaged by the National Education Policy (NEP), 2020 into reality, the Indira Gandhi National Open University (IGNOU) has set up the NEP Cell to make the NEP initiatives operational. In compliance with the National Education Policy (NEP) 2020, the following initiatives have been taken by the University:

### 4.1 Establishment of NEP Cell

The NEP Cell at the Indira Gandhi National Open University (IGNOU) was established in November 2021 *vide* notification F. No.: AD/2/NA/3533 dated 30<sup>th</sup> November, 2021, in response to the directive of the University Grants Commission (UGC) to all Higher Education Institutions (HEIs).

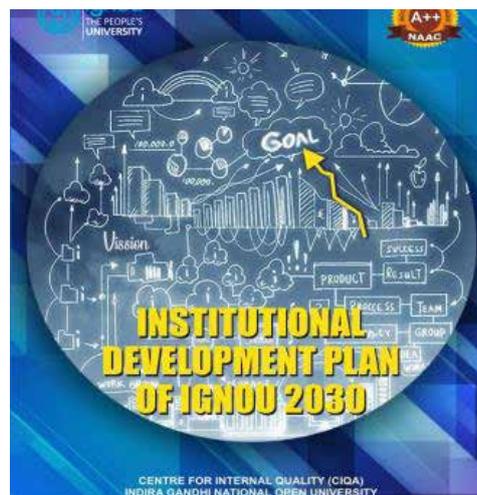
Housed within the Centre for Internal Quality Assurance (CIQA), the NEP Cell is entrusted with the responsibility of operationalizing various initiatives under the National Education Policy (NEP) 2020. It plays a pivotal role in ensuring regular monitoring and evaluation of the implementation of NEP.

The Cell also facilitates institutional coordination and enhances the visibility of the implementation of NEP 2020 within the University. It serves as a key unit in aligning the University's academic, administrative, and quality assurance frameworks with the transformative vision of NEP 2020.

### 4.2 Institutional Development Plan of IGNOU

The University has developed the Institutional Development Plan (IDP) of the Indira Gandhi National Open University 2030 as per requirement of NEP 2020, which has been approved by the Board of Management. The Institutional Development Plan (IDP) 2030 outlines the strategic framework and vision for the University's growth and development over the next decade. The Institutional Development Plan of IGNOU 2030 has outlined the targeted goals set forth in the NEP 2020 that will be achieved by the University by 2030, *viz.*:

- Increasing the GER in higher education by doubling the annual enrolment;
- Strengthening the programmes of the University by making them multidisciplinary and holistic in nature;
- Promoting an Outstanding Research and Innovation Culture among learners and faculty;
- Promoting Online and Digital Education;
- Addressing the Digital Divide;
- Promoting Extension and Community Engagement; and
- Ensuring Effective Governance, Leadership and Quality.



As per the resolution of the BOM:145.8.4, the Vice-Chancellor constituted the Monitoring Committee, for monitoring the implementation of IDP at IGNOU. The Monitoring Committee was entrusted with the responsibility of detailing multiple implementation steps in a parallel manner by which the implementation plan can be monitored.

### 4.3 Academic Bank of Credits (ABC)

The UGC notified 'The University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021' in the Gazette of India on 28th July, 2021, as per recommendations of NEP-2020. The University has adopted these Regulations in its Academic Council for implementation. The University has taken several measures for the implementation of ABC. A Committee constituted for the adoption and implementation of ABC has finalized the modalities. The Academic Council in its 77<sup>th</sup> meeting held on December 28, 2021, has adopted the UGC Gazette Notification on ABC and the recommendations of the Committee. Nodal Officers from the Divisions concerned (SED, SRD, RSD and Computer Division) have been appointed for implementation of ABC. The University has launched a campaign for creating awareness about ABC among learners through its RCs.

The University has registered on the ABC Portal. ABC IDs for over 20.22 lakh IGNOU learners have been created. The learners are encouraged to avail the transfer of credits available in the ABC. For example, the University offers Course-wise Registration and Certification and the credits earned are accumulated in the ABC. The credits can be redeemed by the learners for another programme of a similar level.

The University has also launched the Course-wise Registration and Certification Scheme (CRCS) in which a learner can register for a single course or a limited number of courses, subject to a maximum of 16 credits, to encourage credit transfer.

