

**FIRST REPORT  
COMMITTEE ON PETITIONS  
(SEVENTEENTH LOK SABHA)**

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
(DEPARTMENT OF HIGHER EDUCATION)**

**(Presented to Lok Sabha on 6.3.2020)**



सत्यमेव जयते

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# COMPOSITION OF THE COMMITTEE ON PETITIONS

(2019-20)

Dr. Virendra Kumar - *Chairperson*

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# FIRST REPORT OF THE COMMITTEE ON PETITIONS

(SEVENTEENTH LOK SABHA)

## INTRODUCTION

I, the Chairperson, Committee on Petitions, having been authorised by the Committee to present on their behalf, this First Report (Seventeenth Lok Sabha) of the Committee to the House on the Representation of Dr. Amit Kansal regarding alleged violation of Fundamental Right to Education *vis-a-vis* Indira Gandhi National Open University (IGNOU) Act, 1985 and other important issues related therewith.

2. The Committee considered and adopted the draft First Report at their sitting held on 18 February, 2020.

3. The observations/recommendations of the Committee on the above matters have been included in the Report.

NEW DELHI;

DR. VIRENDRA KUMAR,  
*Chairperson,*  
*Committee on Petitions.*

18 February, 2020

29 Magha, 1941 (Saka)

## REPORT

### **REPRESENTATION OF DR. AMIT KANSAL REGARDING ALLEGED VIOLATION OF FUNDAMENTAL RIGHT TO EDUCATION VIS-A-VIS INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU) ACT, 1985 AND OTHER IMPORTANT ISSUES RELATED THEREWITH.**

Dr. Amit Kansal submitted a Representation regarding alleged violation of Fundamental Right to Education vis-a-vis Indira Gandhi National Open University (IGNOU) Act, 1985 and other important issues related therewith (Annexure-I).

2. The Representationist, in his Representation, *inter-alia* stated that the matter raised in his Representation related to the future of millions of students from the disadvantaged and marginalised sections living in the rural and backward areas of the country and pursuing their studies from Indira Gandhi National Open University (IGNOU). The IGNOU has been established under Indira Gandhi National Open University Act, 1985. The aims and objectives of the same have been defined in the preamble of the Act. It has been further stated that with effect from year 2000, the University started a scheme for opening 'Special Study Centres' to provide support to disadvantaged and the marginalised sections of the society which include women, school dropouts, learners from rural and remote areas having high density of SC/ST/OBC population, people living below poverty line, persons with disabilities (Divyangjan), the religious minorities and the jail inmates, etc. The NGO NIRMAN, a Social Organisation, which is a non-profitable registered Society under the Society Registration Act, has also been running a dedicated IGNOU Special Study Centre-SSC-228D at the birth place of great Martyr Sr. Udham Singh Ji, Sunam (Punjab). To serve the society in a better way, an ultra-modern infrastructure with all the facilities was developed and was inaugurated on 28.1.2018. On 23.6.2017, the University Grants Commission has notified the University Grants Commission (Open and Distance Learning) Regulations, 2017 due to which IGNOU has put on hold all such Special Study Centres for over the last six months all over India and further keeping in view the mandate and objectives of the IGNOU Act, 1985, on 6.6.2019, UGC has issued another Notification to exempt the IGNOU from the new ODL Guidelines.

3. The Representationist has also alleged that it is a violation of the Fundamental Right to Education and the Indira Gandhi National Open University (IGNOU) Act, 1985 as well. The Representationist, therefore, requested to intervene in the matter to reinstate all the IGNOU Special Study Centres all over the country for the welfare of the disadvantaged and marginalised sections of the society, in particular.

4. The Committee on Petitions took up the Representation for examination under Direction 95 of the Directions by the Speaker, Lok Sabha. Accordingly, the Representation received from Dr. Amit Kansal was forwarded to the Ministry of Human Resource Development (Department of Higher Education) for furnishing their initial comments on the issues raised therein.

5. In response thereto, the Ministry of Human Resource Development (Department of Higher Education) *vide* their Office Memorandum No. F.No.5-26/2019-DL dated 15 November, 2019 stated that the matter was examined in consultation with the IGNOU and accordingly, the University has *inter alia* informed the following in the matter:-

- (i) The Board of Management of IGNOU in its 135th meeting held on 19.7.2019 has adopted and notified 'Notification on Standards for achieving Excellence in Design, Development and Delivery of Open and Distance Learning'.
- (ii) IGNOU has issued directions to its Regional Centres for continuation of the Non-Compliance UGC-ODL Regulations 2017 Learner Support Centres for July 2019 session as an interim measure.
- (iii) The Special Study Centres across the country, including the Special Study Centre, i.e., SSC-228D are active as an interim measure for July 2019 session.

6. On being asked by the Committee to furnish a copy of the University Grants Commission (Open and Distance Learning) Regulations, 2017, thereby, highlighting the relevant portions on the basis of which certain programmes were prohibited in ODL mode from the Academic Session beginning July, 2019, the Ministry of Human Resource Development (Department of Higher Education), while furnishing a copy of the University Grants Commission (Open and Distance Learning) Regulations, 2017 notified vide F. No. 2-4/2015 (DEB-III), published in the Gazette of India on 23<sup>rd</sup> June 2017 (Annexure-II), submitted:-

*"Clause 1(3) and 2(p) of the aforementioned UGC (ODL) Regulations, 2017 highlights the programmes which are prohibited by University Grants Commission for offering through distance mode, the extracts of the same are reproduced as under:-*

Clause 1(3)

*"These Regulations shall apply to a University referred to under Clause (f) of Section 2 of the University Grants Commission Act, 1956, an Institution Deemed to be University under section 3 of the said Act, for all degree programmes of learning at the undergraduate and post-graduate level, other than programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.*

Clause 2(p)

*"Professional programmes" means a programme other than programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any Statutory Councils or Regulatory Authorities to be conducted by the Higher Educational Institutions under Open and Distance Learning mode or Distance Education mode for the purpose of these regulations, if any, should be considered only if the same are approved by the respective Statutory Councils or Regulatory Authorities."*

7. The Committee also enquired about the objects and reasons identified by the UGC on the basis of which certain programmes meant for IGNOU were prohibited in ODL mode by bringing out the Regulations in the year 2017. In pursuance thereof, the Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"The UGC (ODL) Regulations, 2017 prohibits all Open and Distance Learning institutions including IGNOU to offer programmes in certain areas such as engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy etc through Open and Distance Learning (ODL) mode. Clause 1(3) of the UGC-ODL Regulations 2017 is reproduced as under:-*

*These Regulations shall apply to a University referred to under clause (f) of section 2 of the University Grants Commission Act, 1956, an Institution Deemed to be University under section 3 of the said Act, for all degree programmes of learning at the undergraduate and post-graduate level, other than programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.*

*However, it is worth mentioning that the provisions contained in the UGC (ODL) Regulations, 2017 uniformly apply to all Higher Education Institutions including Universities intending to or offering programmes through Open and Distance Learning mode and not to the Indira Gandhi National Open University alone."*



8. The Committee, thereafter, specifically desired to know the details contained in the Notification on 'Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning' which was adopted and notified by the IGNOU in its meeting held on 19 July, 2019. The Ministry of Human Resource Development (Department of Higher Education), in a written reply, furnished a copy of the "Standards for Achieving Excellence in Design, Development & Delivery of Open and Distance Learning" notified by the University vide notification F. No. IG/ACD/ODL Std./135<sup>th</sup> BOM/2019/5074, dated 6<sup>th</sup> September 2019 (Annexure III).

9. The Committee further desired to know about the various functional aspects identified by IGNOU on the basis of which the UGC Notification on ODL was adopted and notified. The Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"As mentioned above, the UGC (ODL) Regulations 2017 vide Clause 1(3) were mandatorily required to be followed by all the Higher Education Institutions including Open universities for offering programmes through distance learning mode. Therefore the above regulations were also adopted by IGNOU. The relevant portions of the UGC-ODL Regulations 2017 i.e., Sub-Clause (7) of Sub-Regulation 3, and Sub-Clauses (2) and (3) of Sub-Regulation 4 are worth reproducing here:-*

*Sub-Clause (7) of Sub-Regulation 3*

*"No Higher Educational Institution shall offer a programme in Open and Distance Learning mode for academic session immediately after the notification of these regulations and for subsequent academic session and admit students thereto unless it has been granted recognition for the programme under Clause (i) of Sub-Regulation (4).*

*Sub-Clauses (2) and (3) of Sub-Regulation 4*

*"(2) If a Higher Educational Institution offers any programme in Open and Distance Learning mode after the coming into force of the order withdrawing recognition under sub-regulation (1) or where a Higher Educational Institution offering a programme in Open and Distance Learning before the commencement of these regulations, fails to obtain recognition under these regulations for offering programmes in Open and Distance Learning mode for academic session immediately after the notification of Regulations and subsequent academic sessions, the degree obtained pursuant to such programme or after undertaking a programme in Open and Distance Learning mode in such Higher Educational Institutions, shall not be treated as a valid qualification.*

- (3) *In the event of any Higher Educational Institution found offering programmes or courses in Open and Distance Learning mode without the approval of the Commission or in violation to any of the provisions of these regulations and guidelines or orders made thereunder, the Commission may -*
- (i) *Issue Show Cause Notice or withdraw the recognition for an academic session or withdraw the recognition, maximum up to next five academic sessions or withdraw the recognition permanently;*
  - (ii) *If, in spite of above, the Higher Educational Institution is found continuing the violations, a First Information Report may be lodged against the officials or management of the errant Higher Educational Institution to take action as per law;*
  - (iii) *Withhold or debar from receiving University Grants Commission grants;*
  - (iv) *Refer the matter to the State Government concerned or Central Government as the case may be; and*
  - (v) *Take action as per the provisions of the Act or Rules or Regulations as applicable to the Higher Educational Institution.*

*Thus, in order to safeguard the interest of learners, any non-recognition of qualifications offered by the University and to avoid any issues and legal implications, the University adopted UGC-ODL Regulations, 2017 and applied for the recognition of UGC for the programmes to be offered under ODL mode with effect from academic session 2018-19 beginning from July, 2018 as per UGC (ODL) Regulations, 2017. An undertaking to this effect was also submitted to UGC (Annexure-IV). Accordingly, the Regional Centres were also asked to get the assurance from the Learner Support Centre (LSCs) to fulfill the laid down standards. All these steps were taken to ensure the compliance of the UGC (ODL) Regulations, 2017."*

10. The Committee, then, asked as to what extent the Notification on 'Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning' is purportedly detrimental to the smooth running of the affairs of 'Special Study Centres, and/or violation of the Fundamental Right to Education as claimed by the Representationist. The Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"The Notification on "Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning" of the University is neither detrimental, in any way, to the smooth running of the affairs of 'Special Study Centres' nor violate the Fundamental Right to Education as claimed by the Representationist.*

*IGNOU was established by an Act of Parliament (Act No. 50 of 1985) in 1985 "as an Open University at the national level for the introduction and promotion of Open University and Distance Education Systems in the educational patterns of the country and for the coordination and determination of standards in such systems." Since its establishment, IGNOU has been striving hard to set high standards in offering quality programmes to all sections of Society especially those that have been left out of the mainstream conventional education system. IGNOU formulated its various bodies like Board of Management, Board of Studies, Academic Council, Planning Board, Establishment Committee, Finance Committee, Student Service Committee, Research Council, School Boards, Academic Programme Committee, Academic Council's Standing Committee for giving policy directives and taking decisions on formulation and ensuring high standards in the development and delivery of the programmes. IGNOU is a pioneer institution in the field of Open and Distance Learning in terms of quality of self learning material, providing access to quality higher education in the far off regions of the country and creating quality learning environment by following stringent process for the establishment of the learner support centres and appointment of the counsellors, etc., for the delivery of its programmes.*

*Even prior to the promulgation of the UGC (ODL) Regulations 2017, IGNOU had its own rigorous process for taking care of its various activities. In fact, after taking over of task of distance education system regulation by the UGC in 2013 and till issuing of UGC (ODL) Regulations 2017, the UGC had been following the norms, guidelines and standards of erstwhile Distance Education Council of the IGNOU. In fact most of the provisions contained in the UGC (ODL) Regulations 2017 related to programme and course material development, maintenance of the infrastructure, academic quality, quality assurance, number of teachers and academic staff, use of technology & multimedia resources, admission and examination processes, evaluation, establishment of the learner support centres etc were in practice at IGNOU during the last 34 years of its existence.*

*IGNOU has played a major role in the development, promotion, assessment and accreditation of the ODL institutions in the country. While Section 4 of the IGNOU Act has been detailed out above, Section 5(2) of IGNOU Act 1985 is also worth reproducing here:-*

Section 5(2)

*Notwithstanding anything contained in any other law for the time being in force, but without prejudice to the provisions of sub-section (1), it shall be the duty of the University to take all such steps as it may deem fit for the promotion of the open university and distance education systems and for the determination of standards of teaching, evaluation and research in such systems, and for the purpose of performing this function, the University shall have such powers, including the power to allocate and disburse grants to Colleges, whether admitted to its privileges or not, or to any other university or institution of higher learning, as may be specified by the Statutes.” Further, the following sub-clauses of Clause 1 of Section 5 of the IGNOU Act are worth reproducing:-*

Section 5(1)

- (xxi) to recognise any institution of higher learning or studies for such purposes as the University may determine and to withdraw such recognition;*
  
- (xxiv) to determine standards and to specify conditions for the admission of students to courses of study of the University which may include examination, evaluation and any other method of testing;*
  
- (xxvi) to confer autonomous status on a College or a Regional Centre in the manner laid down by the Statutes;*
  
- (xxviii) to do all such acts as may be necessary or incidental to the exercise of all or any of the powers of the University as are necessary and conducive to the promotion of all or any of the objects of the University.*

*It is because of above and many other provisions contained in IGNOU Act 1985, and the high standards adopted by IGNOU in maintaining its quality and standards and setting benchmarks in Open and Distance Learning (ODL) in the country and abroad, UGC suo moto took up the proposal of keeping IGNOU outside the purview of UGC (ODL) Regulations 2017 in its 536<sup>th</sup> commission meeting held on 27.09.2018. Finally, UGC in its 540<sup>th</sup> meeting held on 09.04.2019 decided to amend UGC (ODL) Regulations 2017 to exempt IGNOU from the application of said Regulations. Thereafter, UGC in consultation with MHRD, notified the 4<sup>th</sup> amendment to UGC (ODL) Regulations 2017 on 6<sup>th</sup> June 2019 and issued Order dated 9<sup>th</sup> August 2019.*

*A copy each of the Extracts of resolution of 540<sup>th</sup> meeting of University Grants Commission, Gazette Notification F. No. 1-8/2019 (DEB-I), dated 6<sup>th</sup> June 2019 and UGC Order F. No. 1-8/2019(DEB-I), dated 9<sup>th</sup> August 2019 is enclosed (Annexures V-A, V-B & V-C).*

Therefore, the University as detailed out above, has framed its own "Standards for achieving excellence in design, development & delivery of open and distance learning" notified on 6<sup>th</sup> September 2019 to further strengthen the quality in the educational programmes offered through ODL mode. The main aspects of the above standards are further categorized as below:-

- a) Standards for Human Resources & Infrastructure
- b) Standards for Planning, Design and Development of Academic Programmes
- c) Standards for Delivery of Academic Programmes
- d) Standards for Learner Support System
- e) Admissions
- f) Standards for Learner Assessment and Evaluation
- g) Awards for Degree Diploma and Certificates
- h) Student Grievance and Redress Mechanism
- i) Quality Assurance Mechanism

In comparison with UGC ODL Regulations 2017, IGNOUs 'Standards for achieving excellence in design, development & delivery of open and distance learning' notified on 6<sup>th</sup> September 2019, are much more stringent & higher in maintaining quality standards in Open and Distance Learning (ODL). There are number of features of IGNOU which have been incorporated in the system towards effective student support services and quality delivery of programmes to the learners. Some of the prominent features are:-

- (i) ICT Support to the Learners with the help of educational broadcast through Gyan Darshan TV Channel and Gyan Vani FM Radio.
- (ii) Network of 67 Regional Centres across the country to provide support to the learners.
- (iii) Electronic Media Production Centres (EMPC) for the development of audio video educational content.
- (iv) Large number of well qualified Academic Counsellors to provide academic support to the millions of learners at the Learner Support Centres.
- (v) Well structured norms for the establishment of the Learner Support Centres as stated in "Standards for achieving excellence in design,

*development & delivery of open and distance learning" under Part V Clause 9 and 10 of the 'Standards for achieving excellence in design, development & delivery of open and distance learning' notified by IGNOU on 6<sup>th</sup> September 2019.*

*IGNOU has followed the procedure and framed the norms for the betterment of quality of education. In most of the areas IGNOU has framed much stringent guidelines for its programme development, its delivery, learner support centres etc as compared to the UGC (ODL) Regulations 2017. In fact the above standards framed by IGNOU including establishment of the Learner Support Centres, ensure quality over and above the minimum standards as stipulated in the UGC (ODL) Regulations, 2017. IGNOU is bound by its own norms, guidelines and standards and is committed to follow these. Further it is reiterated that, exemption from UGC (ODL) Regulations 2017 does not give freedom to the University to lower its quality standards below those stipulated by UGC (ODL) Regulations 2017.*

*In so far as the issue under reference is concerned, the Special Study Centre No 2281D, it is stated that when it was established, the UGC (ODL) Regulations 2017 or IGNOU's own 'Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning' were not in force. Now after enactment of the aforementioned IGNOU's own Standards, IGNOU is duty bound to follow them. Also the Representationist is drawing a parallel between 'Fundamental Right to Education' and 'Fundamental Right to Imparting Education as a Study Centre'. The basic premise of Fundamental Right to Education is to provide quality education by following the minimum standards set out by the concerned Regulatory bodies like MCI for medical and dental education, NCI for Nursing education, AICTE for engineering and Bar Council for law programmes etc. It is reiterated that the University is committed to provide quality education to all the sections of Society, by following the norms of these regulatory body/ its own benchmarks set out in Standards for achieving excellence. Therefore there is no violation of Fundamental Right to Education as claimed by the Representationist."*

11. The Committee, thereafter, asked the Ministry of Human Resource Development (Department of Higher Education) to furnish a detailed note on the 'Special Study Centres'/ 'Open and Distance Learning' (ODL) by highlighting its origin, mandate, programmes, financial arrangements and functional aspects. The Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"Before the UGC (ODL) Regulations, 2017 and IGNOU's own 'Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance*

Learning' notified in September 2019, IGNOU had the provision of Special Study Centres for the Tribal, SC/ST, Rural, Jail inmates etc., with the mandate to enhance access of the higher education programme for the above segments/areas. The guidelines provided in the Manual for Learner Support Centres containing details of the Special Study Centres are reproduced as below:-

### 2.2.2 Special LSC

For inclusive development of the disadvantaged groups of the society, IGNOU has established SLSCs. Groups identified under this category are physically challenged, women, scheduled castes, scheduled tribes, prisoners, minority communities, communities living in rural / difficult and hilly areas, who, due to one reason or the other, do not get an opportunity for education along with other groups of the society. Special LSCs address the basic problem limitations, abilities and other specific requirements of these disadvantaged groups and give them an opportunity to get education for empowerment.

Under this category, there are two sub-categories, which are defined separately as given below:-

*Special Study Centre (Disadvantaged Group/Area):* Special SCs are established in an institution/organization dedicated to the cause of a given disadvantaged group, possessing necessary infrastructure and academic expertise for providing support services to the learners of IGNOU from the disadvantaged group. Collaborative arrangements are also worked out with nearby institutions of higher learning, NGOs, Voluntary Organizations, Panchayats, Cooperatives, Industry, Government Departments and Public Institutions, etc., for this purpose. Objective, in considering such proposal for LSC must be to serve genuine needs of the prospective learners from the disadvantaged groups.

*Special Study Centre (Jail):* IGNOU with the support of the Central Government, Ministry of Home Affairs, and Governments of various States and Union Territories, offers its educational programmes to prison inmates through SLSC mode throughout the country. Although nomenclature is the same, academic, administrative and financial arrangements for SLCs in Jails are different from other SLSCs.

IGNOU used to enter into Memorandum of Understanding (MoU) with the proposed Institutions with the objective of reaching out to the disadvantaged segment of the population in collaboration with Institutions in the field. Copy of earlier MoU for the establishment of the Special Study Centre is enclosed (Annexure-VI).