### 4.4 Multiple Entry and Multiple Exit (MEME)

The UGC had released the Guidelines for Multiple Entry and Exit, for undergraduate programmes vide letter No. F.1-3/2021(QIP) dated 29<sup>th</sup> July, 2021. The University has adopted the UGC Guidelines for Multiple Entry and Multiple Exit in Academic Programmes offered in HEIs and also notified the modalities for facilitating learners in multiple entry and exit (24<sup>th</sup> August, 2022). Multiple Entry and Multiple Exit Scheme has been notified for programmes such as BAG, BSCG, BCOMG, BCA, etc.

**Table 4: Levels and Points of Multiple Exit of IGNOU Programmes**

Levels and Points of Multiple Exit		
S. No.	Level of the Programme	Exit and Certification
1.	Undergraduate Certificate	The learners successfully completing first year (2 semesters) of study at the undergraduate level will be awarded an Undergraduate Certificate. (Total Credits: 40+4=44)
2.	Undergraduate Diploma	The learners successfully completing the 2 years (4 semesters) of study at the undergraduate level will be awarded an Undergraduate Diploma. (Total Credits: 80+4 =84)
3.	Undergraduate Degree	The learners successfully completing the 3 years (6 semesters) of study at the undergraduate level will be awarded a Bachelor's Degree with Major in the relevant discipline. (Total credits: 120)
4	Undergraduate Honours Degree	The learners successfully completing the 4 years (8 semesters) of study at the undergraduate level will be awarded a Bachelor's Honours Degree in the relevant discipline. (Total credits: 160)

Source: IGNOU Policy Document

In the Four-Year undergraduate degree programmes (FYUP), a learner can exit the programme after one year and two years with a Certificate/ Diploma, after completing the required credits along with a 4-credit vocational course. IGNOU also allows learners to transfer credits earned from other institutions or programmes or MOOC, enabling them to integrate their learning into their IGNOU programme. Multiple Entry and Multiple Exit provisions are applicable for BAG, BSCG, BCOMG, and BCA programmes. There are 35 programmes with an option to pre-exit: 31 Master's degree programmes and four Bachelor's degree programmes. There are 13 Master degree programmes and four Bachelor's Degree Programmes, having the provision for lateral entry. The Multiple Entry and Multiple Exit Scheme is available to the IGNOU learners; on completion of 3 years, they will be awarded a Graduation Degree with a Major Discipline and a Minor Discipline. To get a Major Degree in a discipline, one needs to complete 50% of the total credits from that discipline.

#### 4.5 National Higher Education Qualification Framework (NHEQF)

In the light of the provisions made in the NEP 2020, the NHEQF was notified by the UGC in May 2023. The NHEQF envisages increased flexibility and choice of courses of study by learners, particularly at the undergraduate level. The Framework mandates that higher education qualifications be awarded based on the demonstrated achievement of learning outcomes and academic standards expected from the graduating learners.

The University has made definite efforts for designing and disseminating the Learning Outcome-based Curriculum Framework (LOCF) comprising Programme Outcomes (POs), Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all academic programmes. The attainment of POs, PLOs, and CLOs are integrated into the assessment process as outlined in the concept mapping of the PG and UG Degree; PG Diploma; Diploma and PG Certificate programmes. The University has developed Programme Learning Outcomes Framework on the lines of the National Higher Education Qualifications Framework notified by the UGC. The Framework

addresses different expected outcomes of the academic programmes which include, among others, development of knowledge, skills and their application; constitutional obligations; promotion of humanistic, ethical and moral values; and enhancement of employability and entrepreneurship skills.

Keeping pace with the emerging ethos of institutionalizing an outcome-oriented higher education system and enhancing the employability of graduates, the University constituted a committee to develop a sample structure for 4-year UG and one-year PG Degree programme in compliance with the latest guidelines of UGC, namely National Higher Education Qualifications Framework. The Committee was also entrusted with the task to revise the existing Programme Proposal Form and the Programme Development Form to include the detailed LOCF component as proposed in the aforementioned UGC document. The LOCF of all the UG and PG Degree programmes on offer has been prepared accordingly. Faculty Development Programmes (FDPs) on Learning Outcomes based Curriculum Framework are being organized from time to time. The major focus of the feedback tools prepared for the academic year 2021-22 was on outcome-based teaching and learning practices developed for major stakeholders namely teachers, learners, subject experts, academic counsellors, alumni and employers. Outcome-based education is also reflected in the feedback reports.

#### 4.6 National Credit Framework (NCrF)

The NCrF, circulated by UGC in 2022 and notified in April 2023, provides for integrating the General and Vocational Education, at the same time, ensuring mobility of the Learners along with their Credits earned from different educational institutions. It is a comprehensive framework covering School Education to higher, and vocational education and training that integrates learning in all dimensions such as academic, vocational, skill, and experiential learning. IGNOU, since its inception, has been following a Credit System for all its programmes.