*Further UGC (ODL) Regulations, 2017 has also a provision for Special Learner Support Centres under clause 14 as follows:-*

*Provided that a Higher Educational Institution may establish a special Learner Support Centre for imparting instruction to persons referred to in the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 and other persons in difficult circumstances, including jail inmates."*

12. Thereupon, the Committee, in particular, desired to know as to how many 'Special Study Centres' are presently operational in the country. The Ministry of Human Resource Development (Department of Higher Education) submitted the details of Regional Centres and category-wise details of the Learners Support Centres including Special Study Centres as Annexure-VII. As reflected from the details provided by the Ministry of Human Resource Development (Department of Higher Education), there were a total of 1877 active Learning Support Centres and a total of 1245 Abeyance Learning Support Centres. These LSCs included Regular SCs, Programme SCs, Special SCs and Recognised SCs. When Committee further asked about the reasons for keeping a large number of LSCs in abeyance, the representatives of the Ministry of Human Resource Development (Department of Higher Education) deposed before the Committee that the number of Study Centres are increasing or decreasing which is primarily dependent upon the requirement of programmes and enrolment of students.

13. On being again specifically enquired by the Committee about the stipulations under Part V clause 9 and 10 of the 'Standards for achieving excellence in design, development & delivery of open and distance learning', the Ministry, in a written reply, submitted:-

*"10.1 Study Centres (SCs)/Learner Support Centres (LSCs) will be recognised by the University, in a College or Institute affiliated to a recognized Higher Educational Institution or a Government recognized Higher Educational Institution offering conventional mode programmes of equivalent level in the same or allied broad areas under the relevant faculty and having the necessary digital infrastructure and availability of qualified faculty having eligibility (decided by the School Board and Academic Council for a given programme) to be appointed as Academic Counsellors for engaging theory contact sessions and supervising practical sessions in laboratory or field.*



*Provided that, in case of exigency or non-availability or non-willingness of an Institution/ College as specified above for a specialised programme or a special component of a programme, the University (IGNOU) may activate Study Centre/Learner Support Centre at the Government aided/affiliated/recognized Research and Extension Institutions such as Krishi Vigyan Kendras, State Training Institutes/Industrial Training Institutes; Government Organizations/ Departments; Accredited Laboratory; Cooperatives; Government Licensed Industry; and approved Skill Development Centres/Vocational Institutes having infrastructure, facilities and human resource as specified by the School Board of the School of Studies for a programme or a few courses of a programme.*

- 10.2 *Availability of Academic Counsellors for a particular programme will be a major criterion for allotting learners to the SC/LSC. The minimum qualification for an Academic Counsellor will be as prescribed for the Assistant Professor by UGC from time to time. Additional eligibility criteria/conditions, if any, for appointment of Academic Counsellors for a programme will be as approved by the Academic Council on the recommendations of the School Board.*
- 10.3 *For courses in the professional programmes, skill development and such other specialised areas, the School Board and the Academic Council may prescribe separate eligibility criteria for the appointment of Academic Counsellors.*
- 10.4 *The University may close or suspend or shift a Study Centre/Learner Support Centre or Special Study Centre, if it feels that support services are not being provided as per the requirement of the University or any other reason.*
- 10.5 *The University will not offer education or any part thereof through any Franchisee."*

14. The Committee also desired to know as to whether the aspect of issuing directions by IGNOU to all its Regional Centres for continuation of the Non-compliance UGC (ODL) Regulations 2017 Learner Support Centres for July 2019 Session as interim measure implies that IGNOU had withheld the applicability of said Regulations in all its Special Study Centres, the Ministry of Human Resource Development (Department of Higher Education), in their written reply, submitted:-

*"The Special Study Centres without proper qualified faculty adequate infrastructure facilities as per the standards decided were unable to fulfill the commitment to the*

learners. University has issued directives to all Regional Centres to continue Special Study Centres for 6 months as an interim measure during the period of rolling out implementation of UGC (ODL) Regulations, 2017 in phased manner taking into account the learners enrolled in January 2019 session with a advice to ask the Special Study Centres (SSCs) to fulfill the minimum standards in the Higher Educational institutions as mandated under UGC-ODL Regulations 2017. Now IGNOU is committed to follow its standards in establishment and continuance of the Learner Support Centres/Study centres, at the same time ensuring that the learners are not deprived of educational facilities of the standards set out in its notification dated September ,2019."

15. The Committee further desired to know about the total interregnum period on which the UGC (ODL) Regulations 2017 were made operative in all the Special Study Centres. The Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"A directive was issued by University on 4<sup>th</sup> December 2018 to its Learner Support Centres for conforming to the fulfillment of guidelines for all Learner Support Centres including Special Study Centres as per UGC (ODL) Regulations, 2017. Keeping in mind the convenience of the enrolled learners and to ensure that they are not put to any hardship, as an interim measure university has given six months time from January, 2019 to all such Learner Support Centres to comply with the UGC (ODL) Regulations, 2017. University is duty bound to implement same standards uniformly so as to maintain the quality in Open and Distance Learning."*

16. The Committee also desired to know the reasons on the basis of which the implementation of UGC (ODL) Regulations 2017 were withheld by the IGNOU for July 2019 session as an 'interim measure'. In response, the Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"IGNOU has received representations from its Regional Centres and Learner Support Centres to continue Special Study Centres (Details of the representations received are enclosed in Annexure-VIII). Subsequently, a Committee was constituted by University to look into it. The Committee deliberated in detail on all these aspects and recommended for giving extension to such Study Centres for further period of six months for July, 2019 session as an interim measure."*

17. The Committee asked the Ministry as to whether the UGC-ODL Regulations 2017 would again be made applicable in all the Special Study Centres for July 2020 session. The

Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"No such decision has been taken as yet. However, after the exemption of IGNOU from the purview of UGC (ODL) Regulations 2017 vide 4<sup>th</sup> Amendment of the ODL Regulations notified by UGC vide Gazette notifications dated 6<sup>th</sup> June 2019, University has notified its own "Standards for achieving excellence in design, development & delivery of open and distance learning" on 6<sup>th</sup> September 2019. As per the above notification, University shall follow the guidelines under 'Standards of Learner Support Centre' as defined in clauses 9 and 10 under Part V. It is again reiterated that, University is duty bound to implement same standards everywhere so as to maintain the quality in Open and Distance Learning."*

18. Juxtaposition of the information furnished by the Ministry to the effect that Special Study Centres across the country are active with the averments made by the Representationist regarding the non implementation of the directions issued by the IGNOU for withholding the application of revised Regulations for functioning of Special Study Centres, the Committee expressed apprehension that the Regional Centres of IGNOU might fail to implement the directives of IGNOU Authorities. In response thereto, the Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted:-

*"It would not be appropriate to state that Regional Centres failed to implement the directives of the IGNOU Authorities. IGNOU is a mega University with more than 3 million cumulative student strength and almost 10 lakh students register every year. The Regional Centres as extension of University are performing well to cater to such a huge student enrollment. Regional Centres of IGNOU have implemented UGC (ODL) Regulations 2017 related to functioning of Learner Support Centres as per directive of the HQ issued from time to time. However after exemption of IGNOU from the purview of the UGC (ODL) Regulations, 2017 all Regional Centers are following norms as specified in the notification of IGNOU."*

19. The Committee also desired to know about the details of complaints, if any, received from the Special Study Centres against the non-implementation of the directives by the Regional Centres of the IGNOU for withholding the application of revised Regulations along with the action taken thereof by the IGNOU Authorities. The Ministry of Human Resource Development (Department of Higher Education), in a written reply, submitted that no such complaints have been received, however the University has been receiving representations

for exemption from UGC ODL Regulations/continuation of Special Study Centres as per Annexure-VIII.

20. In connection with the comprehensive examination of the instant Representation of Dr. Amit Kansal, the Committee on Petitions, heard the views of the Representationist, Dr. Amit Kansal and also took oral evidence of the representatives of the Ministry of Human Resource Development (Department of Higher Education) on 6 January, 2020.

21. Dr. Amit Kansal *inter alia* put forth his views on the issues/points raised in his Representation, before the Committee as under:-

- (i) *There are around 900 Study Centres or Learner Support Centres under IGNOU to provide access to higher education to all segments of the society in the rural and backward areas of the country. SSC-228D is one of the Special Study Centres.*
- (ii) *The University Grants Commission (Open and Distance Learning) Regulations, 2017 was notified on 23.6.2017 which prohibits all Open and Distance Learning Institutions including IGNOU to offer programmes in certain areas such as engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy, etc., through Open and Distance Learning (ODL) mode.*
- (iii) *The University Grants Commission (Open and Distance Learning) Regulations, 2017 are mandatorily required to be followed by all the Higher Education Institutions including Open Universities for offering programmes through distance learning mode.*
- (iv) *In case, a Higher Educational Institution offers any programme in Open and Distance Learning mode after coming into force the order withdrawing the recognition or where a Higher Educational Institution offering a programme in Open and Distance Learning Mode before the commencement of these regulations, fails to obtain recognition under these regulations for the academic session immediately after the notification of Regulations and subsequent academic sessions, the degree obtained pursuant to such programme or after undertaking a programme in Open and Distance Learning mode in such Higher Educational Institutions, shall not be treated as a valid qualification.*
- (v) *Keeping in view of the convenience of the enrolled learners and to ensure that they are not put to any hardship, as an interim measure, the University has given six months time from January 2019 to all such Learner Support Centres*

to comply with the UGC (ODL) Regulations, 2017.

- (vi) *IGNOU is a Central University under Indira Gandhi National Open University Act, 1985 and capable of awarding its own degree and, therefore, could affiliate its Study Centres instead of recognition of these Special Study Centres from other Universities.*

22. On the issue, during the oral evidence, the representatives of the Ministry of Human Resource Development (Department of Higher Education)/IGNOU/UGC, deposed before the Committee:-

- (i) *In the year 2012, Distance Education Council was dissolved by the Government of India and was brought, first on ad hoc and then in 2013, under the control of the University Grants Commission to regulate all the subjects of Distance Education except the Technical Education. In the year 2014, by an order, the Technical Education was also included therein.*
- (ii) *The need of notifying the University Grants Commission (Open and Distance Learning) Regulations, 2017 was to maintain high standard of quality education through Open and Distance Learning System in the country.*
- (iii) *There are approximately 40,000 Colleges affiliated either to the Government or the Private Universities. Contrary to this, IGNOU has only 1500 Study Centres in the country. The number of Study Centres are increasing or decreasing which is primarily depending upon the requirement of programmes and enrollment of students.*
- (iv) *IGNOU is committed to impart higher education to the needy students through self learning material as well as all available modern technology.*
- (v) *There is a need of qualified eligible teachers for these Study Centres.*
- (vi) *Regulations of Special Study Centres was started in 2018 to get each and every Centre recognised by any of the Government recognised University. Extension of 6 months had been given and extended further for the purpose. One of the aims of IGNOU is to maintain the GER above 50% under Government Policy so that these Government or Government affiliated Institutions could avail financial support for propagation of Open and Distance Learning in the country.*

- (vii) *The Regional Centres are implementing the directions of the IGNOU Authorities. IGNOU is a mega University with more than 3 million cumulative student strength and almost 10 lakh students register every year. The Regional Centres as extension of University are performing well to cater to such a huge student enrollment. The Centres of the IGNOU have implemented UGC (ODL) Regulations 2017 related to functioning of Learner Support Centres as per directive of the Head Quarters from time to time.*

## OBSERVATIONS/RECOMMENDATIONS

### University Grants Commission (Open and Distance Learning) Regulations, 2017 vis-a-vis IGNOU's Standards for Achieving Excellence in Design, Development & Delivery of Open and Distance Learning"

23. The Committee note that the Indira Gandhi National Open University (IGNOU) has been established under the Indira Gandhi National Open University Act, 1985 with the assigned objectives to establish an Open University at the national level for the introduction and promotion of Open University and Distance Education System in the in the country. The Committee are satisfied to note that the IGNOU serves the educational aspirations of millions of students in the country through a chain of 'Learner Support Centres' which are commonly known as IGNOU Study Centres with the following mandate:-

- (i) To provide access to higher education to all segments of the society;
- (ii) To offer high-quality, innovative and need-based programmes at different levels to all those who require them;
- (iii) To reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and
- (iv) To promote, coordinate and regulate the standards of education offered through open and distance learning in the country.

24. The Committee also note that the University Grants Commission (Open and Distance Learning) Regulations, 2017 [UGC (ODL) Regulations, 2017] were notified and published in the Gazette of India on 23 June, 2017. The Committee further note that the Clauses 1(3) and 2(p) of the Regulations *ibid* apply to a University referred to under Clause (f) of Section 2 of the University Grants Commission Act, 1956 as an Institution Deemed to be University under Section 3 of the said Act for all degree programmes of learning at the Undergraduate and Post-Graduate level(s), other than programmes in Engineering, Medicine, Dental, Pharmacy, Nursing, Architecture, Physiotherapy and programmes not permitted to be offered in distance mode by any other Regulatory Body. The provisions contained in the UGC (ODL) Regulations, 2017 uniformly applied to all Higher Education Institutions including Universities intending to or offering programmes through ODL mode along with the Indira Gandhi National Open University

(IGNOU). Consequently, in order to safeguard the interest of learners, any non-recognition of qualifications offered by the University and to avoid any issues/legal implications, IGNOU adopted the UGC (ODL) Regulations, 2017 and applied for the recognition of UGC for the programmes to be offered under ODL mode with effect from academic session 2018-19 beginning from July, 2018 as per the UGC (ODL) Regulations, 2017 and an undertaking to this effect was also submitted to UGC. Accordingly, the Regional Centres were also asked by the IGNOU to get the requisite assurance from the Learner Support Centre (LSCs) to fulfil the laid down standards in compliance of the UGC (ODL) Regulations, 2017.

25. As per the submissions made by the Ministry of Human Resource Development (Department of Higher Education), the Committee take further note of the fact that as per the provisions contained in the IGNOU Act, 1985, and the high standards adopted by IGNOU in maintaining its quality and standards and setting benchmark in Open and Distance Learning (ODL) in the country and abroad, the UGC *suo motu* took up the proposal of keeping IGNOU outside the purview of UGC (ODL) Regulations, 2017 in its 536<sup>th</sup> meeting held on 27 September, 2018 and then in its 540<sup>th</sup> meeting held on 9 April, 2019 decided to amend UGC (ODL) Regulations, 2017 with a view to exempting IGNOU from the application of said Regulations. Subsequently, UGC in consultation with the Ministry of Human Resource Development (Department of Higher Education), notified the 4<sup>th</sup> amendment to UGC (ODL) Regulations, 2017 on 6 June, 2019 and accordingly issued Orders on 9 August, 2019 to exempt the IGNOU from the UGC (ODL) Regulations, 2017. Meanwhile, the IGNOU had framed its own 'Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning' to strengthen the quality in the educational programmes offered through ODL mode and the Board of Management of the IGNOU in its 135<sup>th</sup> meeting held on 19 July, 2019 adopted the 'Notification on Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning' and notified the same on 6 September, 2019.

26. While meticulously going through the aforementioned sequence of events on the applicability of the University Grants Commission (Open and Distance Learning) Regulations, 2017 in respect of IGNOU, the Committee are unable to understand as to why the IGNOU was kept under the purview of the said Regulations despite the fact that the IGNOU had played a pioneering role in the development, promotion, assessment and accreditation of the ODL institutions in the country. Further, as most



of the provisions contained in the UGC (ODL) Regulations, 2017 related to the programmes and course material development, maintenance of the infrastructure, academic quality, quality assurance, number of teachers and academic staff, use of technology and multimedia resources, admission and examination processes, evaluation, establishment of the Learner Support Centres, etc., which were already in practice at IGNOU during the last 34 years of its existence, the Committee do not find any cogent reason for bringing IGNOU under the purview of said Regulations, especially, in view of the fact that IGNOU already possesses all the requisite wherewithals not only to give policy directives but also to take academic-related decisions for ensuring high standards in the development and delivery of the programmes through Open and Distance Learning mode.

27. Nevertheless, the UGC in its 540<sup>th</sup> meeting held on 9 April, 2019 decided to amend the UGC (ODL) Regulations, 2017 to exempt the IGNOU from the application of said Regulations and subsequently, in consultation with the Ministry of Human Resource Development, notified the 4<sup>th</sup> amendment to the UGC (ODL) Regulations, 2017 on 6 June, 2019 and accordingly, issued Orders on 9 August, 2019. The Committee recommend the Ministry of Human Resource Development (Department of Higher Education) that while formulating any policy in regard to the Higher Education through ODL mode and working out modalities for its implementation, the Ministry should ensure that there should not be any inconsistency or vacillation in respect of their applicability to the Higher Educational Institutions of the country, especially in the pioneering Institutions like IGNOU. The Committee would like to be apprised of the action taken in this regard within three months of the presentation of this Report to the House.

28. While appreciating the efforts of the IGNOU for framing its own 'Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning' to strengthen the quality in the educational programmes offered through ODL mode which are much more stringent in maintaining high standards in ODL in comparison to the UGC (ODL) Regulations, 2017, the Committee trust that the Ministry of Human Resource Development (Department of Higher Education) would ensure that the procedure, norms and guidelines thereunder shall be followed scrupulously for imparting quality higher education to the disadvantaged and marginalised segments of the population who rely on IGNOU for pursuing their higher studies.

### Role of Special Study Centres

29. The Committee note from the submissions made by the Ministry of Human Resource Development (Department of Higher Education) that before the existence of the UGC (ODL) Regulations, 2017 and the IGNOU's 'Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning' IGNOU had the provision of Special Study Centres for the Persons with Disabilities (Divyangjan), Women, Scheduled Castes, Scheduled Tribes, Prisoners, Minority Communities, Communities living in Rural/Difficult and Hilly Areas, etc., with the mandate to enhance the access of higher education programmes for the above communities/segments/areas. With a view to attaining the intended objectives of reaching out to the disadvantaged and marginalised segments of the population, the IGNOU invariably enter into Memorandum of Understanding with various Institutions.

30. The Committee find it a welcome step that a number of Special Study Centres under the IGNOU have been established for integrating the students/learners from the disadvantaged and marginalised segments of the population towards mainstream higher education. Such initiatives are indeed laudable for providing equal opportunities to such students/learners. The Committee, however, feel that such initiatives would have more impact if information or awareness about such facilities are extended to the targeted population in a better way. In this regard, the Committee hope that the Department of Higher Education, being the Nodal Authority, for higher education in the country, should take the lead role for increasing the representation of disadvantaged and marginalized segments of the society. The Committee would like to be apprised of the action taken in this regard within three months of the presentation of this Report to the House.

31. The Committee also note that the UGC (ODL) Regulations, 2017 apply to a University referred to under clause (f) of section 2 of the University Grants Commission Act, 1956, an Institution Deemed to be University under section 3 of the said Act, for all degree programmes of learning at the Undergraduate and Post-Graduate level, other than programmes in Engineering, Medicine, Dental, Pharmacy, Nursing, Architecture, Physiotherapy and other professional programmes not permitted to be offered in distance mode by any other Regulatory Body. Notwithstanding the fact that these specialised programmes need the requisite approval from the respective Statutory Councils or Regulatory Authorities, the

Committee urge the Ministry of Human Resource Development (Department of Higher Education) to explore the possibility, in consultation with the Ministries/Departments and Statutory Bodies concerned, for a workable module of such specialised programmes particularly in the fields of Agriculture, Tourism, Skill Development, etc. The Committee also recommend that such programmes could be based mostly on a theoretical curriculum coupled with a limited period of Internship/Apprenticeship under the respective Regulatory Authority/Body. The Committee would like to be apprised of the necessary action taken in this regard within three months of the presentation of this Report to the House.

*Continuation of Learner Support Centres/Special Study Centres*

32. The Committee note that the Special Study Centres, without the availability of professionally qualified faculty and adequate infrastructure facilities as per the prescribed standards, would not be able to fulfil the commitment to the learners for imparting quality education and therefore, the IGNOU had issued directives to all the Regional Centres to continue with the Special Study Centres for a period of six months from January, 2019 as an 'interim measure' during the period of rolling out the implementation of the UGC (ODL) Regulations, 2017, in a phased manner, taking into account the learners' enrolled for January, 2019 session with an advice to impress upon the Special Study Centres to fulfil the minimum standards in the Higher Educational Institutions as mandated under the UGC (ODL) Regulations, 2017. Subsequently, a further extension of six months, with effect from July, 2019 was also given as a 'provisional measure'.

33. The Committee are perplexed as to why such an important decision in the form of giving extension for continuing with the Special Study Centres had been taken on a piecemeal basis due to which the dreams of thousands of students/learners for pursuing higher technical education through distance learning mode are at stake. The Committee are apprehensive not only about the future of the students/learners enrolled to various restricted courses but also the operational aspect of various Special Study Centres, i.e., whether these Centres would be allowed to continue their operations in future or they would be forced to closed down. Though the IGNOU is committed to follow its standards in establishment and continuance of the Learner Support Centres/Special Study Centres which is a welcome step, the Committee recommend the Ministry of Human Resource Development (Department of Higher

Education) to ensure the continuance of the Learner Support Centres/ Special Study Centres so that the students/learners are guaranteed of their Fundamental Right to Education and are not deprived of pursuing higher educational studies through distance learning mode. The Committee would like to be apprised of the action taken in this regard within three months of the presentation of this Report to the House.

34. The Committee also do not approve the averments made by the Ministry of Human Resource Development (Department of Higher Education) that the Regulations concerning the governance of Special Study Centres was started way back in the year 2018 to get each and every Centre recognised by any of the Government Recognised University and, therefore, an extension of 6 months had been given which was further extended for July, 2020 session, whereas, sub-clause (xxi) of Clause 1 of Section 5 of the IGNOU Act, 1985 clearly empowers the IGNOU to recognise any Institution of higher learning or studies for such purposes as the University may determine and to withdraw such recognition. The Committee are of their considered view that being a mega Central Open University established under the Act of Parliament, IGNOU should work out concrete Action Plan with regard to giving recognition/affiliation of its Learning Support Centres themselves rather than shrugging off their responsibility and leaving them in the lurch for obtaining the requisite recognition from any other of the Government recognised University.

35. The Committee note from the submissions made by the Ministry of Human Resource Development (Department of Higher Education) that presently 1877 Learner Support Centres including the Special Study Centres are active under the jurisdiction of 56 Regional Centres of IGNOU, whereas, 1245 of them are in abeyance. The Committee are dismayed to note such a high number of inactive Learner Support Centres in comparison to the operational ones. The Committee, therefore, urge the Ministry of Human Resource Development (Department of Higher Education) to take necessary steps to find out the reasons as to why these Learner Support Centres are in abeyance and after carrying out a realistic assessment of the same, should take urgent and corrective measures to make all these inactive Learner Support Centres operational. The Committee would like to be apprised of the concrete action taken in this regard within three months of the presentation of this Report to the House.

NEW DELHI;

DR. VIRENDRA KUMAR,  
Chairperson,  
Committee on Petitions.

18 February, 2020

29 Magha, 1941 (Saka)



NCERT

Nirman Campus of Education, Research & Training  
(Run and Managed by Nirman-A Social Organisation)

584

DATED-23-7-2019

To,

HKS

Hon'ble Speaker,  
Lok Sabha,  
New Delhi.

Subject- Regarding Violation of Fundamental Right of Education & IGNOU ACT-1985 passed by Indian Parliament. Due to which fate of millions of IGNOU Students from disadvantage and marginalised sections living in rural and remote areas is on stake.

Most Respected Sir,

Jai Hindi

We are hereby writing to you, not for any individual interest, but for a social cause. The matter is directly related to the future of millions of students from the disadvantage & marginalised sections living in the rural and backward areas of India who are having their higher studies from IGNOU.

The Indira Gandhi National Open University (IGNOU) has been established under Indira Gandhi National Open University Act, 1985. The aims and objectives of the same have been defined in the preamble of the Act, which reads as under:-

"An act to establish and incorporate an Open University at the national level for the introduction and promotion of open university and distance education system in the educational pattern of the country and for the coordination and determination of standards in such system."

The University serves the educational aspirations of over three million students in India through a chain of 'Learner Support Centres' which are commonly known as IGNOU Study Centres. The mandate of the University is to:

- Provide access to higher education to all segments of the society;
- Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;
- Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and
- Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.

With effect from year 2000, the University has started a scheme for opening 'Special Study Centres' for disadvantaged and the marginalized sectors of the society. Such 'Special Study Centres' are opened with NGOs and the disadvantaged and the marginalized sectors include women, learners located in rural and remote areas and at places having high density of SC/ST/OBC population, locations having high density of people living below poverty line, physically challenged, the religious minorities, the jail inmates etc. The idea is to provide support to these categories. However, learners from other categories also take admission at the special Study Centres. Millions of poor school dropouts and the persons from marginalized sections are having education through these Special Study Centres.

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NCERT

Nirman Campus of Education, Research & Training  
(Run and Managed by Nirman-A Social Organisation)

The NGO NIRMAN-A Social Organisation, which is non-profitable registered society under the Society Registration Act, has also been running successfully such an IGNOU Special Study Center-2281D at the Birth Place of great Martyr *Sr. Udham Singh Ji*, Sunam, Punjab. It is completely a rural and backward area. This Study Center is fully dedicated to IGNOU. It has successfully enrolled thousands of school drop outs and students from the disadvantage groups and become the only hope for the all students.

To serve the society in a better way, an ultra-modern infrastructure with all the facilities was developed by the team NIRMAN and it was inaugurated by the high officials included Director, RSD from IGNOU on dated 28 January 2018. I am sure that this Center is the one of the best and ideal Study Centres of IGNOU. The Special Study Centres are fulfilling all the educational needs by providing student support services at the doorsteps in all over the India. With due respect, I extend warm invitation to visit you personally this IGNOU Study Center at *Nirman Campus, Jakhepal Road, Sunam (Punjab)*. I am sure you will feel proud that how our team is working for the society by all the possible means.

But, it is a matter of deep sorrow, IGNOU has put on hold all the such Special Study Centres for over the last six months all over the India against its own mandate and the spirit of IGNOU ACT -1985 on giving the reference that the University Grants Commission (UGC) has issued 'University Grants Commission (Open and Distance Learning) Regulations, 2017' and the same has been notified vide notification dated 23.06.2017. I would like to state here that on dated 6-June-2019, UGC has issued another notification to exempt IGNOU from these new ODL guidelines keeping in the mind the objectives of IGNOU ACT 1985 and its mandate. In spite of it, IGNOU has adamant to deprive the fundamental right of education of millions of socially and economically backward students all over the India. The decision of IGNOU authorities is completely illegal, unjustified, arbitrary, *ultra-vires*, unsustainable and liable to be set aside which is completely against the spirit of IGNOU Parliament ACT-1985.

You are the supreme authority. We humbly request you to intervene in this matter to reinstate all the IGNOU Special Study Centres all over the India for the welfare of society as early as possible. The millions of poor students and all the society will be indebted to you if his Excellency intervenes in this matter.

With Kind Regards and Thanks.

Yours truly,

(Dr. Amit Kansal)

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## UNIVERSITY GRANTS COMMISSION

## NOTIFICATION

New Delhi, the 23rd June, 2017

F. No. 2-4/2015 (DEB-III).—In exercise of the powers conferred by sub-section (1) of section 26 read with clause (j) of section 12 of the University Grants Commission Act, 1956 (3 of 1956) and in supersession of the University Grants Commission Regulations, (the minimum standards of instructions for the grants of first degree through non-formal/distance education in the faculties of Arts, Humanities, Fine Arts, Music, Social Science, Commerce and Sciences) Regulations, 1985 except as respect of things done or omitted to be done before such supersession, the University Grants Commission makes the following regulations, namely :—

## PART - I

## PRELIMINARY

## 1. Short title, application and commencement.—

- (1) These regulations may be called the University Grants Commission (Open and Distance Learning) Regulations, 2017.
- (2) These Regulations lay down the minimum standards of instruction for the grant of degree at the undergraduate and post-graduate levels, through Open and Distance Learning mode, and shall be in addition to and not in derogation of any other Regulations, Notifications, Guidelines or Instructions issued by the Commission from time to time.
- (3) These regulations shall apply to a University referred to under clause (f) of section 2 of the University Grants Commission Act, 1956, an Institution Deemed to be University under section 3 of the said Act, for all degree programmes of learning at the undergraduate and post-graduate level, other than programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.
- (4) These regulations shall come into force from the date of their publication in the Official Gazette.

## 2. Definitions.—In these regulations, unless the context otherwise requires—

- (a) "Academic session" means duration of twelve months beginning either in January or in the month of July of every year;
- (b) "Act", means the University Grants Commission Act, 1956 (3 of 1956);
- (c) "Centre for Internal Quality Assurance" (CIQA) means a Centre as specified in Annexure I established by a Higher Educational Institution offering programmes in Open and Distance Learning mode for ensuring the quality of programmes offered by it through internal quality monitoring mechanism in accordance with the guidelines as specified in Annexure II;
- (d) "Commission" means the University Grants Commission established under the University Grants Commission Act, 1956 (3 of 1956);
- (e) "Credit" means the Unit award gained by a learner by study efforts of a minimum of thirty hours required to acquire the prescribed level of learning in respect of that Unit;
- (f) "Degree" means a degree specified under sub-section (3) of section 22 of the Act;
- (g) "Examination Centre" means a place where examinations are conducted for the Open and Distance Learning mode learners and is having the requisite infrastructure and adequate manpower for smooth conduct of examinations, and adhering to such minimum standards as specified in Annexure III.
- (h) "Franchising" for the purpose of these regulations, means and includes the practice of allowing, formally or informally, any person or institution or organisation, other than the Higher Educational Institution recognised under these regulations for offering Open and Distance Learning programmes, to offer such programmes of study on behalf of or in the name of the recognised Higher Educational Institution, and the terms 'franchise' and 'franchisee' shall be construed accordingly;
- (i) "Higher Education" means such education, imparted by means of conducting regular classes or through distance education systems, beyond twelve years of schooling leading to the award of a Degree or Certificate or Diploma or Postgraduate Diploma;

- (j) "Higher Educational Institution" means a university covered under clause (f) of section 2 and an institution deemed to be a university covered under section 3 of the University Grants Commission Act, 1956, which is imparting by means of conducting regular classes or through Open and Distance Learning systems, higher education or research therein;
- (k) "Learner Support Centre" means a centre established, maintained or recognised by the Higher Educational Institution for advising, counselling, providing interface between the teachers and the learners, and rendering any academic and any other related service and assistance required by the learners;
- (l) "Learner Support Services" means and includes such services as are provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the level prescribed by or on behalf of the Commission in respect of a programme of study;
- (m) "Open and Distance Learning" mode means a mode of providing flexible learning opportunities by overcoming separation of teacher and learner using a variety of media, including print, electronic, online and occasional interactive face-to-face meetings with the presence of an Higher Educational Institution or Learner Support Services to deliver teaching-learning experiences, including practical or work experiences.
- (n) "Open University" means a University which imparts education through distance education or Open and Distance Learning mode using variety of Information and Communication Technology educational aids i.e. on-line education in the form of Open Educational Resources (OERs) or Massive Open Online Courses (MOOCs) etc.;
- (o) "Programme" means a course or programme of study leading to the award of a Degree at graduate and post-graduate levels in a higher educational institution including Certificate or Diploma or Post Graduate Diploma;
- (p) "Professional programmes" means a programme other than programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any Statutory Councils or Regulatory Authorities to be conducted by the Higher Educational Institutions under Open and Distance Learning mode or Distance Education mode for the purpose of these regulations, if any, should be considered only if the same are approved by the respective Statutory Councils or Regulatory Authorities.
- (q) "Prospectus" includes any publication, whether in print or otherwise, issued for providing fair and transparent information, relating to a higher educational institution and programmes, to the general public (including to those seeking admission in such Higher Educational Institutions) by the management of such Higher Educational Institutions or any authority or person authorised by such Higher Educational Institutions to do so;
- (r) "Self Learning Material" means and includes contents in the form of course material, whether print or non-print, which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study, but does not include text-books or guide-books;
- (s) "Standalone Institutions" means those institutions which are not affiliated to any of the Universities under the provisions of the Act.

## PART - II

### RECOGNITION OF HIGHER EDUCATIONAL INSTITUTION FOR OPEN AND DISTANCE LEARNING PROGRAMMES

#### 3. Recognition of Higher Educational Institutions offering programmes in Open and Distance Learning mode—

- (1) Every Higher Educational Institution offering a programme in Open and Distance Learning mode in pursuance of an approval granted to it for the purpose by the then Distance Education Council or by the Commission or by any other regulatory authority or intending to offer a programme in Open and Distance Learning mode from the academic session immediately after the notification of these regulations shall, for grant of recognition, make an application to the Commission in such form and manner as laid down in sub-regulation (2) on fulfilment of the following conditions, namely :—



- (i) the Higher Educational Institution has the approval of the statutory bodies under the Act for offering the programme in Open and Distance Learning mode;
- (ii) the Higher Educational Institution shall adhere to the policy of territorial jurisdiction as specified in Annexure IV;
- (iii) the Higher Educational Institution other than an Open University, is offering similar programme in the conventional mode of classroom teaching;
- (iv) a copy of such application is displayed on the website of the Higher Educational Institutions by way of self-disclosure;
- (v) that the application is accompanied by evidence of having prepared the self learning materials required for the programmes of study, duly approved by the statutory bodies of the Higher Educational Institutions empowered to decide on academic matters;
- (vi) the application is accompanied by evidence of availability of Open and Distance Learning resources adequate for effective delivery of all the proposed programme(s) of study and the expected enrolment of students;
- (vii) the application is accompanied by evidence of the preparedness for establishing Learner Support Centres, providing Learning Support Services, establishing Centre for Internal Quality Assurance, availability of the academic and other staff in the Unit and Learner Support Centres of the Higher Education, availability of qualified Counselors in the Learner Support Centres meeting such standards of competence as specified in Annexure V, and the administrative arrangements for supportive services for effective delivery of Open and Distance Learning;
- (viii) the Higher Educational Institution has valid accreditation from National Assessment and Accreditation Council (NAAC) and has completed five years of existence:

Provided that this clause shall not be applicable to Open Universities till the time they become eligible for National Assessment and Accreditation Council accreditation and it shall be mandatory for Open Universities to get National Assessment and Accreditation Council accreditation within one year of their becoming eligible for the same:

Provided further that an institution Deemed to be a University so declared by the Central Government shall offer the Open and Distance Learning courses or programmes as per the extant Deemed to be a University Regulations and also notified by the University Grants Commission from time to time in the matter.

(2) A Higher Educational Institution intending to offer a programme in Open and Distance Learning mode for academic session immediately after the notification of these regulations and for subsequent years shall, notwithstanding that it has obtained permission from the then Distance Education Council or by the Commission for offering a programme in Open and Distance learning mode for academic session immediately after the notification of these regulations and for subsequent years, shall make an on-line application in the format specified by the Commission, and upload the same on the specified portal along with scanned copy of the documents specified therein, at least six months before the commencement of the academic session of the programme intended to be offered by such Higher Educational Institution.

(3) The Commission shall process the application received under sub-regulation (2) of regulations 3 in the following manner, namely:—

- (i) any deficiency or defect in the application shall be communicated by the Commission to the Higher Educational Institution preferably within one month from the date of receiving the application and the Higher Educational Institution shall be required to remove or rectify such deficiencies or defects with the necessary documents or information, if any within fifteen days;
- (ii) where the Higher Educational Institution has made an application for offering programme (s) in Open and Distance Learning mode, notwithstanding that in respect of such programme(s) the Distance Education Council (DEC) or Commission had caused the inspection of the institute in the past or prior to coming into force of these regulations, the Commission may cause an inspection, in respect of such programme(s), of the Higher Educational Institutions at its discretion through an Expert Committee; and
- (iii) the Commission shall examine the application with the help of an Expert Committee constituted by Chairman of the Commission and the recommendations of the Committee shall be placed before the Commission for its consideration.

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(4) After processing the application in the manner laid down under sub-regulation (3) of regulation 3, the Commission shall—

- (i) if it is satisfied that such Higher Educational Institution fulfils the conditions laid down and the quality parameters specified under these regulations, pass an order granting recognition to such Higher Educational Institutions for a period of five years in respect of such programmes as it may specify in the order, and subject to such conditions as it may specify:

Provided that while passing an order, where the Commission does not grant recognition in respect of one or more programmes, the Commission shall specify the grounds of such refusal in the order:

Provided further that before passing an order, the Commission shall provide a reasonable opportunity to the concerned Higher Educational Institution of being heard.

- (ii) if it is of the opinion that such Higher Educational Institutions does not fulfil the requirements laid down in clause (i) in respect of any of the programme intended to be offered by the Higher Educational Institution, pass an order refusing recognition to such Higher Educational Institution for reasons to be recorded in writing.

(5) Every order granting or refusing recognition to a Higher Educational Institutions for programme(s) in Open and Distance Learning mode under sub-regulation (4) shall be communicated in writing for appropriate action to such Higher Educational Institutions and to the concerned State Government and the Central Government.

(6) Every Higher Educational Institution, in respect of which recognition for programme(s) has not been granted by the Commission, shall discontinue the programme(s) in Open and Distance Learning mode with immediate effect.

(7) No Higher Educational Institution shall offer a programme in Open and Distance Learning mode for academic session immediately after the notification of these regulations and for subsequent academic session and admit students thereto unless it has been granted recognition for the programme under clause (i) of sub-regulation (4).

**Explanation**—for the purpose of this regulations “Distance Education Council” means the Distance Education Council constituted under statue 28 under the Indira Gandhi National Open University Act, 1985 vide notification GSR No. 692 dated 22.11.1991 (which has since been repealed vide notification number IG/Admn(G)/DEC/2013/3148 dated 14.08.2013 published in Part III, Gazette of India dated 31.08.2013.

#### 4 Withdrawal of recognition -

(1) Where the Commission is, on its own motion or on any representation received from any person, or any information received from any authority or a statutory body, or on the basis of any enquiry or inspection conducted by it, satisfied that a Higher Educational Institution has contravened any of the provisions of these regulations or guidelines and orders made or issued thereunder, or has submitted or produced any information and documentary evidence which is found to be false at any stage or any condition subject to which recognition under clause (i) of sub-regulation (4) of regulation 3 has been granted, it may withdraw recognition of such Higher Educational Institution in respect of such programme(s) as it may specify, for reasons to be recorded in writing:

Provided that no such order against the Higher Educational Institution shall be passed unless a reasonable opportunity of making representation against the proposed order has been given to such Higher Educational Institution:

Provided further that the order withdrawing or refusing recognition passed by the Commission shall come into force with immediate effect.

(2) If a Higher Educational Institution offers any programme in Open and Distance Learning mode after the coming into force of the order withdrawing recognition under sub-regulation (1) or where a Higher Educational Institution offering a programme in Open and Distance Learning before the commencement of these regulations, fails to obtain recognition under these regulations for offering programmes in Open and Distance Learning mode for academic session immediately after the notification of Regulations and subsequent academic sessions, the degree obtained pursuant to such programme or after undertaking a programme in Open and Distance Learning mode in such Higher Educational Institutions, shall not be treated as a valid qualification.

(3) In the event of any Higher Educational Institution found offering programmes or courses in Open and Distance Learning mode without the approval of the Commission or in violation to any of the provisions of these regulations and guidelines or orders made thereunder, the Commission may —

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- (i) issue Show Cause Notice or withdraw the recognition for an academic session or withdraw the recognition, maximum up to next five academic sessions or withdraw the recognition permanently;
- (ii) if, in spite of above, the Higher Educational Institution is found continuing the violations, a First Information Report may be lodged against the officials or management of the errant Higher Educational Institution to take action as per law.
- (iii) withhold or debar from receiving University Grants Commission grants;
- (iv) refer the matter to the State Government concerned or Central Government as the case may be; and
- (v) take action as per the provisions of the Act or Rules or Regulations as applicable to the Higher Educational Institution.

#### 5. Appeals –

- (1) Any Higher Educational Institution aggrieved by an order made under sub-regulation (4) of regulation 3 or withdrawal of recognition under sub-regulation (1) of regulation 4 may prefer an appeal to the Commission within a period of thirty days.
- (2) No appeal after the expiry of the period prescribed therefore shall be accepted.
- (3) Every appeal made under these regulations shall be accompanied by a copy of the order appealed against accompanied by such fees as may be prescribed by the Commission from time to time.
- (4) The procedure for disposing of an appeal shall be as laid down by the Commission from time to time.
- (5) The Commission may confirm or reverse the order appealed against.
- (6) The decision of the Commission shall be final and binding on the Higher Educational Institutions.

### PART-III

#### MAINTENANCE OF INFRASTRUCTURAL, ACADEMIC AND OTHER QUALITY STANDARDS BY HIGHER EDUCATIONAL INSTITUTIONS

#### 6. Systems Management: Structure and Processes—

- (1) A Higher Educational Institution shall have a designated School or Centre of Distance Education for operationalising the programmes in Open and Distance Learning mode, which shall be headed by a regular functionary not below the rank of a Professor and shall have appropriate and adequate academic, technical, administrative staff and infrastructural resources as specified in Annexure VI.
- (2) A Higher Educational Institution shall plan, implement, coordinate and monitor operationalisation and quality assurance of the programmes in Open and Distance Learning mode, including monitoring the conduct and programme delivery by the Learner Support Centres and shall ensure adherence to the regulations and guidelines of the Commission and other regulatory authorities.