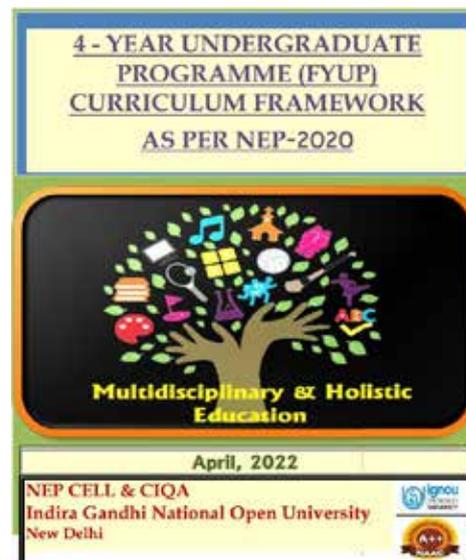
Based on the NCrF guidelines, the University has specially designed 120-credit skill-based Bachelor's Degree Programme for the Agniveers of Defence Forces with a provision of giving up to 50% credit to the skill education/training (both technical and non-technical) imparted to them during service. The three-year degree programme comprises 60 credits of IGNOU courses and 60 credits of NCVET approved skill components of level 4.5 and above. The degrees awarded will be BA (Applied Skills), BCOM (Applied Skills), BSC (Applied Skills), BA (Applied Skills) (Tourism Management), and BA (Applied Skills) (MSME). The Agnipath Scheme of IGNOU for offering Skill-based Bachelor's Degree Programmes for Defence Forces personnel has been approved by the three regulatory bodies, viz. UGC, AICTE and NCVET.

#### 4.7 National Skills Qualifications Framework (NSQF)

The University has taken several steps to integrate skill education in the curricular framework of its academic programmes. The University has been recognized as an Awarding Body as well as an Assessing Agency by the National Council for Vocational Education and Training (NCVET), paving the way for the development of NSQF-aligned Qualification Packs (QPs), National Occupational Standards (NOS) and Micro-credentials (MC). Two QPs, one NOS and one MC developed by the University have been approved by the NCVET.

## 4.8 Four-Year Undergraduate Programmes

The UGC notified the Curriculum and Credit Framework for Undergraduate Programmes in December 2022 in light of the provisions made in the NEP 2020. CIQA was entrusted with the task of developing a draft Curriculum and Credit Framework for IGNOU's Four-Year Undergraduate Programmes (CCFUP) in compliance with the UGC document. A committee was constituted at CIQA for developing the draft document. The Committee referred to the following documents: UGC Curriculum and Credit Framework for UG Programmes, December 2022; National Credit Framework (NCrF), April 2023; National Higher Education Qualifications Framework (NHEQF), May 2023; and UGC (ODL Programmes & OL Programmes) Regulations, 2020. The draft document prepared by the Committee, integrated the salient points outlined in the UGC documents into the draft IGNOU document. The Committee suggested a Broad Framework for making its curriculum in tune with the broad philosophy of NEP and the framework provided by the UGC; as well as the meaningful utilization of the existing resources in redrawing and developing UG/PG programmes. This Framework was referred to the University's CBCS Committee (a committee to look after the implementation of Choice-Based Credit System in the University) for further deliberations with the Schools of Studies and other stakeholders for maintaining continuity, facilitating credit transfer and ensuring smooth transition from CBCS to FYUP of CCFUP. The Academic Council in its 80<sup>th</sup> meeting held on the 7<sup>th</sup> July 2023 (Item no. 80.22) approved the Framework for implementing FYUP programme.



The University took the lead and launched its Four-Year Undergraduate Programmes in the January 2024 session. Currently, 24 FYUP programmes are on offer as on date (July 2025). The courses taught in the FYUP are available in different categories such as: Major Courses, Minor Courses, Vocational Courses, Ability Enhancement Courses, Skill Enhancement Courses, Interdisciplinary Courses, and Value-Based Education Courses. On completion of each year, the learners will be awarded an Undergraduate Certificate, Undergraduate Diploma, Undergraduate Degree, and Undergraduate Honours Degree with Research, respectively, over 4 years. However, to receive an Undergraduate Certificate and Diploma, a learner has to complete an additional Vocational Course of 4 credits after the first and second year, respectively.

## 4.9 Transaction in Regional Languages

The NEP 2020 vouches for multilingualism and use of mother tongue in curricular transactions between teachers and learners. IGNOU has recognised the power of using multiple languages as a medium of instruction and the importance and impact of regional languages in shaping the educational ecosystem for the learners at different levels. While the majority of the programmes offered by the University are bilingual, efforts are being made to introduce more and more regional languages as a medium of instruction. The Certificate Programme in Food Nutrition is being offered

in more than 15 Indian languages to connect with the learners in their language. More and more programmes are being translated into different Indian languages and are being offered as part of the mission to boost regional languages for instructional purposes. The Bachelor's Degree programme in Journalism and Mass Media has been offered in Tamil in addition to Hindi and English. Similarly, the Master of Business Administration Programme has been translated into the Odia language and is being offered in this medium for the learner. The counselling sessions for various programmes are being conducted in the local language at the LSCs. In this way, the learners have benefited as they can understand difficult as well as basic and key concepts better when taught in their mother tongue.

#### 4.10 Integrated Teacher Education Programme

The Integrated Teacher Education Programme (ITEP) is a four-year dual-degree programme introduced under the framework of the National Education Policy (NEP) 2020. It is designed to prepare highly qualified and professionally trained school teachers with in-depth knowledge in both education and a chosen disciplinary subject (e.g., arts, science, commerce).

The School of Education at IGNOU has been approved by the National Council for Teacher Education (NCTE) to launch Integrated Teacher Education Programme (ITEP) in regular/face-to-face mode for the session 2023–2027. ITEP at IGNOU was officially launched in December 2023 after clearance from all statutory bodies on a pilot basis. Formal approval was granted by the NCTE.

Two streams are being offered at IGNOU, *viz.*: B.A. B.Ed. (Secondary); and B.Sc. B.Ed. (Secondary).

Admission to the Integrated Teacher Education Programmes is conducted solely through a national entrance test administered by the National Testing Agency (NTA).

- ITEP emphasizes learner-centered pedagogy, reflective teaching, experiential learning, and inclusive education. Teaching practices include school internships, field-based experiences, and use of technology in classrooms. Emphasis is placed on critical thinking, creativity, collaboration, and communication in both planning and delivery. This programme specially involves learners in theatre, game and physical activities
- ITEP follows a flexible, multidisciplinary structure, integrating subjects from humanities, sciences, social sciences, and professional education. Learners choose a combination of major and minor subjects, aligned with school teaching requirements. This approach encourages a broad understanding of content areas and connects theory with practice.
- ITEP aims to produce well-rounded, skilled, and socially responsible teachers who are ready to meet the evolving needs of 21<sup>st</sup>-century classrooms. The ITEP at IGNOU reflects the institutional commitment to quality teacher education aligned with national priorities and NEP 2020 goals.

#### 4.11 Digital and Online Education

IGNOU's digital and online education initiatives reflect a deliberate alignment with national educational reforms and technological innovations. Through its Centre for Online Education, use of SAMARTH ERP, and participation in government-led platforms like SWAYAM, IGNOU continues

to enhance its role as a leading institution in the digital education landscape of India. Its experience and infrastructure place it in a pivotal position to support lifelong learning, employability, and global outreach in line with the aspirations of NEP 2020.

IGNOU has strengthened the Centre for Online Education (COE) to institutionalize online education initiatives. The COE functions as the nodal agency within the University for designing, delivering, and monitoring online programmes, and ensuring quality in digital content delivery. It has been instrumental in launching several online programmes and in building a comprehensive digital ecosystem. Under COE's leadership, IGNOU has expanded its online offerings through platforms such as the IGNOU Online Programmes (IOP) LMS Portal, which facilitates access to course materials, assignments, live classes, forums, and examination services in a structured, learner-centric format.

The University has also embraced SAMARTH, a Government of India initiative to implement a unified, digital ERP solution for managing academic and administrative processes across higher education institutions. Through the integration of SAMARTH, IGNOU has streamlined its online admission and registration system, learner records management, and certification processes, thereby ensuring transparency, efficiency, and scalability. The Student Services and Online Admission Portal enable prospective and current learners to interact with the university services through a user-friendly digital interface.

Furthermore, IGNOU contributes actively to national platforms such as SWAYAM and SWAYAM PRABHA, offering MOOCs and 24x7 DTH educational broadcasting, respectively. The integration of IGNOU's courses on these platforms supports NEP's goals of expanding access and equity in higher education. The University's own repositories *eGyanKosh* for self-learning materials and *GyanDarshan* and *GyanVani* for AV-based content delivery complement its LMS infrastructure and offer multi-modal, learner-friendly digital content accessible to learners across socio-economic backgrounds.