#### 7. Self-regulation through disclosures, declarations and reports—

- (1) A Higher Educational Institution offering programmes in Open and Distance Learning mode shall display on its website a declaration by an authorised signatory, not below the rank of the Registrar, authenticating that the following documents have been uploaded on the Institute website, namely:—
  - (i) the establishing Act and Statutes thereunder or the Memorandum of Association, as the case may be or both of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode;
  - (ii) copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities;
  - (iii) programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure etc.;
  - (iv) programme-wise information on syllabus, suggested readings, contact points for counseling, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details, their working hours and counseling schedule etc.;

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- (v) important schedules or date-sheets for admissions, registration, re-registration, counseling, assignments and feedback thereon, examinations, result declarations etc.;
- (vi) detailed strategy plan related to On-line course delivery, if any including learning materials offered through On-line and learner assessment system and quality assurance practices of e-learning programmes;
- (vii) the feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any;
- (viii) information regarding any new programmes launched and those proposed for the next two years;
- (ix) data of year-wise or programme-wise student enrolment details and degrees or certificates or diplomas or post graduate diplomas awarded;
- (x) complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated, source of Self Learning Material, references of Self Learning Material, etc.;
- (xi) a compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of 'on-line' interaction with learners providing hyperlink support;
- (xii) list of the 'Learner Support Centres' along with the number of students who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner;
- (xiii) list of the 'Examination Centres' along with the number of students in each centre; and
- (xiv) period of the admission process along with the academic session and dates of the term end examinations.

#### 8. Quality Assurance—

(1) A Higher Educational Institution offering programme(s) in Open and Distance learning mode shall, take the following steps, namely :-

- (i) establish a Centre for Internal Quality Assurance exclusively for programmes in the Open and Distance Learning mode within one year from the coming into force of these regulations;
- (ii) follow the Quality Assurance Guidelines on learning materials in multiple media, human resources, curriculum and pedagogy, as specified by the Commission in Annexure VII or by any other agency authorised by it for prescribing such guidelines, and shall post its quality assurance mechanism on the website;
- (iii) take adequate measures for training and capacity building of its teaching and administrative staff and counselors at regular intervals;
- (iv) shall ensure that the quality of programmes of study offered through Open and Distance Learning mode are maintained at par with standards obtaining in the conventional mode of class-room teaching as provided by the Commission or the appropriate statutory authority;
- (v) shall award only such degrees as specified under section 22 of the Act, and permitted in the Order of recognition under clause (i) of sub-regulation (4) of regulation 3. However, the Higher Educational Institutions may continue to offer Certificate or Diploma or Post Graduate Diploma programmes subject to the condition that all the Certificate or Diploma or Post Graduate Diploma programmes are duly approved by the statutory authorities or bodies of the respective Higher Educational Institutions and the delivery mechanism conforms to the quality standards of the Open and Distance learning education as specified by the Higher Educational Institutions and further, the Higher Educational Institutions may offer Certificate or Diploma or Post Graduate Diploma in professional programmes (other than in engineering, medicine, dental, nursing, pharmacy, architecture and physiotherapy etc. and programmes not permitted to be offered in distance mode by any other regulatory authority) subject to the condition that the concerned Higher

Educational Institution has already obtained or received the requisite approvals from the concerned statutory regulatory authorities or councils before the actual start of such courses or programmes through Open and Distance Learning mode;

- (vi) the Higher Educational Institutions shall have to exhibit the copies of the approval letters duly obtained or received from the concerned statutory regulatory authority or council to run the professional courses or programmes on the Higher Educational Institutions website as well as against the name of the each professional Certificate or Diploma or Post Graduate Diploma programmes in the brochure or bulletin of the respective Higher Educational Institution and inform the same to the University Grants Commission from time to time in the matter:

Provided that in case of violation of these regulations, the provisions specified under sub-regulation (3) of regulation 4 shall apply; and

- (vii) shall ensure that the academic and instructional facilities at its Learner Support Centres, and information resources for on-line delivery of programmes meet the guidelines laid by the Commission from time to time, and are commensurate with the number of programmes and enrolments thereto.

(2) A Higher Educational Institution offering programme in Open and Distance Learning mode shall, in order to facilitate the pace of learning and multiple choice for learners, prepare Self Learning Material taking into consideration the following, namely :—

- (i) Self Learning Material has clearly stated objectives, intended learning outcomes, study guidance and advice for the learners as to how to optimally use the material and suggestive related reference material to enhance the learning experience, and linkage within the text with other media (for digital SLM) is maintained for easy referencing and progress;
- (ii) Self Learning Material developed and offered by it is self-explanatory, self-contained, illustrative, easily comprehensible, and in manageable modules such as units and blocks;
- (iii) Self Learning Material provides adequate mechanism for the learners to provide feedback on their understanding of the subject;
- (iv) Self Learning material is revised periodically from the perspective of improving quality and learner support; and
- (v) Guidelines on preparation of Self-Learning material as shown in Annexure VIII:

Provided that a Higher Educational Institution shall prepare the Self Learning Material only after approval of the Programme Project Report:

Provided further that no programme in Open and Distance Education mode shall be launched by a Higher Educational Institution unless it has prepared the Self Learning Material taking into consideration the above factors.

#### 9. Teachers and Academic staff working in Higher Educational Institutions—

(1) Teacher and equivalent academic positions in the School or Centre for distance education Learner Support Centres shall be appointed or as per the minimum qualifications laid down in the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in the Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) Regulations, 2010 as modified; and there shall be positions for Assistant Professor, Associate Professor and Professor in the School or Centre for Distance Education for performing academic functions.

(2) Every teacher, beside his or her academic responsibilities shall participate in teaching, curriculum and course material development undertake examination or test or evaluation or invigilation work, general assistance to learners in removing their academic difficulties, and participate in extracurricular and institutional support activities as required.

(3) The workload of a teacher shall take into account teaching, research and extension activities, preparation of lessons, evaluation of assignments, term papers etc. and shall be in accordance with the guidelines issued by the Commission from time to time:

Provided that the time spent on extension work where it forms an integral part of the course specified shall count towards the teaching load.

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(4) The number of full time teachers, academics and other administrative and technical staff shall be provided, keeping in view the type of programme offered as per guidelines issued by Commission from time to time.

(5) The details of the faculty in the School or Centre for Distance Education of the Higher Educational Institutions and in the Learner Support Centres shall be declared on the website of the HEI and linked to Aadhaar details or other Government identifiers.

#### 10. Use of technology—

(1) A Higher Educational Institution offering programme(s) in Open and Distance Learning mode shall take such measures as are necessary to blend Information Communication Technologies (ICT) including those developed by national mission on education through Information and Communication Technology, for enhancing effectiveness of teaching – learning process, and administrative functioning and for maintenance of updated information at all times in respect of status of admissions, registration, for managing teaching-learning activities through on-line support for interactive learning with learner feedback, to facilitate the use of Open Educational Resources (OER), Massive Open Online Courses and for continuous as well as comprehensive evaluation, certification, and other aspects of student support.

(2) A Higher Educational Institution may allow up to twenty percent of the total courses being offered in a particular programme in a semester through the Online Learning courses/Massive Open Online Courses as per University Grants Commission (Credit Framework for Online Learning Courses through SWAYAM) Regulations, 2016.

#### 11. Programme Launching Process and Approval—

(1) Every Higher Educational Institution offering programme in Open and Distance Learning Mode shall publish on its website complete details of each programme on offer including fee structure, minimum eligibility condition for admission as prescribed by Commission from time to time, schedules of activities and academic calendar viz. dates for registration, re-registration, counseling sessions, assignment submissions, receipt of feedbacks on assignments, examination, list of Learner Support Centres for different programmes.

(2) Before offering any programme, the Higher Educational Institution shall prepare a Programme Project Report for each programme which shall include the following, namely :—

- (i) information on relevance of programme to the Institution's mission and goals, objectives of the programme, nature of prospective target group of learners, and appropriateness of Open and Distance Learning mode for acquiring specific competencies or skills;
- (ii) instructional design which shall include duration of programme(s), faculty and support staff requirements, instructional delivery mechanisms, identification of media – print, audio or video, online, computer aided, and student support service systems;
- (iii) procedure for admissions, curriculum transaction and evaluation;
- (iv) details of laboratory support required for the programme(s), if any;
- (v) library Resources;
- (vi) cost estimate of the programme and the provisions therefor, indicating the amount assigned for programme development, delivery and maintenance;
- (vii) quality assurance mechanism and expected programme outcomes;
- (viii) curriculum and detailed syllabi of the programme(s); and
- (ix) guidelines on launching programme(s) design, development and any such matters as specified by the Commission in Annexure IX and other regulatory bodies which shall be followed by the Higher Educational Institutions.

(3) The Programme Project Report shall be approved by the appropriate authority of the Higher Educational Institutions, which shall put in place a monitoring mechanism to ensure its proper implementation.

#### PART-IV

#### ADMISSIONS, EXAMINATIONS AND LEARNER SUPPORT

#### 12. Admission and fees—

(1) In order to provide opportunities for Higher Education to a larger segment of the population and to promote the educational well being of the community in general, the fee structure shall be devised by the Higher Educational Institutions in such a manner that it is affordable to all the stakeholders and the Higher Educational Institutions shall comply with the following:—

(a) A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges —

- (i) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the HEI;
- (ii) with a proper receipt in writing issued for such payment to the concerned student admitted in such Higher Educational Institutions;
- (iii) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.

(b) It shall be mandatory for the Higher Educational Institutions to upload the details of all kind of payment or fee paid by the students on the website of the HEI.

(c) The fee waiver for Scheduled Caste, Scheduled Tribe and Persons with Disabilities category of students shall be in accordance with the instructions or orders issued by Central Government or State Government:

Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners.

(d) Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the headquarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of students:

Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution.

(e) Every Higher Educational Institution shall —

- (i) record Aadhaar details or other Government identifiers of learner;
- (ii) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;
- (iii) exhibit such records on its website; and
- (iv) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.

(f) Every Higher Educational Institution shall publish, before expiry of sixty days prior to the date of the commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely :—

- (i) each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning, and the other terms and conditions of such payment;
- (ii) the percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of course or programme of study and the time within, and the manner in, which such refund shall be made to the learner;
- (iii) the number of seats approved in respect of each course or programme of Open and Distance Learning mode, which shall be in consonance with the resources;
- (iv) the conditions of eligibility including the minimum age of a learner in a particular course of programme of study, where so specified by the Higher Educational Institution;
- (v) the minimum educational qualifications required for admission in programme(s) specified by the relevant statutory authority or body, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority;

- (vi) the process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each course or programme of study and the amount of fee to be paid for the admission test;
- (vii) details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or part time or visiting or contractual basis;
- (viii) pay and other emoluments payable for each category of teachers and other employees;
- (ix) information in regard to physical and academic infrastructure and other facilities, including that of each of the Learner Support Centres and in particular the facilities accessible by learners on being admitted to the HEI;
- (x) broad outline of the syllabus specified by the appropriate statutory body or by Higher Educational Institution, as the case may be, for every course or programme of study; and
- (xi) activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session and the details of July cycle and January cycle shall be notified separately;

Provided that the Higher Educational Institution shall publish informations referred to in clause (i) to (xi) on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institutions admission prospectus and the admission process shall necessarily be over prior to the beginning of the session:

Provided further that the Higher Educational Institution may publish prospectus at any time before the expiry of sixty days:

- (g) No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a course or programme of study conducted by it.
- (h) No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution.
- (i) No Higher Educational Institution, who has in its possession or custody, of any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institutions, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any course or programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution.
- (j) In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institutions, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as has been mentioned in the prospectus of such Higher Educational Institution.
- (k) No Higher Educational Institution shall, issue or publish—
  - (i) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; or
  - (ii) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading.



(1) On being granted recognition under clause (i) of sub-regulation (4) of regulation 3, a Higher Educational Institution shall admit students to its approved programmes only from the academic session specified in the recognition order:

Provided that enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid.

**13. Evaluation and Certification—**

(1) The Higher Educational Institution shall adopt the guidelines issued by the Commission from time to time in regard to the conduct of examinations.

(2) There shall be home assignments, students' response sheets, contact programmes and semester or year-end examination, and the marks or grades obtained in home assignment and response sheets shall be shown separately in the grade card.

(3) A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.

(4) A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.

(5) The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre approved by the Higher Educational Institution.

(6) The evaluation shall include two types of assessments continuous or formative assessment in the form of assignments, and summative assessment in the form of end semester examination or term end examination:

Provided that no semester or year-end examination shall be held in a subject unless the Higher Educational Institution is satisfied that at least 75% of the programme of study stipulated for the semester or year have been actually conducted:

Provided further that the weightage for "Term End Examination" shall not be less than 70%.

(7) The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institutions, subject to the following:—

- (i) The Examination Centre shall be located in Government schools such as Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik school etc. including approved affiliated colleges under the University system in the country and no Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.
- (ii) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure and biometric system and in case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the concerned Higher Educational Institution.
- (iii) The Higher Educational Institution shall retain all such Closed-Circuit Television recordings in archives for a minimum period of ten years.
- (iv) The attendance of examinees shall be authenticated through biometric system as per Unique Identification Authority of India (UIDAI) records or Unique Identification Number (UIN), issued by the University.
- (v) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and it shall be mandatory to have observer report submitted to the Higher Educational Institution.

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(8) The Learner Support Centres, within the territorial jurisdiction, may also be used as examination centres provided they fulfil the criteria of an examination centre and it shall be mandatory for the Higher Educational Institution to mention the name and place of 'Learner Support Centre' and of 'Examination Centre' on all the certificates or mark sheets issued to the students.

(9) The Higher Educational Institution shall make a mention in the mark sheet and degree about the mode of delivery i.e. Open and Distance Learning and the photograph and the Unique Identification or Aadhaar number of the learner shall be mandatorily mentioned in all the documents issued by the Higher Educational Institution to the learner.

(10) It shall be mandatory for the Higher Educational Institution to mention 'Date of Admission' and 'Date of Completion' on each of the certificates (in semester or end of the semester or end of the programme or course) issued by it.

#### 14. Learner Support Centre—

(1) A Higher Educational Institution offering programme in Open and Distance mode shall, within one year from the date of commencement of these regulations, ensure that a Learner Support Centre is established only in a college or institution affiliated to a University or in a government recognised Higher Educational Institution offering programmes in the same broad areas having the necessary infrastructure and human resources for offering the programme:

Provided that a Higher Educational Institution may establish a special Learner Support Centre for imparting instruction to persons referred to in the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 and other persons in difficult circumstances, including jail inmates:

Provided further that a Learner Support Centre shall not be set up under a franchisee agreement in any case.

(2) A Learner Support Centre shall be the contact point or centre managed by the Higher Educational Institution for providing academic as well as administrative support to its learners, and shall perform such other functions as specified in Annexure X.

(3) The Learner Support Centre shall be headed by a Coordinator who shall be a regular teacher not below the rank of a qualified Assistant Professor of the concerned College or Higher Educational Institution and assisted by the counselors as decided by the Higher Educational Institution.

(4) The Higher Educational Institution shall have a Standard Operating Procedure for the smooth functioning of the Learner Support Centre which shall include functions of the Learner Support Centres and its different functionaries, monitoring mechanism of different services provided by the Centre, and it shall be mandatory for the Learner Support Centre to maintain the learner data related to conduct of counseling sessions, evaluation of assignments and grievance redressal.

#### 15. Learner Support Services –

(1) A Higher Educational Institution offering programmes in Open and Distance Learning mode shall have guidelines for learner support services which is made available to all Learner Support Centres and accessible to the learners.

(2) The learner support services to be provided by the Higher Educational Institution shall include the following, namely:—

- (i) pre-admission counselling for prospective learners to provide information to facilitate them in taking an informed decision on joining a specific programme;
- (ii) support for admission related matters;
- (iii) details of study material and information shall also be available on the website of the Higher Educational Institution;

- (iv) arrangement to ensure the delivery of study material to learners within a fortnight from the date of admission.
- (v) A full time dedicated help desk well versed with the learner information data base providing single window services for all learner related queries.
- (3) The University Grants Commission (Grievance Redressal) Regulations, 2012 shall be adopted and operationalised by the Higher Educational Institution, and the Higher Educational Institution shall institute a system of Grievance Redressal, in accordance with the guidelines specified in Annexure XI.
- (4) The Higher Educational Institution shall provide facilities for on-line guidance and counselling facilities to the learners.
- (5) The Higher Educational Institution shall create 'on-line' discussion forum for learners.
- (6) The 'Self Learning Material' in printed form shall be provided compulsorily to the learners and in addition, the Higher Educational Institution may provide additional learning resources through on-line mode, Compact Disks etc.

#### PART-V

#### ASSESSMENT, ACCREDITATION, AUDIT, INSPECTION AND MONITORING

##### 16. Assessment, Accreditation and Audit—

- (1) A Higher Educational Institution offering programmes in Open and Distance Learning mode shall comply with University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 and in any case shall apply for assessment and accreditation under those regulations for assessment and accreditation of the programmes offered by it in Open and Distance Learning mode:

Provided that this sub-regulation shall not be applicable to Open Universities till the time they become eligible for National Assessment and Accreditation Council accreditation shall be mandatory for Open Universities to get National Assessment and Accreditation Council accreditation within one year of their becoming eligible for the same.

- (2) A Higher Educational Institution recognised under these regulations for imparting programmes in Open and Distance Learning mode shall get all its programmes assessed through the Centre for Internal Quality Assurance once in a year in the format prescribed by the Commission and the report on quality assurance shall, before the end of the academic year, be prominently placed on its website and a copy furnished to the Commission.

##### 17. Powers of inspection and calling for information –

- (1) The Commission shall periodically review the performance of the Higher Educational Institution and for the purpose may direct the Higher Educational Institution to provide such information as it may require from the viewpoint of ensuring adherence of the regulations by the Higher Educational Institution, and the Higher Educational Institution shall be under obligation to provide such information in such time period as may be specified.
- (2) Where the Commission, either suo motu or on the basis of information received by it, considers it necessary, for reasons to be recorded in writing, may cause an inquiry through inspection or otherwise by such body of experts or as it may deem fit, to satisfy itself that all the mandatory requirements under these regulations are being complied with by the Higher Educational Institution imparting programmes in Open and Distance Learning mode and take appropriate action to get compliance enforced against the erring Higher Educational Institution.

#### PART-VI

#### MISCELLANEOUS

##### 18. Authority –

- (1) The Commission may authorise the officials of the Commission to perform various functions for implementing these regulations.
- (2) For the purposes of regulation 4, the Commission may delegate its power to hear and decide appeal to such person or persons, including officials of the Commission, as it may specify in writing.

## 19. Savings –

(1) Nothing in these regulations shall prejudicially affect a Higher Educational Institution in regard to the programme in Open and Distance Learning mode offered by it under permission of the Distance Education Council or the Commission, the students admitted in such programmes, and the Degrees or Diplomas or Post Graduate Diplomas in Open and Distance Learning mode awarded under permission of the then Distance Education Council or of the Commission, prior to coming into force of these regulations.

(2) Certificates or Diplomas or Post Graduate Diplomas awarded by the Standalone Institutions which also have been approved by the Commission based on the policies of the then Distance Education Council of the Indira Gandhi National Open University for running Open and Distance Learning programmes till the academic session as specified in the recognition letters already issued at the level of the Commission shall remain valid programmes in the field of Open and Distance Learning mode of education and once the recognition period to these Standalone Institutions ceases, such Institutions cannot offer Open and Distance Learning programmes; provided, they shall be free to get converted their Standalone Institution status to University or Deemed to be University for the purpose of these Open and Distance Learning regulations, failing which, the Commission shall not accord any approval to the Open and Distance Learning programmes of Standalone Institutions.

## 20. Interpretation Clause –

In the event of conflict of opinion with regard to interpretation of these regulations, the opinion of the Commission shall be final.

JASPAL S. SANDHU, Secy., UGC

[ADVT.-III/4/Exty./122/17]

Annexure I

## Centre for Internal Quality Assurance (CIQA)

## Objectives and Functions:

1. The objective of establishment of Centre for Internal Quality Assurance (CIQA) is to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education in the Open and Distance Learning mode. Its functions would inter alia include the following:-

- (i) To maintain quality in the services provided to the learners.
- (ii) To ensure continuous improvement in the entire operations of the Higher Educational Institution.
- (iii) To identify the key areas in which the Higher Educational Institution should maintain quality.
- (iv) To disseminate information on quality assurance.
- (v) To devise mechanisms for interaction and obtaining feedback from various Departments or Centres or Schools in the Higher Educational Institution.
- (vi) To suggest to the authorities of the Higher Educational Institution, measures for qualitative improvement.
- (vii) To ensure the implementation of its recommendations through regular monitoring.
- (viii) To ensure participation of all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government in quality improvement processes.
- (ix) To prepare Programme Project Report and ensure another launch of programme(s).
- (x) Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programme(s).