In recent years, the growth in enrolments and the launch of new fully online programmes in disciplines like management, computer science, commerce, and education reflect IGNOU's proactive approach in responding to evolving learner needs. The digitization of over 300 programmes, integration with mobile-friendly platforms, and increased academic counselling through virtual platforms (Google Meet, Microsoft Teams, Zoom, and other such platforms) further illustrate IGNOU's growing capability in delivering quality online learning.

## 5. Modern Infrastructure Facilities

IGNOU is continually upgrading its physical and virtual infrastructure to support 21st-century education. This will not only enhance the teaching-learning process but also reaffirm IGNOU's leadership in the realm of open, distance, and online learning. By leveraging smart technologies, the University is making significant strides in ensuring that education is not just confined to classrooms, but is accessible, engaging, and impactful for all learners across the globe, thereby understanding the evolving dynamics of learner engagement in the digital era.

### Procurement of additional secondary ILL (Internet Leased Line) connectivity for the University through GeM portal.

IGNOU has the NKN Internet Leased line internet connectivity for the IGNOU Admission, examination, and day to day internet services for employees. But as a failsafe connectivity (other than NKN/MTNL/BSNL) and to ensure stand by support services, the COE has procured Secondary ILL (Internet Leased Line) connectivity for the University through GeM portal.

### ICT Infrastructure upgradation for IGNOU Online Services and Data-Centre

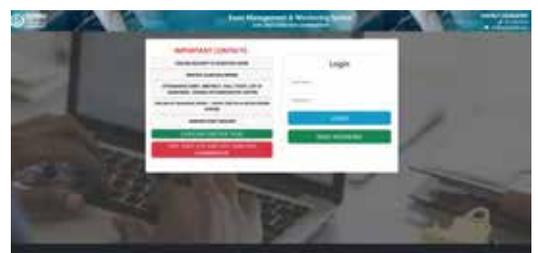
COE had submitted the proposal for ICT Infrastructure upgradation (Hyper Converged Infrastructure), a mini cloud, for Online Services against HEFA Loan, which mainly focused on the ICT Upgradation for the major ongoing initiatives such as Development of Online Programmes, Online Delivery of Learning Resources, Online Counselling, Online Question Paper Delivery System, University Management System and the proposed Infrastructure expenditure. Based on these approvals, COE executed the procurement activities through GeM portal since 2021.

### High-end and low-end Workstations procurement for SWAYAM PRABHA and SWAYAM projects

The Centre for Online Education (COE) is hosting SWAYAM PRABHA projects, which involve the activities of the creation, editing and hosting of videos of IGNOU Channels and SWAYAM Courses. To ensure the quality process of Video, Audio and e-contents of this project high-end workstations, COE performed the procurement activities through GeM portal. These high-end and low-end workstations were procured during the year between 2019 and the Covid lock-down period 2020. SMART classrooms offer another innovative way to teaching-learning activity associated with these projects.

### Online Question Paper Delivery System (OQPDS)

COE developed in-house application for Automation of Question Paper Bank, Printing, and Delivery of Question Papers (QP) at the IGNOU exam centers. The application includes modules on uploading of password protected encrypted question papers, scheduling and automated



delivery system through systematic secured processes. This application support for the Term End Examination is operational since July 2020.

### Online Admission System for IGNOU Online Programmes

COE coordinated with SAMARTH team for the IGNOU Online Programme portal (<https://iop.ignouonline.ac.in>) for the delivery of 3 online programmes in the year 2019. Thereafter, admissions of Online programmes have been done through this portal. As part of the improvement process, COE has provided a dedicated Learning Management System for the Online programme learners. The courses are offered online through IGNOU-LMS portal (Using Moodle) and online counselling conducted through Google Meet/ ZOOM web meetings.



### Recruitment portal (teaching and non-teaching posts); Online admission; and conduct of Entrance Test

COE in collaboration with Student Registration Division (SRD) successfully implemented online admission system, recruitment system and entrance examination system on the SAMARTH Portal (a project of Delhi University funded by MHRD). COE in collaboration with SRD successfully implemented Online Admission System for IGNOU academic programmes; recruitment system; and entrance examination system on the SAMARTH Portal (a project of Delhi University funded by MHRD) in year 2019. Subsequently, COE is doing the application support and monitoring activities for recruitment portal (teaching and non-teaching posts), and also conducting Post-Basic B.Sc. Nursing Entrance Tests since 2020.