## Activities of Centre for Internal Quality Assurance:

2. To fulfill the above objectives the Centre for Internal Quality Assurance shall -

- (i) prepare a Programme Project Report for each programme according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- (ii) get the Programme Project Report approved by the appropriate authority of the Higher Educational Institution and the Commission before launch of the programme;
- (iii) oversee the development of Study Learning Material (SLM), integration of Information and Communication Technology (ICT), setting up of Learning Centres and coordination with the parent institution and relevant Regulatory authorities;
- (iv) put in place monitoring mechanism to ensure the proper implementation of Programme Project Reports;
- (v) design annual plans for quality level enhancement at the level of the Higher Educational Institution and ensure their implementation;
- (vi) arrange for feedback responses from students, employers and other stakeholders for quality related institutional processes;
- (vii) develop quality benchmarks or parameters for the various academic and administrative activities of the Higher Educational Institution;
- (viii) obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices;
- (ix) organise workshops or seminars on quality related themes and Higher Educational Institution wise dissemination of the proceedings of such activities;
- (x) suggest restructuring of programmes in order to make them relevant to the job market;
- (xi) develop and implement innovative practices in major areas leading to quality enhancement in services to the learners;
- (xii) create learner centric environment rather than institution centric environment;
- (xiii) cultivate creativity and innovation in the faculty and staff;
- (xiv) adopt measures to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit;
- (xv) conduct or encourage system based research to bring about qualitative change in the entire system;
- (xvi) coordinate between the Higher Educational Institution and the Commission for various quality related issues or guidelines;
- (xvii) record activities undertaken on quality assurance in the form of an annual report; and
- (xviii) to coordinate recognition and accreditation of the Higher Educational Institution.

3 It will be mandatory for all Higher Educational Institution to submit Annual Reports to its Statutory Authorities or Bodies about the activities undertaken by Centre for Internal Quality Assurance during the financial year.

**Establishment of Centre for Internal Quality Assurance:**

4. The Centre for Internal Quality Assurance will be established in all Higher Educational Institutions offering programmes in Open and Distance Learning mode and should be headed by a full-time Director, being a senior academician of the rank of Professor, who shall be supported by adequate number of academic and other staff.

5. A Centre for Internal Quality Assurance Committee should be constituted which shall be chaired by its Director, and consisting of academic staff and internal quality auditors nominated from various functions or departments of the Higher Educational Institution. It shall perform following functions:-

- (i) decide policies for programme development methodology and programme delivery mechanism that are aligned with the vision and mission of the Higher Educational Institution;
- (ii) advice on any issues related to programme development, Information and Communication Technology intervention and implementation, learning and teaching, collaboration referred to the Committee;
- (iii) supervise academic approval and related modification procedures and to ensure that programmes satisfy stated design requirements and academic standards appropriate to the type and level of award as per philosophy of the Open and Distance Learning mode of education;
- (iv) promote automation of academic and administrative activities of the Higher Educational Institution, Regional Centres and Study Centres or Learning Support Centres;
- (v) oversee and report on the effectiveness of systems for self-evaluation and monitoring;

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- (vi) appoint external subject experts or agencies or organisations for validation and annual review of its in-house process, its Learner Support Centres, Open and Distance Learning mode programmes etc.;
- (vii) appoint third party auditing bodies for quality audit of programme(s);
- (viii) approval of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution;
- (ix) promote collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein; and
- (x) encourage industrial involvement and industry-institution linkage for providing exposure to the learners.

## Annexure II

### QUALITY MONITORING MECHANISM

The guidelines on quality monitoring mechanism are required to be adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. Quality monitoring needs to be addressed under the following broad areas, namely:-

#### (a) Governance, Leadership and Management

This relates to the policies and practices of Higher Educational Institutions (HEIs) in the matter of planning, human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership, with a focus on the following key aspects :

- (i) **Organisation Structure and Governance** : The Higher Educational Institution is ultimately responsible for quality programmes and learning outcomes. Therefore, it is required that the Institution should fill all required positions in the Directorate or Centre or Department and in the Learner Support Centres as prescribed by the Commission, and establish a credible governance system.
- (ii) **Management** : Effective leadership by setting values and participative decision-making process is the key to achieve the vision, mission and goals of the Higher Educational Institution. Therefore, it is required to assess and review the organisational culture to support the management and leadership of the institution to achieve such vision, mission and goals.
- (iii) **Strategic Planning** : The leadership of the Higher Educational Institution is expected to provide clear vision and mission. Its functions are to be governed by the principles of participation and transparency. Therefore, the Higher Educational Institution is expected to do strategic planning of its activities and implementing by aligning those with academic and administrative aspects to improve the overall quality.
- (iv) **Operational Plan, Goals and Policies**: The Higher Educational Institutions derives the operational plan from its strategic plan that defines targets and measures of the programmes to be achieved by the Institution. The Operational Plan is used as a guideline for the annual planning of programs and activities. The Higher Educational Institution needs to have well defined goals which are realistic and measurable. Equally important is to have well-defined policies that are in sync with its strategic plan and are realistic and achievable. The Higher Educational Institution needs to have clearly stated guidelines in the implementation of its policies and plans. Further, the institution needs to have a transparent and accountable system for its policies and planning that are well communicated to its stakeholders.

#### (b) Articulation of Higher Educational Institutions Objectives

The Higher Educational Institutions are expected to provide holistic and quality education with a professional focus, the creation of knowledge and innovation, and the practical application of the knowledge to support the business and professional community. Accordingly, the Higher Educational Institution should articulate a clear vision, mission, ethos and

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broad strategy consistent with the goals to strengthen its position for offering programmes in Open and Distance Learning mode.

(c) **Programme Development and Approval Processes**

This area of concern relates to programme development and approval mechanism for the programme(s) to be launched, covering the following key aspects:

- (i) **Curriculum Design** : The Higher Educational Institution plays the foremost role in the curriculum design and development of learning content and therefore, it is expected to have processes, systems and structures in place to carry these responsibilities. Curriculum design is a process of developing appropriate need-based curriculum in consultation with expert groups, based on the feedback from stakeholders, resulting in the development of relevant programmes with flexibility, to suit the professional and personal needs of the learner and realisation of core values. The key aspect is also to consider the good practices of the Institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends.
- (ii) **Curriculum Planning and Implementation** : It is required that the Higher Educational Institution shall have specific implementation plans for identifying the time to be spent on specific components of the implementation phase. It is the basis for the effectiveness of the programme(s) and their usefulness as a whole.
- (iii) **Academic Flexibility** : Academic flexibility is the key feature of the Open and Distance Learning mode of education and refers to freedom in the use of the time-frame of courses, vertical mobility, and inter-disciplinary options facilitated by curricular transactions. Therefore, the Higher Educational Institution shall adopt proper strategies for imparting academic flexibility.
- (iv) **Learning Resource** : Learning Resource is a key component of the Open and Distance Learning mode of education. Learning resource can be of print and digital mode. Considering the need of blended learning, the Higher Educational Institution should also develop e-resources for the learner to refer and study. There is no or very little interaction of teachers with the learners, the content and structure of learning resources play a vital role in the Open and Distance Learning mode of education. Therefore, it is required that each Higher Educational Institution shall ensure the quality of learner resources and their periodical review. While deciding on the appropriateness of the media and the technologies, the Higher Educational Institution should take into consideration various factors – the media and technology utilised matches the course content in order to enhance and expand learning, and to match to the learners' needs; that these are accessible, practical and equitable, and cost effective to the learners.
- (v) **Feedback System** : The process of revision and redesign of curricula shall be based on recent market dynamics, industrial developments, research and feedback from the stakeholders including learners. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment are also considered in this key aspect.

(d) **Programme Monitoring and Review**

The Higher Educational Institution shall plan and execute programme monitoring review system which should include a programme management structure, annual programme reviews, external benchmarking, channels for collecting learner feedback, and development of improvement plans and actions to close the feedback. To maintain the quality of academic programme, it is required to conduct periodical internal reviews. For such reviews the Institution shall also consider the achievements of learning outcomes that are assessed through the examination system.

(e) **Infrastructure Resources**

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in a University or Institution to maintain the quality of academic and other programmes – physical facilities, library (or e-library), Information Technology infrastructure, etc. It also requires information on how every constituent of the Institution; the learners, teachers or Counselors and staff - benefits from these facilities.

(f) **Learning Environment and Learner Support**

The learner support unit is responsible for the delivery of services to all learners. The learner support services



including library services shall be accessed electronically by the learner. "Physical library" and classroom environment is the core requirement for programme delivery through offline and blended mode. Additionally, Higher Educational Institution shall establish virtual facilities as component of the learning environment which are focused around the pedagogical use of modern educational practices to support blended learning. Learner Support Services shall be provided through the campus-wide portal and e-Learning platform. The Institution shall take a more sophisticated approach to the use of Information and Communication Technology and expertise in e-learning. The approach shall provide a seamless learner-centred environment.

(g) **Assessment & Evaluation**

Learning outcomes are the specifications of what a Learner shall learn and demonstrate on successful completion of the course or the programme. It can also be seen as the desired outcome of the learning process in terms of acquisition of the skills and knowledge. They are embedded in the curriculum. Achieving Learning Outcomes needs specific experiences to be provided to the Learner and evaluation of their attainment. The Institution needs to ensure that the purposes of assessment are clearly described in the course materials, and the learners are able to access some of the assignments. A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme. Learner assessment provides an indication of the areas where learning has happened and where it has to be improved upon. The Higher Educational Institutions shall execute the assessment and evaluation through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements. The Higher Educational Institutions shall have proper assessment and moderation system for assessing the learning outcomes of learners.

(h) **Teaching Quality and Staff Development**

The Higher Educational Institutions shall have a well established structure for promoting quality counseling and provide staff development programmes and activities to encourage academic staff to improve teaching and learning. The Higher Educational Institution should provide the support for the academic staff in understanding and implementing the institutional learning outcomes and subject learning outcomes. The Institution also needs to ensure that the academic staff is conversant with formative and summative assessment procedures and their importance in the learning process.

**Process of Quality Audit**

(A) **Academic Planning** : The main purpose of academic planning is to ensure that the overall portfolio of delivered programmes offered by the Higher Educational Institutions is relevant to market needs, reflects the Institution's strategic direction and offers a high quality 'value-added' learner experience. Academic planning promotes robust and appropriate procedures to help ensure that every new programme starts with the best chance possible to admit and retain viable learner cohorts. The Institution has a streamline modification process to support staff in ensuring that the curriculum remains up to date. The guiding principle behind this process is that all relevant stakeholders are communicated and consulted with and learners' needs are assessed while launching new programmes.

(B) **Validation** : The main purpose of validation is to assure the Higher Educational Institution that a new programme is academically viable, that academic standards have been appropriately defined and that it will offer learners the best opportunity to learn.

(C) **Monitoring, evaluation and enhancement plans** : Across the Higher Educational Institution, there would be various levels from where the reports are being generated to ensure quality deliverance of the Open and Distance Learning programmes and their final outcomes. The same are described as follows :

- (i) **Reports from Learner Support Centre** : The Higher Educational Institution shall collect the report of academic activities and other related activities periodically from Learner Support Centres. There should be details of all the activities related to academic planning, counseling, learner support, etc. The Higher Educational Institution shall adopt the technological solutions for easy receipt of these reports. These reports will be the base for the quality audit.
- (ii) **External examiner or other external agencies report**: Programme development teams and Centre for Internal Quality Assurance team shall consider the comments made by experts and third party of quality audit. The Higher Educational Institution shall also encourage to consider the adoption of identified good practices that will benefit and develop the programme.
- (iii) **Systematic consideration of performance data at programme, faculty and Higher Educational Institution levels** : In order to make a meaningful evaluation and audit, the Higher Educational Institution needs easy access



to performance monitoring information such as course pass rates, learner entry profiles and progression and achievement reports. These shall be produced and available through web-based application. The data collected through the application will be useful for report making at the Higher Educational institution.

- (iv) **Reporting and Analytics by the Higher Educational Institution:** Further, the Higher Educational institution shall generate the required reports out of such web-based applications and analyze learner and academic analytics for deciding the improvements to be executed for stronger performance.
- (v) **Periodic Review :** The Higher Educational institution needs to have an effective system for soliciting feedbacks from the stakeholders regularly to improve its programmes. There is a need for an integrated quality assurance system for its programmes and implementation units, including the Learner Support Centres. The Higher Educational institution needs to conduct self-assessments regularly and uses the results to improve its operations and programmes.

#### Annexure III

#### Minimum Standards to be Maintained at Examination Centres

1. The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.
2. The number of examination centres in a city or State must be proportionate to the student enrollment from the region.
3. Building and grounds of the examination centre must be clean and in good condition.
4. The examination centre must have an examination hall with adequate seating capacity and basic amenities.
5. Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions.
6. The examination centre must provide adequate lighting, ventilation and comfortable seating. Safety and security of the examination centre must be ensured.
7. Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order.
8. Provision of drinking water must be made for learners.
9. Adequate parking must be available near the examination centre.
10. Facilities for Persons with Disabilities should be available.

#### Annexure IV

#### Courses or Study Centres or Off Campuses and Territorial Jurisdiction of Universities

- a) A Central or State Government University can conduct courses through its own departments, its constituent colleges or through its affiliated Colleges.
- b) A university established or incorporated by or under a State Act shall operate only within the territorial jurisdiction allotted to it under its Act and in no case beyond the territory of the state of its location.
- c) The private universities and deemed universities cannot affiliated any college or institution for conducting courses leading to award of its diplomas, degrees or other qualifications.
- d) No university, whether central, state, private or deemed, can offer its programmes through franchising arrangement with private coaching institutions even for the purpose of conducting courses through distance mode.
- e) All universities shall award only such degrees as are specified by the University Grants Commission and published in the Official Gazette.
- f) The University shall conduct their first degree and Master's degree programmes in accordance with the regulations notified by the Commission in this regard.

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**Regulating provisions****(A) University Grants Commission Regulations on Private Universities**

A Private university established under a State Act shall be a unitary University. A private university may be permitted to open off campus centres, off shore campuses and study centres after five years of its coming into existence subject to the fulfilment of conditions as laid down under University Grants Commission (Establishment of & Maintenance of Standards in Private Universities) Regulations, 2003. As of now, the University Grants Commission has not granted permission to any Private University to establish off-campus or study centre.

**(B) University Grants Commission Regulations on Deemed Universities**

A Deemed University shall operate only within its Headquarters or from those off campuses or off-shore campuses which are approved by the Government of India through notification published in the Official Gazette.

In case of distance education programmes, no institution deemed to be university, so declared by the Government of India after 26<sup>th</sup> May, 2010 [date of publication of University Grants Commission (Institutions Deemed to be Universities) Regulations, 2010] is allowed to conduct courses in the distance mode.

The institutions deemed to be universities declared before 26<sup>th</sup> May, 2010 are not allowed to conduct courses in distance mode from any of its off-campus centres or off-shore campuses approved after 26<sup>th</sup> May, 2010.

Approval for new courses and extension of approval of the courses already run by the Deemed to be Universities under distance mode would be granted by the University Grants Commission subject to the fulfilment of conditions as laid down by the University Grants Commission.

The University Grants Commission has not granted approval to any deemed to be university to establish study centres.

Any information or clarification with regard to recognition of Private Universities or Deemed Universities and the courses offered by them may be obtained from JS (CPP-I) University Grants Commission, Bahadurshah Zafar Marg, New Delhi.

**(C) Distance Education programmes of the Central Universities and State Government Universities**

The Central or State Government Universities can conduct courses through distance mode in accordance with the provisions of their respective Act and after the approval of the University Grants Commission.

**Annexure V****Competencies of Counselor in a Learner Support Centre**

1. Should be a post graduate from a recognised University.
2. Familiarity with basic research on the characteristics of Distance learners, their needs and difference from conventional face-to-face education.
3. Application of basic principles of instructional design.
4. Thorough knowledge of subject matter and common misconceptions related to the course(s).
5. Deep understanding of the necessity of learner-centered environment in online and blended learning mode.
6. Ability to design constructivist learning environment.
7. Practical applications of learning theories, self-paced instruction, and computer-mediated communication and learning.
8. Ability to foster a sense of community among learners.
9. Adaptability and flexibility with the capabilities and limitations of the delivery media.
10. Familiarity with the delivery medium to provide basic troubleshooting.
11. Ability to multitask.
12. Time management (e.g. respond to learners in timely manner, extensive and advance preparation and planning).
13. Professional characteristics (e.g. motivated to teach, self-confident, articulate, good writer).

Annexure VIACADEMIC AND INFRASTRUCTURAL REQUIREMENTS**I. Open Universities or Single Mode Higher Educational Institutions**

The following positions are on full time and dedicated basis, excluding the designated positions in the Open Universities as per their respective Act(s) :-

**A. Staffing Norms at Headquarters:**

1. Head for each school at the Professor level.
2. Academic staff strength per discipline or specialisation or programme under a school.  
Minimum three faculty members are required as per the following:

Associate Professor: 1

Assistant Professor: 2

3. Administrative staff strength at Headquarters or Main Campus (up to 10,000 students):

Deputy Registrar: 1

Assistant Registrar: 1

Section Officer: 1

Assistants: 3

Computer Operator: 2

Multi Tasking Staff: 2

In case of the enrolment higher than 10000, Open University may increase the number of positions appropriately.

*Teacher : Non Teaching Staff (NTS) ratio - 1: 2 shall be maintained.*

**B. Physical Infrastructure:**

Minimum requirement will be as per University Grants Commission (Fitness of Open Universities for Grants) Rules, 1988 and as amended from time to time, except for the existing Open Universities for the purpose of these regulations.

**II. Centre for Distance Education (CDE)/Dual Mode Higher Educational Institutions****A. Staffing Norms at Headquarters:**

1. Director: (permanent, full time Professor) preferably having professional experience in distance education)
2. Academic staff strength :

At least two faculty member (full time-dedicated for Open and Distance Learning (ODL) courses) per discipline or specialisation or programme at Associate and Assistant Professor level.

3. Administrative staff strength at Headquarters or Main Campus (upto 5,000 students):

Deputy Registrar: 1

Assistant Registrar: 1

Section Officer: 1

Assistants: 2

Computer operators : 2

Class IV: 2

In case of the enrolment higher than 5000, Centre for Distance Education or University may increase the number of positions appropriately.

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Teacher : Non-Teaching Staff (NTS) ratio -1: 2 shall be maintained

B. Physical Infrastructure

Total Built-up area for Open and Distance Learning activity: Minimum 15000 sq. ft. (carpet area):

Sl.No.	Built-up Area Type	Percentage (%)	Built-up Area (Carpet Area, in sq ft)
1	Academic	50%	7500
2	Administrative	10%	1500
3	Academic support such as Library, Reading room, Computer Centre, Informational and Communication technology Labs, Video and Audio Labs etc.	30%	4500
4	Amenities or other support facilities	10%	1500
Total			15000

Note: Built up area for toilets shall be separate.

Annexure VII

QUALITY ASSURANCE GUIDELINES OF LEARNING MATERIAL IN MULTIPLE MEDIA, HUMAN RESOURCE, CURRICULUM AND PEDAGOGY

1. Learning Material (Print Media)

Learning Material through print-media is termed as Self Learning Material, being developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. The following is an indicative list of quality standards for print material:

- (a) The Self Learning Material shall be designed with the approach of two-way communication between the learner and content.
- (b) The Self Learning Material shall involve the learner actively through various experience-based activities and assignments.
- (c) The learner should get clear information about the structure of the programme and course.
- (d) There shall be detail learning map in Self Learning Material for the learner so that he or she will be self-directed for completion of his or her studies.
- (e) The content of Self Learning Material shall be developed with dialogue and personal system of writing method which will create the nature of interactivity in Self Learning Material.
- (f) The Self Learning Material shall encourage learner to apply new knowledge and skills.
- (g) There shall be clear definition of learning objectives and outcomes.
- (h) The content shall be divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- (i) There shall be an assignment on each learning objective for self-assessment.
- (j) The learner shall be directed through problem solving activities as applicable to nature of the course.
- (k) The Self Learning Material shall be developed in defined formats with following features :
  - (i) Consistent layout and format.
  - (ii) Inclusion of overview of content.
  - (iii) A unit structure at the beginning of the unit.