### Online Admission System for International Learners

COE coordinates with SRD, International Division and SAMARTH team for the application development for the admission of Online Programmes for international learners. The portal for Online Programme Admission for Overseas Students (SAARC, Non-SAARC and FSRI, and NRI) was launched in 2021.

### SMART Classrooms

The University has set up SMART classrooms in various Schools of Studies to virtually connect with the learners across the globe. The new-age learners and their lives are centered around digital technology and platforms. Hence, in addition to the face-to-face counselling, the University facilitates technology-enabled learning. Going beyond the structured and confined classrooms, digital learning modalities offer flexibility and accessibility to the learners anywhere and anytime, thus, making it a personalised learning experience. Several Schools of Studies and Centres are equipped with high-definition projectors, interactive boards, digital podiums,



and internet-enabled systems. These classrooms serve as hubs for both real-time and asynchronous learning interactions, enabling faculty to virtually connect with learners located across India and abroad. This virtual connectivity ensures continuity in academic support and enhances learner-teacher interaction beyond geographical boundaries.



### Setting up of Video Walls

Another significant step in this direction is the development of a state-of-the-art Video Wall at the Convention Centre which serves as a powerful medium for displaying live events, webinars, orientation programmes, and special lectures. With high-resolution LED displays and audio-visual integration, this video wall acts as a dynamic learning interface, supporting visual engagement and real-time content delivery.

The University has transformed several of its committee rooms and boardrooms into modern conferencing hubs with video conferencing facilities, ensuring seamless conduct of academic meetings, research collaborations, expert lectures, and policy discussions. These spaces are fitted with high-speed internet, ceiling microphones, PTZ (pan-tilt-zoom) cameras, and multimedia projection systems, allowing for uninterrupted hybrid interactions with national and international stakeholders.

### Introduction of Blockchain for Issuance of Digital Degrees

In 2022, blockchain-based credentialing to ensure secure, verifiable digital degrees and academic transcripts was introduced by Student Evaluation Division, with the assistance of IIT Kanpur. The University awarded digital degrees and certificates based on Blockchain technology for the first time alongside traditional certificates and degrees to learners at the 35<sup>th</sup> Convocation of the University on 26<sup>th</sup> April 2022. The digital degrees were digitally signed, unchangeable, globally verifiable, and accessible through the learners' own wallets. In the 36<sup>th</sup> Convocation held on 3<sup>rd</sup> April 2023, more than 2 lakh learners were awarded Blockchain-based digital degrees, along with more than 60,000 graduating learners registered in the previous Convocation. The University distributed Blockchain-based digital degrees and certificates to more than 3 lakh learners who registered for the 37<sup>th</sup> Convocation in February 2024, along with the physical certificates and degrees with the support of IIT Kanpur.

### Digital Library

Following the implementation of Koha, the Library and Documentation Division (L&DD) has achieved full automation of its library activities and services. This encompasses a wide range of operations, such as acquisition, cataloging, circulation, serial control, web OPAC, patron services, advanced search capabilities, reporting, and various tools.



In addition to library automation, the University introduced several supplementary services, including: E-Resources for Campus and Remote Access. The University offers 24/7 access to more than 7,900 e-journals through 10 databases provided by *e-ShodhSindhu*, accessible both on campus and remotely. IGNOU has also joined bandwagon of 'One Nation One Subscription' Scheme (ONOS) of Government of India.

## 6. The Way Forward

In alignment with the vision of the National Education Policy (NEP) 2020, IGNOU seeks to transform into a fully digital, networked, and globally benchmarked Open University by creating a cloud-based, scalable academic infrastructure. This would involve fully transitioning to a digital platform that integrates key academic and administrative functions such as admissions, curriculum delivery, learner management, assessments, and certification. By leveraging national digital initiatives such as DIKSHA, the Academic Bank of Credits (ABC), NAD-DigiLocker, and SWAYAM Plus<sup>+</sup>, IGNOU can further facilitate modular, credit-based, and stackable learning pathways that support lifelong and flexible education.

IGNOU needs to explore new opportunities to enhanced the teaching-learning process by adopting Artificial Intelligence (AI) which can harness personalize learning experiences, curate content automatically, assist in formative and summative grading, and use predictive analytics to identify and support at-risk learners. Machine learning and learning analytics can offer data-driven insights to inform curriculum design and provide real-time learner feedback systems. Additionally, immersive technologies such as Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR) can be used for experiential learning.