- (iv) Plenty of examples.
  - (v) Reference to prior learning.
  - (vi) Inclusion of national or international caselets and case studies.
  - (vii) Content in segments synchronised with learning objectives and outcome.
  - (viii) Explanation of icons used in content.
  - (ix) Appropriate sequence of material.
  - (x) Explanation on technical, new, difficult terms or word in a glossary section.
  - (xi) Inclusion of adequate suggested reading (both print and online).
2. **Audio-Video Material: Quality Standards**
- (a) There shall be adequate consideration of learners' prior knowledge, skills and attitudes.
  - (b) Level and style of language shall be appropriate.
  - (c) There shall be clear information on types of support material and study activities to be used by the learner.
  - (d) It shall be clear and unambiguous, also preferably free from pedagogic jargon.
  - (e) The aim, objective and target audience for the Audio Video material shall be clearly defined.
  - (f) It shall be capable of being evaluated to conform to the learning outcomes.
  - (g) There shall be clear guidelines with regard to the use of the Audio or Visual material vis-a-vis other content of the course.
  - (h) AV Material shall be developed in forms and formats that will be easily accessible by the learners.
  - (i) There shall be separate Audio Video manual for giving the guidelines of using the Audio Video material in study.
  - (j) Audio Video Material shall provide continuity and coherence within and between audio-based study sessions.
  - (k) There shall be synchronisation of Sound and Image in Audio Video material.
  - (l) There shall be appropriate graphics and animations relevant to the course content.
  - (m) There shall be appropriate 'visual texture' and rate of change of image to keep the learner involved.
3. **Online Material: Quality Standards**
- (a) The course shall be organised into units and lessons.
  - (b) There shall be description of unit overview along with objectives, activities, assignments and resources that frame the unit.
  - (c) Availability of a program map and correlation matrix among the courses in the programme.
  - (d) There shall be description of credit value of each module or unit in the course.
  - (e) There shall be clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding lesson activities, discussions and plagiarism.
  - (f) There shall be lesson overview, content and activities, assignments to provide the learning opportunities for learner to master the content.
  - (g) The course shall be designed to teach concepts and skills that the learner will retain throughout the study.
  - (h) There shall be multiple learning paths for engaging the learner in active learning
  - (i) The content shall provide opportunities for learners to engage in high-order thinking, critical-reasoning activities and thinking in increasing by complex ways.
  - (j) There shall be appropriate readability levels, written language assignments and mathematical requirements.
  - (k) The content shall provide for periodical feedback about the learning process.
  - (l) The course shall be easy to navigate.
  - (m) There shall be declaration of textbooks, courseware, and online resources necessary to refer additionally to complete the course
  - (n) The content shall be accessible on various devices.
  - (o) The online material shall satisfy the needs of learners with disabilities

4. **Computer-based material: Quality Standards**
- (a) The Computer-based material shall provide an environment for practise, at the learner's own pace and in his own time.
  - (b) The Computer-based material shall provide an environment for self-assessment.
  - (c) It shall allow learners to develop analysis and decision-making skills, to discover principles and concepts for themselves.
  - (d) The course shall be organised into units and lessons.
  - (e) There shall be description of unit overview along with objectives, activities, assignments and resources that frame the unit.
  - (f) Availability of a program map and correlation matrix among the courses in the programme.
  - (g) There shall be description of credit value of each module or unit in the course.
  - (h) There shall be lesson's overview, content and activities, assignments to provide the learning opportunities for learner to master the content.
  - (i) The course shall be designed to teach concepts and skills that the learner will retain throughout the study.
  - (j) There shall be multiple learning paths for engaging the learner in active learning.
  - (k) The content shall provide opportunities for learners to engage in high-order thinking, critical-reasoning activities and thinking in increasing by complex ways.
  - (l) There shall appropriate readability levels, written language assignments and mathematical requirements.
  - (m) The course shall be easy to navigate.
  - (n) There shall be declaration of textbooks, courseware, and online resources necessary to refer additionally to complete and master the course.
  - (o) The Compute-based material shall satisfy the needs of learners with disabilities.
5. **Curriculum and Pedagogy: Quality Standards**
- (a) The curriculum objectives shall be consistent with the mission of the HEI.
  - (b) There shall be involvement of all the stakeholders in the process of framing the curriculum objective.
  - (c) The curriculum shall be designed by adopting University Grants Commission Model Curriculum and incorporating local or regional needs.
  - (d) There shall be rationale for the appropriateness of the curriculum to the stage of learning.
  - (e) There shall be linkages of the curriculum to previous and subsequent stages of learning.
  - (f) There shall be such learning experiences which allow a diversity of methods (like learning from practice, opportunities for distributed and concentrated practice, learning with peers, learning in formal situations inside and outside the department, personal study, specific teacher inputs etc).
  - (g) The structure of curriculum shall be defined.
  - (h) There shall be a complete strategy on teaching and learning methods.
  - (i) There shall be a decision made on types of media content used.
  - (j) There shall be a comprehensive decision on assessment & evaluation techniques.
  - (k) The content shall be reliable and justify the learning outcome(s).
  - (l) There shall be clear definition of intended outcomes of learning, benchmarked to identifiable stages of learning.
  - (m) There shall be the use of reference points and expertise from outside the Higher Educational Institution, if required, in programme design and in the processes of programme development and approval.
  - (n) There shall be relevance of curriculum to national competency requirement.
  - (o) There shall be description of credit value of each module or unit in the course.

Table I: Norms for offering programmes through Distance mode based on credit system

Duration of the programme	Credits	Level of the Programme
3 years	96-100	Bachelor's Degree (General)
2 years	64-72	Master's Degree (General)

Table 2: Norms for delivery of courses through distance mode

No. of Assignments	Practical Sessions	No. of Counseling Sessions Theory (10% of total study hours)	Size of SLMs Range (in terms of units, to be divided into blocks)	Study input	Credit Value of the course
1	60 hours	6 hours	6-8 units	60 hours	2 Credits
2	120 hours	12 hours	14-16 units	120 hours	4 credits
3	180 hours	18 hours	20-24 units	180 hours	6 credits
4	240 hours	24 hours	30-34 units	240 hours	8 credits

Table 3: Norms of Credit Structure for Self Learning Material Development Non-Print Form

No. of counseling sessions (theory)			Size of e-content (in terms of units)	Study input	Credit value of the course
Syn Chat 5%	Asyn** Discussion Forum (comp)	Syn* (f2f)# (optl) 10%			
3 hrs	2-10 topics per course as per the subject	6 hrs	6-8 units	60 hours	2 credits
6 hrs	-do-	12 hrs	14-16 units	120 hours	4 credits
9 hrs	-do-	18 hrs	20-24 units	180 hours	6 credits
	-do-	24 hrs	30-34 units	240 hours	8 credits

\* Syn : Synchronous

\*\*Asyn : Asynchronous

# f2f : face-to-face

Guidelines on Preparation of Self-Learning Material**Overview**

Self Learning Material is developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. The major challenge for the Open and Distance Learning system is near absence of the teacher. Therefore, it is very essential to pre-plan each of the activities. The learning material plays a vital role in this system and it includes Self-Learning Material in print and electronic form. A key challenge of Learning Material is ensuring that its writing is to be in a way that is engaging and which actively involves the learners. Another challenge of learning material is rapidly changing technology and deploying traditional teaching-learning methods through these technologies. Therefore, it is necessary to have the proper planning prior to development of the learning material. During the planned period, the following points should be considered very carefully:-

- backgrounds of learner and learning needs;
- learning experiences; and
- support and preparation in adapting to flexible learning.

2. Learning materials place much more emphasis on the processes of learning. Following are the major ingredients to be considered while developing the learning material by authors (in case of print material) and instructional designers (in case of e-learning material):-

- (a) learning objectives
- (b) assessment of prior knowledge
- (c) learning activities
- (d) feedback of learning activities
- (e) examples and illustrations
- (f) self-assessment tests
- (g) summaries and key points
- (h) study tips

3. The learning material should be developed with the constructivist approach and that should lay emphasis on real-world tasks, learner's choice of tasks or situations, case studies, collaborative learning tasks, opportunities for observing others, self-evaluation. The Higher Educational Institution may also adopt or procure the Learning Materials from expert agencies or consultant if it saves the time and cost without compromising on the quality.

**Planning for development of learning material**

4. Due to the near absence of the teachers in the Open and Distance Learning mode, the learner has the opportunity to take the decision(s) at any point during the learning path. This may create disagreement between learner's perception and the objective of the learning material. Therefore, it is required to consider the following key points during planning for the development of learning material.

- (a) **Learner Profile** : It is required to consider literacy level (including level of language proficiency), age group, information communication technology skills, aim of study, personal background and home situation, prior knowledge, prior skills, learning situations, etc.
- (b) **Background**: In Open and Distance Learning system, learner studies at his pace and not like face-to-face mode. Most of the learners are working professionals and they get time to study at their homes. If we add certain references which they cannot access at home, then it will create an obstacle in their learning. Therefore, it is necessary to consider the accessibility of course resources and references at the place of learning.
- (c) **Learning Objectives and Outcome** : It is required to define the learning objectives and outcomes prior to initiating the process for the learning material development. The learning objectives can be of terminal, intermediate or enabling nature. These learning objectives can be set at course, unit, or module level.

**Group of Learning Material**

5. Considering the principles of Open and Distance Learning mode of education, the programmes shall be accompanied with learning material or resources which shall comprise of self-learning material or e-learning material, e-books, practical



book, student's handbook, question bank, assignment book, Audio Video material, programme guide, project manual, etc.

#### Standards of Self Learning Material (SLM) in Print Form

- (i) The Self Learning Material shall be developed as per the defined credit structure of the programme.
- (ii) The Self Learning Material shall involve the learner actively through various experience-based activities and assignments.
- (iii) The learner shall get the clear information about the structure of the programme and the course.
- (iv) There shall be a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- (v) The content of the Self Learning Material shall be developed with dialogue and personal system of writing method which will create a nature of interactivity in the Self Learning Material.
- (vi) The Self Learning Material shall encourage the learner to apply new knowledge and skills.
- (vii) There shall be clear definition of learning objectives and outcomes.
- (viii) The content shall be divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- (ix) Activities shall be included in each unit of the Self Learning Material.
- (x) There shall be assignments on each learning objective for self-assessment.
- (xi) The learner shall be directed through problem solving activities as applicable to the nature of the course.

#### Standards of Self Learning Material (SLM) in Non-print Form

6. The learners' perspective is an important aspect of quality assurance for e-learning. High-quality e-learning content should be designed by skilled content and instructional design professionals. Good instructional design will reflect best practices and research on teaching and learning. The key principles of designing e-learning content are: (1) consistent layout and design; (2) clear organisation and presentation of information; (3) consistent and easy-to-use navigation; and (4) aesthetically pleasing design and graphics. Thus, the standards of Self Learning Material in non-print form as under:-

- (i) The e-learning material shall be designed as per the credit structure of the online programme.
- (ii) The course shall be organised into units and lessons.
- (iii) There shall be description of unit overview along with objectives, activities, assignments and resources that frame the unit.
- (iv) Availability of a programme map and correlation matrix among the courses in the programme.
- (v) There shall be description of credit value of each module or unit in the course.
- (vi) There shall be clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding lesson activities, discussions and plagiarism.
- (vii) There shall be lesson overview, content and activities, assignments to provide the learning opportunities for learner to master the content.
- (viii) The course shall be designed to teach concepts and skills that the learner will retain throughout the study.
- (ix) There shall be multiple learning paths for engaging the learner in active learning.
- (x) The content shall provide opportunities for learners to engage in high-order thinking, critical-reasoning activities and thinking in increasing by complex ways.
- (xi) There shall be appropriate readability levels, written language assignments and mathematical requirements.
- (xii) The content shall provide for periodical feedback about the learner process.
- (xiii) The course shall be easy to navigate.
- (xiv) There shall be declaration of textbooks, courseware, and online resources necessary to refer additionally to complete and master the course
- (xv) The content shall be accessible on various devices.
- (xvi) The e-Learning Material shall satisfy the needs of learners with disabilities.

Annexure IXGuidelines on Programme Project Report (PPR)

## Overview

A Programme Project Report (PPR) of a Higher Educational Institution is a document prepared to introduce a new programme, which includes details of - (a) programme objectives and outcomes; (b) nature of target group of learners; (c) appropriateness of the programme with quality assurance for acquiring specific skills; (d) programme content designing and developing; (e) cost estimates for development of the programme; and (f) admission, delivery and evaluation norms. The Programme Project Report is a self-disclosure by the Institution about launching the programme in the Open and Distance Learning mode. The Institution has to define specific aims and objectives for each of the academic programmes which will give the direction to launch a programme and will allow to focus on results. At the end, these aims and objectives will help to demonstrate what has been achieved. The programme shall be planned with clear deliverables and knowledge experiences to be gained.

## Need to Prepare Programme Project Report (PPR)

2. A Programme Project Report is required to be prepared before introducing any new programme duly approved by its highest academic authority. The main contents of the Programme Project Report are as follow:-

- (a) **Programme's mission & objectives :** The Higher Educational Institution (HEI) shall define the mission statement and objectives for the programme to be launched, which shall reflect the strategic direction and the academic goals of the Higher Educational Institution. Those shall be aligned with industrial or learners' demand, and shall be defined in such a manner that they are appropriate to be achieved.
- (b) **Relevance of the program with HEI's Mission and Goals :** The Higher Educational Institution shall plan for such a programme to be offered through the Open and Distance Learning mode that is relevant to the Higher Educational Institution's mission and goals. Therefore, it is very much important that the programme to be offered through Open and Distance Learning should be aligned with Higher Educational Institution's mission and goal and will prove as major contributing factor in its achievement.
- (c) **Nature of prospective target group of learners:** The Higher Educational Institution shall identify the target group of learners. It is required to understand their learning needs and on its basis the curriculum should be aimed. The Higher Educational Institution should also consider diverse class of learners including a class having of low level of disposable income, rural dwellers, women, unskilled men, minorities etc.
- (d) **Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence :** The Higher Educational Institution shall clearly identify the learning outcomes for the programme which shall cover the specific skills and competence to be acquired by the learner. The programme should be aimed appropriately to those learning outcomes. The learning outcomes shall include the development of knowledge and understanding appropriate to the area of study and these should also reflect academic, professional and occupational standards of that field. The learning outcomes should incorporate generic transferable skills and competencies.
- (e) **Instructional Design :** Instructional Design includes Curriculum design, detailed syllabi, duration of the programme, faculty and support staff requirement, instructional delivery mechanisms, identification of media - print, audio or video, online, computer aided, and student support service systems. The Higher Educational Institution shall define the instructional design for each of the academic programmes to be offered through the Open and Distance Learning mode and shall map the credit hours for each course or module of the programme.
- (f) **Procedure for admissions, curriculum transaction and evaluation :** The Higher Educational Institution shall define the admission policy for the programme with minimum eligibility and fee structure. The information related to financial assistance, if any, should be included in the policy. The Higher Educational Institution shall notify the policy of programme delivery alongwith the details of methods and web-based tools to be adopted. The Higher Educational Institution shall notify the activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session. Further, the Higher Educational Institution shall also notify policy for evaluation of learner progress along with methods and tools.
- (g) **Requirement of the laboratory support and Library Resources:** There may be programmes having practical component in syllabus. The Higher Educational Institution shall give clear guidelines about the laboratory support to the learners to perform the practicals prescribed in the programme. There shall be provision of a practicals book for the learners. In case of online learning, the practical should be conducted and performed by applying virtual reality methods.

- (h) Cost estimate of the programme and the provisions: The cost estimate should indicate the amount assigned for programme development, delivery and maintenance.
- (i) Quality assurance mechanism and expected programme outcomes : The Higher Educational Institution shall define the review mechanism for programme and continuously enhance the standards of curriculum, instructional design relevant to professional requirements of the area of study. There should be course benchmark statements. The Higher Educational Institution shall also devise the mechanism for monitoring effectiveness of the programme.

## Annexure X

Learner Support Centre

1. General: Open and Distance Learning (ODL) mode of Education consists of three levels of functioning which are located at the Head-Quarters (HQ) of the Higher Educational Institutions, Regional Centres and Study Centres (SCs) or Learner Support Centres (LSCs) established within the territorial jurisdiction of the Higher Educational Institution as defined in the following Part. Planning, Designing and Preparation of Self Learning Material (SLM) for a learner who does not have any regular access to teachers is quite different than a Text Book meant for classroom teaching, overall management of the processes of Admissions, Evaluation, and Declaration of Results etc. are the main responsibilities of the Head-Quarters of the Higher Educational Institution and are discharged from the main campus. Under the direct management and control of the Higher Educational Institution, Regional Centres which are the second level of functioning, perform a dynamic operational link between the Head-Quarter and the Study Centres (SCs) or Learner Support Centres (LSCs) which are the third level of Open and Distance Learning system and are important main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc. The Study Centres (SCs) or Learner Support Centres (LSCs) will also be established and managed directly by the Higher Educational Institution and not through any franchise or outsourced arrangement.

## 2. Definition and Establishment of Learner Support Centre or Study Centre

'Study Centre (SC) or Learner Support Centre (LSC)' means a Centre established, maintained or recognised by the Higher Education Institution for advising, counseling, vocational guidance, hands on experience, library services and providing interface between the teachers and the learners, rendering academic and any other related services and assistance, like field experience, laboratory for experimental work, Information Communication Technology facilities for operations and interaction with the learners etc. for the benefit of the learners:

Provided that a Higher Educational Institution offering programmes in Open and Distance Learning mode shall, within six months from the date of notification of these Regulations, ensure that all Study Centre or Learner Support Centre are established only in a College or Institute affiliated to a recognised university (other than a Private University) or a Government recognized Higher Educational Institution offering conventional mode programmes of equivalent level in the same broad areas under the relevant faculty such as faculty of sciences or social science or humanities or commerce or management etc. and having all the necessary infrastructure and availability of appropriate number of qualified faculty not below the rank of qualified Assistant Professors of recognised Colleges or Institutes offering a similar programme for engaging theory contact sessions and supervising practical sessions in laboratory or field:

Provided that a Higher Educational Institution may establish a Special Learner Support Centre for imparting instruction to persons referred to in the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 including the employees of Defence or Security Forces and jail inmates interested to study through the Open and Distance Learning mode. However, in case of programmes like those being developed by the Government for Skill Development or Lifelong Learning, the Study Centre or Learner Support Centre could be opened in Government institutions having capabilities for learner support services in the respective areas.

Any Study Centre or Learner Support Centre shall be established by the Higher Educational Institution after processing through the appropriate statutory bodies of the Higher Educational Institution. While processing such approvals it is mandatory to provide evidence of the preparedness for establishing Study Centres/Learner Support Centres, providing learner support services, availability of the academic, other staff and qualified academic counsellors.

The Higher Educational Institution shall have a Standard Operating Procedure for the smooth functioning of the Study Centre or Learner Support Centre which will include all aspects of functions of the Study Centre or Learner Support Centre,

monitoring mechanism of different services provided by the Centre, and it shall be mandatory for the Study Centre or Learner Support Centre to maintain the learner data related to conduct of counselling sessions, evaluation of assignments and effective and online grievance redressal system, which should be monitored at the level of regional centre and Head-Quarters.

List of the Study Centre or Learner Support Centre as approved by the respective Higher Educational Institution shall be submitted to the University Grants Commission at least 60 days in advance before operationalising the Study Centres or Learner Support Centres. The list of Study Centres or Learner Support Centres with details such as: Name with address of the institution where the centre is located, name of the coordinator with contact details, working hours and schedules for counselling sessions, infrastructure and other facilities available in the Study Centre or Learner Support Centre shall be displayed on the web portal of the Open and Distance Learning institution and the same information shall be made available in the printed prospectus for the information of the learners and other stakeholders.

In addition, a Higher Educational Institution should submit an undertaking to the Commission effect that the academic and instructional facilities at its Study Centres or Learner Support Centres meet all the conditions of these regulations and guidelines issued from time to time, and are commensurate with the number of academic programmes and learners' strength thereto:-

Provided that the Higher Educational Institution shall not carry out any of its activities related to the Open and Distance Learning mode at places other than Study Centres or Learner Support Centres under a different name such as Information Centre, Facilitation Centre, Nodal Centre, Knowledge Partner, Partner Institution, Multimedia Centres and similar such names:-

Provided further that, no Study Centre or Learner Support Centre shall be established beyond the jurisdiction of the Higher Educational Institution or under any franchisee or outsourcing agreement, as described in these regulations.

3. Territorial Jurisdiction for Establishment of Study Centres or Learner Support Centres  
Territorial jurisdiction of the Higher Educational Institution for Open and Distance Learning mode programmes shall be as prescribed in the respective Acts of the Higher Educational Institution, subject to the following conditions:

3.1 Higher Educational Institution other than Private and Deemed to be University: Not beyond the respective State in case of Universities set up under any State Act. For Universities set up under a Central Act the jurisdiction shall be as per the provisions of the Act.

3.2. Deemed to be a University: The jurisdiction shall be as per extant provisions of the Deemed to be a University regulations and also notified by the University Grants Commission from time to time.

3.3. Private University: A Private University established under a State Act shall be unitary in nature and will be eligible to run Open and Distance Learning Programmes, which have been conducted by the university in conventional mode for a minimum period of five years. The Learner Support Centres or Study Centres shall be set up, within the State, with the prior approval of the University Grants Commission and as per University Grants Commission (Establishment and Maintenance of Standards in Private Universities) Regulations, 2003. In the absence of University Grants Commission approved Learner Support Centre or Study Centre, the University shall offer distance education programmes at its main campus only.