Academic innovation through hybrid and multimodal learning is another critical area for IGNOU's future growth. The expansion of SMART classrooms and AI-enabled lecture capture studios at HQs and RCs can facilitate the creation and dissemination of interactive learning content globally. Developing multilingual MOOCs and micro-credentials will increase accessibility and reach, enabling IGNOU to serve diverse learners both nationally and internationally.

In the context of India's goal of becoming a global knowledge hub, IGNOU can enhance its international presence by creating virtual mobility and exchange programmes with Open Universities worldwide. This includes opportunities for joint certification, credit transfer, and collaborative online learning models subject to national policies.

Sustaining these transformations requires continuous capacity building and faculty development. IGNOU can train educators in AI-based teaching methods, instructional design, immersive content creation, and online assessment strategies. Supporting action research and innovation in educational technologies through dedicated grants will foster scholarly contributions in areas such as learner behaviour and content effectiveness in the ODL system.

Equity and inclusion must remain central to IGNOU's digital evolution. The deployment of assistive technologies, including screen readers, sign language videos, and easy-to-navigate interfaces, will ensure that differently-abled learners are not left behind. At the same time, the development of low-bandwidth and offline learning solutions, such as mobile-based content delivery, offline repositories, and solar-powered smart kits, will address the needs of rural and remote learners.

Finally, robust governance, quality assurance, and digital policy frameworks will be essential to uphold standards in this new digital ecosystem. IGNOU can develop an AI-driven academic audit system to monitor academic quality, learner satisfaction, and course effectiveness, under the framework of CIQA. Adoption of national and international digital quality standards, including NAAC digital metrics, UGC ODL regulations, and benchmarks from ICDE, COL, and UNESCO, will ensure transparency, accountability, and recognition of IGNOU's efforts in digital education.

By embedding modern technologies, academic innovation, and learner-centric design into its core systems, IGNOU can redefine access, equity, and quality in higher education. This transformation will not only affirm IGNOU's leadership in ODL and Online Learning but also contribute meaningfully to India's vision of becoming a *Vishwaguru* in the global education landscape.



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

F. NO. CIQA/2/NAAC Act. Committ./2025/479  
Date: 20th March 2025

### NOTIFICATION No. 3

With the approval of the competent authority, a committee has been constituted to assist the Centre for Internal Quality Assurance (CIQA) in documenting IGNOU's best practices related to NAAC activities on **"Teaching and Learning"**. This will ensure smooth coordination and timely completion of tasks for the **2nd cycle of NAAC accreditation** and the **NIRF 2026 ranking** of the University.

The committee comprises the following members:

- |   |   |             |
|---|---|-------------|
| 1. Prof. Anita Priyadarshini, Director, STRIDE      | - | Chairperson |
| 2. Prof. Vijayakumar P., Director, CIQA             | - | Member      |
| 3. Prof. Swati Patra, SOSS                          | - | Member      |
| 4. Dr. S.K. Pulist, Addl. Director, SRD             | - | Member      |
| 5. Dr. V.P. Rupam, Director, CPC/Add. Director, SRD | - | Member      |
| 6. Dr. Deeksha Dave, Associate Professor, SOITS     | - | Member      |
| 7. Prof. Manjulika Srivastava, OSD, CIQA            | - | Member      |
| 8. Dr. Navita Abrol, DD, CIQA                       | - | Member      |
| 9. Dr. Shekhar Suman, AD, CIQA                      | - | Convener    |

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



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

**MINUTES OF THE 1st MEETING OF THE COMMITTEE ON  
“TEACHING AND LEARNING” ON 7TH APRIL 2025 AT 11.30 AM IN THE  
CONFERENCE ROOM, STRIDE, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.**

### Members Present

- **Prof. Anita Priyadarshini**, Director, STRIDE (Chairperson)
- **Prof. Vijayakumar P.**, Director, CIQA (Member)
- **Prof. Swati Patra**, Professor, School of Social Sciences (SOSS) (Member)
- **Dr. V.P. Rupam**, Director, Campus Placement Cell / Addl. Director, SRD (Member)
- **Dr. Deeksha Dave**, Associate Professor, School of Interdisciplinary and Trans-disciplinary Studies (SOITS) (Member)
- **Prof. Manjulika Srivastava**, OSD, CIQA (Member)
- **Dr. Navita Abrol**, Deputy Director, CIQA (Member)
- **Dr. Shekhar Suman**, Assistant Director, CIQA (Convener)
- **Dr. Niradhar Dey**, School of Education (Special Invitee)

### Member could not attend the meeting:

- **Dr. S.K. Pulist**, Additional Director, SRD

### Proceedings of the Meeting

Dr. Shekhar Suman, Assistant Director, CIQA and Convener of the Committee, welcomed the Chairperson and all esteemed members to the first meeting of the Committee on “Teaching and Learning.” He emphasized that the purpose of this committee is to holistically document and enhance IGNOU’s efforts in teaching, learning, curriculum design, and pedagogy, in light of evolving quality and accreditation frameworks. He extended gratitude for the presence and commitment of all members.

### Opening Remarks by the Chairperson

Prof. Anita Priyadarshini, Director, STRIDE and Chairperson of the Committee, in her

opening remarks, highlighted the relevance and timeliness of the committee's work, especially as the University prepares for the second cycle of NAAC accreditation due in 2026. She emphasized that teaching and learning are at the heart of academic quality and any systematic documentation of related initiatives and innovations would contribute meaningfully to both institutional self-improvement and external quality assessments.

### Objective and Scope of the Committee

Prof. Vijayakumar P., Director, CIQA, briefed the committee about the purpose and expected outcomes. He explained that the Committee would be responsible for compiling a comprehensive and evidence-based document showcasing IGNOU's teaching-learning practices, curriculum design strategies, use of technology, and alignment with national educational priorities such as NEP 2020. The document is intended to serve both as a quality assurance mechanism and a reference during accreditation and ranking processes.

Prof. Manjulika Srivastava, OSD, CIQA, elaborated on the significance of the committee's work in the context of the revised NAAC accreditation criteria. She emphasized the growing need for evidence-based documentation and measurable outcomes, and noted that IGNOU must demonstrate innovation, effectiveness, and learner-centricity in its teaching and learning ecosystem. She reiterated that the second cycle of NAAC accreditation is expected in 2026, making this initiative both strategic and urgent.

### Review and Discussion on Proposed Structure

The draft structure of the documentation, developed by CIQA and circulated in advance, was discussed in detail. The structure includes thematic sections covering various aspects of teaching and learning. Members provided valuable inputs and suggestions to refine the structure further. It was agreed that the structure would be slightly revised to ensure clarity, coherence, and alignment with NAAC and other quality frameworks.

### Finalized Structure and Allocation of Sections

Following the discussion, responsibilities for drafting specific sections were allocated to members as under:

Section	Responsibility
Introduction	CIQA
Pedagogy	CIQA
Curriculum Design & Development (including Cross-cutting Issues)	CIQA
Technology-enabled Teaching-Learning (TV, FM Radio, Web Radio, Web Counselling, eGyanKosh, IGNOU e-content App, QR Codes, Online Programmes, WEAS, Social Media, Podcasts, Audiobooks)	CIQA (with support from relevant divisions)
Policy Interventions	Dr. V.P. Rupam

Section	Responsibility
Implementation of NEP 2020, including ITEP	Dr. S.K. Pulist (with inputs from Dr. Niradhar Dey)
NEP-related Reforms (ABC, MEME, NHEQF, NCrF, NSQF, FYUP, Translation in Regional Languages)	Prof. Anita, CIQA, Dr. VP Rupam and Dr. Pulist
Programme Delivery Innovations	Dr. Deeksha Dave
Modern Infrastructure Facilities & Innovative Pedagogies	Prof. Swati Patra
International Operations (e-VidyaBharati, GOAL, Guyana)	Dr. V.P. Rupam
The Way Ahead: PwD support, MOOC Integration, Employability, Industry-Academia collaboration	All Members

Members were requested to compile their respective sections using relevant data, examples of best practices, illustrations, and forward-looking strategies.

### Timeline and Next Steps

It was decided that the first complete draft of the document is expected to be finalized by the **last week of April 2025**. CIQA will coordinate follow-ups and provide support in standardizing formatting and structure.

### Vote of Thanks

The meeting concluded with a vote of thanks by Dr. Shekhar Suman, Convener of the Committee. He expressed appreciation to the Chairperson for her leadership, and to all members for their valuable insights and active engagement. He emphasized that this initiative would reflect IGNOU's innovations and strengths in the domain of teaching and learning, and contribute meaningfully to quality enhancement and accreditation readiness.

Convener of the committee

Chairperson of the committee



**ignou**

THE PEOPLE'S  
UNIVERSITY