4. Admission and Programme Fees  
Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner with Self Learning Material designed and developed directly by the Higher Educational Institution which shall be solely responsible for all activities relating to admissions or registration or evaluation processes, duly approved by the respective statutory bodies of the Higher Educational Institutions. *In no case these activities shall be outsourced.* However, quality Self Learning Material developed by any other Higher Educational Institutions recognized by the University Grants Commission to run Open and Distance Learning programmes could be used under a mutual agreement after seeking approval of the University Grants Commission:

Provided that a Study Centre or Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning mode for or on behalf of any other Higher Educational Institution.

*Every Higher Educational Institution shall publicise a prospectus on the web portal of the Higher Educational Institutions, before the expiry of sixty days prior to the date of commencement of admission to any of its programmes in the Open and*

*Distance learning mode. Such a prospectus shall contain the following information for learners seeking admission to any programme of the institution and for the general public:-*

- (i) each component of the fee and any other charges or deposits payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and clear terms and conditions of such payments to be charged by the Institute;
- (ii) the percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such a learner withdraws from the institution before joining or after full completion of course or programme of study and the time within, and the manner in, which such refund shall be made to the learner;
- (iii) the number of seats approved in respect of each course or programme of Open and Distance Learning mode;
- (iv) Eligibility conditions for admission including educational qualifications specified by the relevant statutory authority or body, or by the institution, where no such qualifying standards have been specified by any statutory authority;
- (v) the process of admission and selection of eligible learners applying for such admission, including all relevant information in regard to the details of test or examination, if any, for selecting such candidates for admission to each course or programme of study and the amount of fee to be paid for the admission test;
- (vi) details of the academic faculty at the Headquarters or Regional Centres or Study Centre or Learner Support Centre, including therein the educational qualifications and experience in teaching or conduction of Open and Distance Learning programmes and also indicating therein whether such a faculty member is on regular basis or visiting or contract basis;
- (vii) the minimum pay and other emoluments payable for each category of faculty and Officers of the Institute;
- (viii) physical and academic infrastructure and other facilities, including that of each of the Study Centre or Learner Support Centre and in particular the laboratory, library and Information and Communication Technology facilities to be provided to learners on being admitted to the institution; and
- (ix) broad outline of the syllabus specified by the appropriate statutory body or by institution, as the case may be, for every course or programme of study.

#### 5. Norms for Empanelment of Academic Counsellors and Counselling Sessions

5.1. Eligibility conditions for appointment of academic counselors: No academic staff in the Study Centre or Learner Support Centre shall be appointed who does not fulfill the minimum qualifications as laid down in the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in the Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) Regulation, 2010 as modified from time to time. In addition, such academic staff should have familiarity with the characteristics of Open and Distance Learning mode learners and their needs, difference between Open and Distance Learning and conventional face-to-face education, awareness about instructional design, familiarity with the learner centered approach in blended mode of learning, ability to use different delivery media including online and computer mediated communication and Information and Communication Technology enabled learning.

5.2. Norms for Contact Programmes: Credit Based System has been followed by Open and Distance Learning single mode Higher Educational Institutions during the last more than two decades and it has got standardised for programme delivery especially by the Open Universities. Such credits depend on the total number of hours that a learner is required to cover for all activities like participation in Contact Programmes, Working on Assignments, Library Consultation etc., in completing a course. In this direction, University Grants Commission has recently issued guidelines for introduction of Choice Based Credit System (CBCS) which has been made mandatory for all Higher Educational Institutions delivering education through conventional mode. Accordingly, for Post Graduate programmes in Open and Distance Learning mode, 16 credits per semester are assigned for a total of four semesters. In Open and Distance Learning mode Programme delivery, the component of contact with teachers is comparatively much lower than the conventional or face to face mode which is complemented by self-learning on the part of the learner. Therefore, one credit in regular or face to face mode accounts for 15 teaching hours, whereas, in Open and Distance Learning mode it is 30 study hours of study including face to face contact component. Comparative credits assigned per semester in Choice Based Credit System for conventional mode and Open and Distance Learning mode for undergraduate programmes is given below in Table 1.

Table 1. Comparative Credits in Conventional and Open and Distance Learning Modes

Total	VI	V	IV	III	II	I	Semester
144	25	26	26	25	22	20	Credits Conventional mode
96	16	16	16	16	16	16	Credits in Open and Distance Learning

It will be desirable to ensure uniformity in distribution of units between the two systems as far as possible.

Thus, taking into account the number of hours indicated in Choice Based Credit System for conventional mode and the percentage of hours required for face-to-face Contact Programmes for learners in Open and Distance Learning mode, the following table is provided for norms for counseling sessions in theory and practical courses with Open and Distance Learning credit value for Open and Distance Learning mode programme delivery.

Table 2: Contact Theory and Practical Sessions

Four Courses with a total of 16 Credits per semester			
Number of Assignments	10-12 credits for theory and 6-4 Credits for practical courses	counseling for theory. only Courses:	
	contact sessions-practical**	Contact sessions-theory*	Four courses of 4 credits each
Four per semester	60 hours of guided experiments with support of internal supervisor per 2 credits	40-48 hours	16 hours per course

Note:

\*Contact session up to the extent of twenty percent could be arranged by providing Massive Open Online Courses and other online programme delivery systems.

\*\* Practical sessions to the extent of twenty percent could be provided through virtual lab mode

Comparative value of credits mentioned in the University Grants Commission Guidelines for Choice Based Credit System in conventional mode and that in practice in Open and Distance Learning mode Institutions, it is observed that for a total of six semester undergraduate programme each of nearly 5-6 months duration, 16 credits per semester are uniformly assigned in the Open and Distance Learning mode, whereas, in the University Grants Commission guidelines for conventional mode on an average 24 credits per semester have been assigned. Thus, the ratio of a credit in Open and Distance Learning mode to that of the conventional mode is 2:3. In line with the pattern of credits for Under Graduate programmes, for Post Graduate programmes in Open and Distance Learning mode, 16 credits per semester are assigned for a total of four semesters. The foregoing comparative value could be used to facilitate both vertical and horizontal mobility of learners from Open and Distance Learning mode to Conventional mode and vice versa through mutual transfer of credits.

#### 6. Deployment of manpower and other support at study or Learner Support Centres

The Study Centres or Learner Support Centres shall be headed by a Coordinator, not below the rank of an Assistant Professor and shall be augmented with academic and non-academic staff depending on the number of learners assigned for adequate support to the learners. *Capacity of intake per programme should be commensurate with the available qualified faculty in relevant area, well equipped laboratory, library, online connectivity and Information and Communication Technology facilities, and appropriate infrastructure. Normally it would be expected to restrict total intake capacity for Open and*

*Distance Learning programme to the capacity specified for a similar programme being conducted in the conventional mode by the Higher Educational Institution where the Study Centres or Learner Support Centres is located but in no case it should exceed two times of that.*

- (i) Number of qualified counsellors per theory course of 4 credits: 2 to 4.
- (ii) Number of qualified supervisors per practical course of 2 credits: 1 or more.
- (iii) Availability of laboratory: The laboratory should be in a recognised Higher Educational Institution running a similar course in conventional mode for a period of not less than 3 years.
- (iv) Ideally, total number of learners admitted at any Study Centres or Learner Support Centres should not exceed 500 at any time, but for those located in Higher Educational Institutions providing education to more than 1500 students, the total strength of Open and Distance Learning mode learners at any time should not exceed 1000, subject to fulfilment of other conditions as described under paragraph 2.

#### 7. Conduct of End Semester or Term End Examination

- (i) All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. Also, all Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s) etc. can also be identified as examination centre(s) under direct overall supervision of Open University or Higher Educational Institution offering education under the Open and Distance Learning mode.
- (ii) All processes of assessment of learners in different components of Testing and Examination shall be directly handled by the Open and Distance Learning mode Institution and no part of the assessment shall be outsourced.
- (iii) For ensuring transparency and credibility, full time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.
- (iv) The Examination Centre should have adequate seating capacity and amenities including adequate lighting, ventilation, washrooms and clean drinking water facilities.

#### 8. Monitoring of functioning of the Learner Support Centres or Study Centres

Generally, the Open and Distance Learning mode Higher Educational Institutions have to manage a fairly large and well spread system with a variety of learner centric operations for a number of heterogeneous groups of learners to meet their expectations and self-learning requirements using multimode programme delivery. To effectively manage these challenges and complex operations for a learner at a distance, a very dynamic interactive communication system between Headquarters, regional centres and study centres has to be established on priority. Thus, it is desirable that an Information and Communication Technology network connecting the Head-Quarters, Regional Centres and Study Centre or Learner Support Centres should be established at the earliest and used for faster and reliable operations such as:-

- i. username and login ID should be generated for every learner so that learners can see all relevant information as their studies progress in an Open and Distance Learning programme and also provide constructive feedback for improvement in Open and Distance Learning programme delivery;
- ii. headquarters, Regional Centres and Study Centre or Learner Support Centres should maintain a web portal giving all relevant information about the Open and Distance Learning programmes being a delivered and the content of these should be updated at least on a weekly basis;
- iii. regional centres should collect a holistic report about all functions assigned to Study Centres or Learner Support Centres and all aspects of quality of programme delivery periodically especially during the Admissions, Examinations, and Counselling Sessions etc., and at least weekly share a consolidated report with the Head quarters;
- iv. these reports along with responses by learners should be periodically analysed for the quality audit of a programme and its delivery besides the quality of performance of the Study Centres or Learner Support Centres;
- v. any remedial action should be jointly ensured by the headquarters, Regional Centres and Study Centres or Learner Support Centres promptly;
- vi. regular visits, at least twice a year by the academic staff of the Higher Educational Institution for on the spot monitoring and interaction with functionaries of the Regional Centres and Study Centres or Learner Support Centres, the learners and the counselors; and
- vii. ensuring access of "Swayam" and other repositories of Massive Open Online Courses by the learners at Study Centres or Learner Support Centres.

**Closure of Non-performing Study Centre or Learner Support Centre:**

In case a Study Centre or Learner Support Centre fails to adhere to the prescribed norms or guidelines, the Higher Educational Institution shall initiate action for closure of the centre by following due procedures, so that interest of learners are taken care by some alternative arrangement.

Annexure XI

**GRIEVANCE REDRESSAL MECHANISM****Scope of Grievance Redressal System for Learner**

The Higher Educational Institutions, offering programmes through the Open and Distance Learning mode, shall have a Grievance Redressal System and Procedure which shall be published on the portal of Higher Educational Institution and it shall be the responsibility of the concerned Higher Educational Institution to update the same as and when required. Each of the Higher Educational Institutions shall provide an online facility for submitting grievances and track their status. The Higher Educational Institution shall also be responsible for monitoring, assessing and reviewing the effectiveness of its Grievance Redressal Procedures.

**Guidelines and Standards for the Grievance Redressal System**

The Higher Educational Institution shall have the policy on Grievance Redressal System based on following guidelines and standards, namely:—

- (a) the policy should be unbiased and understandable;
- (b) there should be time line for each stage of the process;
- (c) the policy should be published on Higher Educational Institutions portal so that the learners may read and refer to;
- (d) the policy should be made available to learners with disability in appropriate format and the provision should be made accordingly in the policy document;
- (e) the authority or authorities involved in the grievance redressal process should treat and investigate facts impartially;
- (f) the Higher Educational Institutions should address the grievances in a timely manner so as to lessen interruption in learning process of the learner. The Higher Educational Institution should have the proper communication and escalation mechanism which can be operated and maintained through the online software application;
- (g) the Higher Educational Institution should maintain the confidentiality of the complainant as far as possible;
- (h) the Higher Educational Institution should ensure that officer(s) deputed for the learner support at the Higher Educational Institution, the Regional Centres and Learner Support Centre(s) are able to provide guidance on submitting grievances in the portal;
- (i) There should be a provision to withdraw a complaint without prejudice at any time during the procedure; and
- (j) The learner should be kept informed of the status in relation to his queries or grievance on priority.

**Rights and responsibilities of a learner**

- (a) The learner has right to complain regarding any aspect related to his or her learning path including programme quality, learning resources, learner support and guidance, teaching, learning and assessment.
- (b) The learner is entitled to approach the respective Learner Support Centres (in case of offline or blended learning) for submitting his or her complaint. The learners of online mode may submit their complaint directly to the Higher Educational Institution. The complaint can be submitted individually or collectively by a group of learners.
- (c) The learner should submit a formal complaint in a manner prescribed by the Higher Educational Institution regarding expression of dissatisfaction with a service provided or the lack of a service or the quality of a service. Such expression should be correlated with what the learners were entitled to receive.

**Responsibility of the Higher Educational Institution**

- (i) The Higher Educational Institution shall work with the principles of openness and collaboration.
- (ii) The Higher Educational Institution shall continuously improve the services it offers. As and when a grievance is received, the Higher Educational Institution shall investigate it thoroughly and make the necessary improvement(s) in its services.
- (iii) The Higher Educational Institution shall encourage Learner Support Centres to make initial attempts to address and resolve complaints as close as possible to the point of origin, and with the minimum of formality.



- (iv) The Higher Educational Institution shall also monitor the Grievance Redressal process through its Learner Support Centres.
- (v) The Higher Educational Institution is responsible for privacy and confidentiality unless disclosure is necessary to proceed in the matter.
- (vi) The grievance should be accompanied with the reasons for dissatisfaction and expected remedy. The learner should also give the reference of Online Grievance Registration Number generated at the time of submitting the complaint at the Learner Support Centre.
- (vii) The Head of concerned school of the Higher Educational Institution shall investigate the complaint(s) or refer the matter(s) to a more appropriate person, body or committee or departments, as appropriate.
- (viii) It shall be the responsibility of the Head of school of the Higher Educational Institution to monitor the progress and to timely resolve the matter.
- (ix) The Head of concerned school of the Higher Educational Institution will respond in writing (letters or email etc.) through offline or online mode giving reasons for a decision and action taken thereto.

RAKESH SUKUL Digitally signed by RAKESH SUKUL  
Date: 2017.06.24 17:34:48 +05'30'

INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
MAIDAN GARHI, NEW DELHI- 110068  
ACADEMIC COORDINATION DIVISION

25/9/19  
11/9/19

F. No. IG/ACD/ODL Std./135<sup>th</sup> BOM/2019/5074  
September 6<sup>th</sup>, 2019

**NOTIFICATION**

Consequent upon the approval of the Board of Management at its 135<sup>th</sup> Meeting held on 19<sup>th</sup>, July 2019 vide resolution No. BM135.17.3, and in exercise of the powers conferred by Sections 17 of IGNOU Act, 1985 and Clause (3) of Statute 7 of Statutes of the University, the Board of Management of the Indira Gandhi National Open University adopts the following Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning, notified as under:

“NOTIFICATION ON ‘STANDARDS FOR ACHIEVING EXCELLENCE IN DESIGN, DEVELOPMENT AND DELIVERY OF OPEN AND DISTANCE LEARNING.’

This notification shall apply to all academic programmes, consistent with the Objects of the University enshrined in the First Schedule of the IGNOU Act 1985, offered at the Certificate, Diploma, and Degrees at undergraduate and post-graduate levels. The research degree programmes will be guided by the relevant Ordinance of the University in this regard.

A copy of the Notification approved by the Board of Management is appended herewith. The Notification shall come into force with immediate effect.

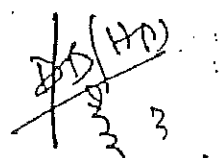
This is issued with the approval of the Competent Authority.

Encl.: As above

  
Dev Kant Rao  
Director, AC

**Copy to:**

1. All the Directors of Schools/Heads of Divisions/Units/Centres/etc.
2. Registrar Admin./SRD/SED/MPDD
3. Director, Planning & Development Division
4. Joint Secretary (DL), Dept. of Higher Education, Ministry of HRD, Shastri Bhawan, New Delhi – 110001.
5. Secretary, University Grants Commission, Bahadurshah Zafar Marg, New Delhi – 110002.
6. Dy Dir, VCO for information of the Vice Chancellor
7. Ps to PVCs for information of the Pro-Vice Chancellors
8. Concerned file
9. Notification file

  
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11/9/19

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

NOTIFICATION

(Approved by Board of Management at its 135<sup>th</sup> meeting held on 19th July 2019  
vide Resolution No. BM 135.17.3)

**STANDARDS FOR ACHIEVING EXCELLENCE IN DESIGN, DEVELOPMENT AND  
DELIVERY OF OPEN AND DISTANCE LEARNING**

(Under Clause (3) of Statute 7 of Statutes of the IGNOU Act, 1985)

In exercise of the powers conferred by Sections 17 of IGNOU Act, 1985 and Clause (3) of Statute 7 of Statutes of the University, the Board of Management of the Indira Gandhi National Open University adopts the following Standards for Achieving Excellence in Design, Development and Delivery of Open and Distance Learning, namely:

**PART-I**

**PRELIMINARY**

**1. SHORT TITLE, APPLICATION and Commencement**

- 1.1 This notification may be called the NOTIFICATION ON 'STANDARDS FOR ACHIEVING EXCELLENCE IN DESIGN, DEVELOPMENT AND DELIVERY OF OPEN AND DISTANCE LEARNING.'
- 1.2 This notification shall apply to all academic programmes, consistent with the Objects of the University enshrined in the First Schedule of the IGNOU Act 1985, offered at the Certificate, Diploma, and Degrees at undergraduate and post-graduate levels;
- 1.3 The research degree programmes will be guided by the relevant ordinance of the University in this regard.
- 1.4 Definitions:
  - (i) "Academic session" means duration of twelve months beginning either in the month of January or July of every year;
  - (ii) "Act" means the Indira Gandhi National Open University Act, 1985 (50 of 1985);
  - (iii) "Authorities" are as defined in section 16 of the IGNOU Act 1985.
  - (iv) "Blended learning", for the purpose of this notification, means a teaching methodology that combines the ODL/online educational methods with laboratory, practical, skill etc. learning through face to face methods for transacting such components of the programme.
  - (v) "Choice Based Credit System (CBCS)" is a flexible system of learning that permits students to learn at their own pace, choose electives from a wide range of elective courses offered by the Schools of Studies of the Indira Gandhi National Open University for students to select from the prescribed courses and adopts an inter-disciplinary approach in learning;
  - (vi) "Centre for Internal Quality Assurance" (CIQA) means a Centre established by the Indira Gandhi National Open University for ensuring the quality assurance standards as spelt out in this notification;

- (vii) "Credit" means the unit award gained by a learner for specific content by study efforts of a minimum of thirty hours required to acquire the prescribed level of learning in respect of that unit;
- (viii) "Degree" means a degree specified under sub-section (3) of section 22 of the University Grants Commission Act, 1956 (3 of 1956);
- (ix) "eLearning Management System": eLearning Management System means a system to keep track of delivery of e-Learning Programs, learner's engagement, assessment, results and reporting in one centralized location;
- (x) "Examination Centre" means a place where examinations are conducted for the IGNOU learners and is having the requisite infrastructure and adequate manpower for smooth conduct of examinations;
- (xi) "Franchising", for the purpose of this notification, means and includes the practice of allowing, formally or informally, any person or institution or organization, other than a Higher Educational Institution, constituent units of a Higher Educational Institution, affiliated Colleges of a Higher Educational Institution and IGNOU recognized Learner Support Centres for offering Open and Distance Learning programmes, to offer such programmes of study on behalf of or in the name of the University, and the terms 'franchise' and 'franchisee' shall be construed accordingly;
- (xii) "UGC" means University Grants Commission under UGC Act 1956.
- (xiii) "Higher Education" means such education, imparted by means of conducting regular classes or through distance/online education system(s), beyond twelve years of schooling leading to the award of a Degree or Certificate or Diploma or Postgraduate Diploma;
- (xiv) "Higher Educational Institution" means a university covered under clause (f) of section 2 and an institution deemed to be a university covered under section 3 of the University Grants Commission Act, 1956, which is imparting by means of conducting regular classes or through Open and Distance Learning systems, higher education or research therein;
- (xv) "Learner Support Centre" means a centre established, maintained or recognized by IGNOU for advising, counselling, admission, curriculum transaction, providing interface between the teachers and the learners, and rendering any academic and any other related service and assistance required by the learners; It is the same as study centre as defined in IGNOU Act 1985 and the term 'Lerner Support Centre' and the 'Study Centre' shall be construed accordingly;
- (xvi) "Learner Support Services" means and includes such services as are provided by IGNOU in order to facilitate the acquisition of teaching-learning experiences by the learner to the level prescribed by this notification and IGNOU Act 1985 in respect of a programme of study;
- (xvii) "MOOCs" means Massive Open Online Courses as defined under clause 3.6 of UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation 2016.
- (xviii) "Open and Distance Learning" means a mode of providing flexible learning opportunities by overcoming separation of teacher and learner using a variety of media, including print, electronic, online and occasional interactive face-to-face meetings with the presence of an Higher Educational Institution or Learner Support Services to deliver teaching-learning experiences, including practical or work experiences.
- (xix) "Programme" means a course or programme of study leading to the award of a Degree at graduate and post-graduate levels including Certificate or Diploma or Post Graduate Diploma;

- (xx) "Professional Programme" means programme(s) in a stream of study for which there is a Statutory/Regulatory Authority. (Example: For the management stream of study, the Statutory Regulatory Authority is AICTE.)
- (xxi) "Self Learning Material" means and includes contents in the form of course material, whether print or non-print, which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study, but does not include text-books or guide-books;
- (xxii) "Stream of Study" means a broad area of education for which undergraduate and postgraduate degrees are recognised by UGC.
- (xxiii) SWAYAM is an IT platform developed and made functional by the Ministry of Human Resource Development of Government of India for the purpose of offering online learning courses on the MOOCs pattern;
- (xxiv) University means Indira Gandhi National Open University (IGNOU).

## PART-II

### STANDARDS FOR HUMAN RESOURCES AND INFRASTRUCTURE

2. The University will have human resources, IT and other infrastructure, processes, systems and structures in place to offer academic programmes.
3. All the academic programmes of the University will be housed in the Schools of Studies, each of which shall be headed by a Director appointed as per the provisions contained in Statute 4(1) (ii) (a). The University will offer academic programmes at the certificate, diploma, post graduate diploma and degree level (undergraduate and post graduate) for which faculty exists in the relevant Discipline/Area of Study in Schools of Studies.
4. The standards for human resources in the Schools of Studies and Divisions/Centres/Cells/Units and the physical infrastructure to be maintained by the University at its Headquarters will be as per Annexure 1.

## PART-III

### STANDARDS FOR PLANNING, DESIGN AND DEVELOPMENT OF ACADEMIC PROGRAMMES

5. CURRICULUM PLANNING
  - 5.1 The University will develop appropriate need-based curriculum relevant to the local, regional, national and global trends, in consultation with subject experts, industry, policy planners, stakeholders etc., with adequate provisions for flexibility, skill enhancement, soft skills, to suit the professional, employment and academic needs of the learner; and to carry out the activities related to curriculum planning. The University will have adequate processes in place. The planning of an academic programme of the University will be done in accordance with the guidelines prescribed by the Planning Board and Academic Council.
  - 5.2 The academic programmes at different levels will be based on the credit system as given in Annexure 2 or in accordance with the guidelines decided by the Academic Council from time to time. The credit requirements for the programmes may be modified by the relevant Authority(ies) of the University from time to time.
  - 5.3 To ensure excellence in the Degrees awarded, IGNOU will ascertain that its course curriculum is at least at par to course curriculum prescribed by corresponding Statutory or Regulatory bodies, if any.
6. DEVELOPMENT OF ACADEMIC PROGRAMMES: COURSE DESIGN AND DEVELOPMENT OF SELF LEARNING MATERIALS

- 6.1 The design and development of an academic programme/course and its revision/addition/deletion will be done in accordance with the procedure prescribed in Annexure 3 and involve the approval of the programme development proposal by the respective School Board and Academic Council. The Programme fee and the Programme and Course codes for the Programme will be decided as per the guidelines prescribed by the relevant Authority(ies) of the University.
- Provided that, for a stream of study (e.g. nursing, information technology, architecture, management etc.), for which a Statutory Authority or Regulatory Authority exists, the programmes falling within that stream of study will be offered only after the prior approval of the respective Statutory Authority or Regulatory Authority.
- 6.2 A multiple media approach will be adopted for imparting instructions to the learners following the systems approach to instructional design, comprising need analysis, identifying and defining the target groups, learner profile, selection of appropriate media, curriculum design and development, course design and development, pilot testing, launch of the programme, and programme delivery. The development of the Self-Learning Material (SLM) will be as per the guidelines approved by the Academic Council.
- 6.3 The revision of an academic programme or course or deletion/addition of course (s) in an existing Programme in the University will be done in accordance with the procedure prescribed in Annexure 3 and involve the approval of programme revision proposal by the respective School Board and/or Academic Council.
- 6.4 In subject areas where content obsolescence is fast, content will be updated as and when necessary (once every year, if required) to keep the courses up to date.
- 6.5 The Centre for Online Programmes will facilitate the offering of online programmes/courses by the Schools of Studies of the University.
- 6.6 While designing and developing online programmes, the Schools of Studies will explore the possibilities of incorporating MOOCs and OERs developed by external Institutions subject to the condition that such incorporation is duly approved by the School Board and Academic Council for the programme/course concerned. The extent of externally developed MOOCs and OERs in a programme course will be decided by the Academic Council on the recommendations of the School Board concerned.
- 6.7 The University shall endeavour to organize its programmes on the basis of modular structure, flexibility in the combination of courses as well as methods and pace of learning, flexible admission criteria, course wise registration for various programmes, credit transfer, recognition of prior learning, etc.
- 6.8 The minimum duration for any degree level programme will be consistent with the norms prescribed by the UGC. The Academic Council may also prescribe such other conditions as the students have to fulfil to become eligible for the award of degrees, diplomas and certificate.
- 6.9 The maximum duration for each academic programme offered by the University leading to the award of a degree, diploma / certificate shall be prescribed by the Academic Council on the recommendations of the respective School Board.

#### PART-IV

### STANDARDS FOR DELIVERY OF ACADEMIC PROGRAMMES

#### USE OF MULTI MODE FOR PROGRAMME DELIVERY

- 7.1 Consistent with the Objects of the University, the University will take such measures as are necessary to adopt multi-modes using Information and Communication Technologies (ICT) for enhancing effectiveness of teaching-learning processes,



administrative functioning, maintenance of updated information at all times in respect of admission, registration, learner feedback, certification, and all aspects of student support. In addition to printed SLM electronic media, ICT and digital resources will be used for curriculum transaction depending on the nature of the programme, learner profile and instructional design.

- 7.2 The Schools of Studies in collaboration with concerned Divisions/Centres/Units of the University will be responsible for preparing a complete instructional package for delivery to heterogeneous learners. Regional Services Division, through the Regional Centres, will be responsible for organising and supervising programme delivery to learners.

8. **TEACHING-LEARNING PACKAGE**

The Programme delivery will entail providing opportunities to learners for teaching-learning through one or a combination of the components of the instructional package, as detailed in Annexure 4.

**PART-V**

**STANDARDS FOR LEARNER SUPPORT SYSTEM**

9. **LEARNER SUPPORT SYSTEM**

- 9.1 The University shall maintain a learner support system having three tiers – the Headquarters (HQs), Regional Centres (RCs), Study Centres (SCs) / Learner Support Centres (LSCs) - established or recognized by the University.
- 9.2 The Regional Centres will be set up as per norms that *inter alia* will include procedures for establishment, functions, infrastructure and staffing norms as decided by the Authority(ies) of the University from time to time. The Regional Centres will be assessed for adherence to quality norms as prescribed by Authorities of IGNOU
- 9.3 The Study Centre/Learner Support Centre will be recognised by the University for the purpose of advising, counselling or for rendering any other assistance required by the students during their course of study with the University. It will be set up as per norms that *inter alia* will include procedures for establishment, functions, infrastructure and staffing norms as decided by the Authority(ies) of the University from time to time.
- 9.4 The Study Centre/Learner Support Centre will be recognised by the University as per specified norms laid down by Authority(ies) of the University. All learners, except those admitted in the online programmes, will be attached to a Study Centre/Learner Support Centre.
- 9.5 If the facilities for the conduct of practicals/practicum components of a specialised programme are not available at the Study Centre/Learner Support Centre, the same will be provided at institutions having the human and physical infrastructure resources as prescribed by the School Board and (or Authority(ies) of the University. To that end, use of blended learning will be adopted to the extent possible for enhancing the learning experience. The norms for development of blended learning will be at par with or superior to the norms (if any) prepared by corresponding regulatory authorities.
- 9.6 The learner support services to the learner shall include pre-admission counselling, support for admission related matters, opportunities for teaching-learning using ICT, facilities for guidance and counselling for the theory and practical courses, library services, formative assessment and feedback on performance through assignments and other assessment tools, summative assessment through term end examination for both theory and practical courses, providing grievance redress, etc. University will endeavour to provide these through digital means as far as possible.

- 9.7 Student-teacher interaction: In order to promote interactive learning and discussion, an Online interaction system will be in place by IGNOU.

## 10. STUDY CENTRE/LEARNER SUPPORT CENTRE

- 10.1 Study Centres (SCs)/Learner Support Centres (LSCs) will be recognised by the University, in a College or Institute affiliated to a recognized Higher Educational Institution or a Government recognized Higher Educational Institution offering conventional mode programmes of equivalent level in the same or allied broad areas under the relevant faculty and having the necessary digital infrastructure and availability of qualified faculty having eligibility (decided by the School Board and Academic Council for a given programme) to be appointed as Academic Counsellors for engaging theory contact sessions and supervising practical sessions in laboratory or field.

Provided that, in case of exigency or non-availability or non-willingness of an Institution/ College as specified above for a specialised programme or a special component of a programme, the University (IGNOU) may activate Study Centre/Learner Support Centre at the Government aided/affiliated/recognized Research and Extension Institutions such as Krishi Vigyan Kendras, State Training Institutes/ Industrial Training Institutes; Government Organizations/ Departments; Accredited Laboratory; Cooperatives; Government Licensed Industry; and approved Skill Development Centres/Vocational Institutes having infrastructure, facilities and human resource as specified by the School Board of the School of Studies for a programme or a few courses of a programme.

- 10.2 Availability of Academic Counsellors for a particular programme will be a major criterion for allotting learners to the SC/LSC. The minimum qualification for an Academic Counsellor will be as prescribed for the Assistant Professor by UGC from time to time. Additional eligibility criteria/conditions, if any, for appointment of Academic Counsellors for a programme will be as approved by the Academic Council on the recommendations of the School Board.
- 10.3 For courses in the professional programmes, skill development and such other specialised areas, the School Board and the Academic Council may prescribe separate eligibility criteria for the appointment of Academic Counsellors.
- 10.4 The University may close or suspend or shift a Study Centre/Learner Support Centre or Special Study Centre, if it feels that support services are not being provided as per the requirement of the University or any other reason.
- 10.5 The University will not offer education or any part thereof through any Franchisee.

### PART-VI

#### ADMISSION

11. Admission to academic programmes/courses offered by the University will be done and the fee thereof will be charged in the manner laid down in the relevant Ordinances of the University. The University shall not engage in commercialization of education in any manner whatsoever, and shall strive to ensure equity and access to all deserving learners.

### PART-VII

#### STANDARDS FOR LEARNER ASSESSMENT AND EVALUATION

## 12. LEARNER ASSESSMENT AND EVALUATION

- 12.1 The University will use formative/continuous and summative/ term end evaluation for assessing the progress of its learners and evaluation of their performance.
- 12.2 The successful completion of a course/programme of study for the award of degree/diploma/certificate will be determined on the basis of the performance of





learners enrolled in the relevant course/programme in the manner laid down in the relevant ordinance of the University.

### 13. EXAMINATION CENTRE

13.1 The 'Examination Centre' shall be established by the University, subject to the following:

- i) The University will locate the Examination Centre in a College or Institute affiliated to a recognized HEI or a Government recognized Higher Educational Institution including approved affiliated colleges to an HEI having the necessary infrastructure.
- ii) In case the types of Institutions mentioned at (i) above are not sufficient to meet the requirement in a city/town, the University will locate the Examination Centre(s) in the available Government schools such as Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik School, and other Schools recognised by the respective State School Education Board etc.
- iii) In case the types of Institutions mentioned at (i) and (ii) above are not sufficient to meet the requirement in a city/town, the University may locate the Examination Centre(s) at Krishi Vigyan Kendras, State Training Institutes/ Industrial Training Institutes; Government Organizations/ Departments; Accredited Laboratory; Cooperatives with the prior approval of the competent authority.
- iv) The University may appoint an observer – a person not associated with the Institution where the Examination Centre is located – for the Examination Centres wherever it deems fit and it shall be mandatory for the observer to submit a report to the University in the prescribed format.
- v) For the conduct of examinations for the online programmes, the University will follow the relevant provisions for proctored examination as available on SWAYAM platform and to this end will have appropriate systems in place.

### 14. FACILITIES FOR PERSONS WITH DISABILITIES (PWDs)

Guidelines for the purpose of conducting written examination for persons with disabilities will be as per the uniform and comprehensive guidelines for conducting examination for the persons with disabilities issued by the Commissioner of Persons with Disabilities (CCPD), Ministry of Social Justice & Empowerment, Govt. of India from time to time.

## PART-VIII

### AWARD OF DEGREES, DIPLOMAS AND CERTIFICATES

15. The University may award the Degrees, Diplomas and Certificates to students who have successfully completed the prescribed programme of study in each case in the manner laid down in the relevant ordinance of the University.

## PART-IX

### STUDENT GRIEVANCE REDRESS MECHANISM

16. The University will have a centralised mechanism to work effectively on the grievances received from various portals of the Government of India, namely CPGRAMS Portal, UGC on line Portal, iGRAM, Delhi Govt. Public Grievance Monitoring System and RTI MIS Portal, linking all RCs and Divisions, Centres and Schools of Studies with the Student Service Centre at the headquarters, thereby establishing/strengthening linkages in the Grievance Redress Network of the University.

## PART-X

## QUALITY ASSURANCE MECHANISM

17. The University, through its various Units, will strive to achieve total quality in all its operations – Planning, Programme Development, Delivery and Learner Assessment. Towards this end, the following Units of the University will engage with different aspects of quality assurance in various facets of its activities:
- 17.1 P&DD (Planning and Development Division) shall be the principal planning body of the University and shall also be responsible for the monitoring of the developments of the University on the lines indicated in the objects of the University.
  - 17.2 STRIDE (Staff Training and Research Institute in Distance Education) will provide training to academic and administrative staff of the University to adopt best practices for programme design, development, delivery and assessment.
  - 17.3 NCIDE (National Centre for Innovation in Distance Education) will work towards sensitising the faculty to adopt innovative programme design, development, delivery and assessment models with a view to enhance the quality of teaching-learning experiences of the learners.
  - 17.4 COE (Centre for Online Education) will organise capacity building training programmes/workshop for ICT mediated teaching-learning.
  - 17.5 CIQA (Centre for Internal Quality Assurance), for the quality assurance purposes, will act as a coordinating unit for seeking assessment and accreditation from a designated body for accreditation like NAAC etc, undertake self-evaluative and reflective exercises for continual improvement in all the systems and processes of the University, devise mechanisms for interaction and obtaining feedback from various Schools/ Divisions/Units/Centres of the University and students, employers and stakeholders as inputs for quality improvement, organize workshops or seminars on quality related themes; develop and collate best practices in all areas leading to quality enhancement in services to the learners and share the same with the Schools.
  - 17.6 QACC (Quality Assurance Coordination Committee): University will have a Quality Assurance Coordination Committee under the chairmanship of Vice Chancellor and will consist of members from P&DD, STRIDE, NCIDE, COE, CIQA (as decided by Vice Chancellor). Vice Chancellor is authorised to co-opt other members as considered appropriate.

### PART-XI

#### INTERPRETATION AND REMOVAL OF DIFFICULTY

##### 18. Interpretation Clause-

In the event of conflict of opinion with regard to interpretation of provisions of this notification, the opinion of the University shall be final.

##### 19. Removal of Difficulty-

University reserves the right to remove difficulty/difficulties in the course of implementation of this notification in consultation with the Government of India, Ministry of Human Resource Development.

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STANDARDS FOR HUMAN RESOURCES AND INFRASTRUCTURE

Annexure 1

**A. Schools of Studies**

1. Each School of Study will be headed by a Director as per the provisions contained in Statute 4(1) (ii) (a).
2. The Schools of Studies will comprise 'disciplines' and/or 'areas of studies' as decided by the authority(ies) of the University.
3. The number of teachers in a discipline in the School of Studies will be as follows:
  - a) Professor: 1
  - b) Associate Professors: 2
  - c) Assistant Professors: 4
4. The number of teachers in an 'area of study' in a School will be as decided by the Authority(ies) of the University from time to time.
5. The number of teachers will be increased/decreased in Schools of Studies based on the volume of work and as decided by the - Authority(ies) of the University.
6. The number of administrative staff will be as decided by the Authority(ies) of the University from time to time.

**B. Divisions/Centres/Cells/Units**

Each Division/Centre/Cell/Unit will be headed by a Director/Registrar/Head as prescribed in respective Statutes and Resolutions of the Board of Management (BOM) from time to time. The staffing pattern and the number of staff at Divisions/Centres/Cells/Units will be based on the volume of work and as decided by the Authority(ies) of the University from time to time.

**C. Electronic Media Production Centre**

The Electronic Media Production Centre (EMPC) meant for Audio-Video production, broadcast and streaming services will be headed by a Director as prescribed in respective Statutes and Resolutions of the Board of Management (BOM) from time to time. The norms for technical infrastructure and staff at EMPC will be as decided by the Authority(ies) of the University.

**D. Centre for Online Education**

The technical and other infrastructure required for e-content creation and its delivery to learners for online programmes through LMS will be created as per the requirement and decided by the Authority(ies) of the University. These facilities will also be used for enhancing online academic and other support to learners of other programmes of the University.

**E. Regional Centres**

Every Regional Centre will be headed by a Regional Director as prescribed in respective Statutes and Resolutions of the BOM from time to time. The staffing pattern and the number of staff at the Regional Centres will be based on the volume of work and as decided by the Authority(ies) of the University from time to time.



F. Minimum Physical Infrastructure at Headquarters

Total built-up area for Open and Distance Learning activity: Minimum 100000 sq. ft. (carpet area):

Sl.No.	Built-up Area Type	Percentage (%)	Built-up Area (Carpet Area, in sq ft)
1.	Academic	50%	50000
2.	Administrative	10%	10000
3.	Academic support such as: Library, Reading room, Computer Centre, Informational and Communication technology Labs, Video and Audio Labs etc	30%	30000
4.	Amenities or other support facilities	10%	10000
		Total	100000

Note: Built up area for toilets shall be separate.

- 7A -

Annexure 2

CREDIT NORMS FOR DIFFERENT LEVELS OF PROGRAMMES

The credit norms for the academic programmes at different levels i.e. Certificate, Diploma, PG Diploma, Degrees at the UG and PG levels will be as given below and/or as per the norms approved by the Academic Council from time to time:

Level of the programme	No. of Credits	Minimum Duration	Maximum Duration
Certificate	16-20	6 months	2 years
Diploma/PG Diploma	32-36/36-40	1 year	4 years
Bachelor's Degree under UGC-CBCS	132*	3 years	6 years
Bachelor's Degree (Honours) under UGC-CBCS	148*	3 years	6 years
Master's Degree	64-72	2 years	5 years



A. PROCEDURE FOR DESIGN, DEVELOPMENT AND REVISION OF ACADEMIC PROGRAMMES/COURSES

1. The design and development of an academic programme will be initiated by the School once the approval for its Programme Proposal Form has been accorded by the Planning Board on the recommendations of the School Board.
2. A Programme Expert Committee will be constituted as per the Statute 10 A (4) (ii) of the IGNOU Act, 1985 which will deliberate and decide all academic aspects of the Programme, viz., the Programme objectives, broad Programme structure, instructional strategy including various media components, curriculum of the Programme, eligibility criteria for admission, duration, learners' profile, credit weightage, programme delivery and 'student support service mechanism, evaluation methodology, weightage for continuous and term end evaluation in accordance with the University Statutes and Ordinances. The Programme Expert Committee should comprise faculty from reputed academic and research institutions along with the internal faculty members.
3. Subsequent to the Programme Expert Committee meeting, the Programme Coordinator (s)/Course Coordinator (s), who will be IGNOU Faculty member(s) of the concerned School, will initiate Course Design Committee meetings for the individual courses of the Programme. The Course Design Committees will be constituted as per the laid down provisions of the University. The Course Design Committee should comprise faculty from reputed academic, research institutions and professional organisations along with the internal faculty members.
4. The Course Design Committee will finalise the detailed course syllabus and instructional design for the course.
5. The concerned internal faculty of the School will participate in Programme Expert Committee and Course Design Committee meetings. For design of courses and development of SLM of the Courses, the internal faculty concerned will assign, among themselves, the responsibility of Course Coordination which will involve taking all academic responsibilities related to all aspects of a course including its development, production and maintenance as decided by the University from time to time. To develop SLM, the internal faculty may involve subject experts drawn from reputed academic and research institutions. The intent here is to develop SLM which will be known both for its quality and ease of comprehension. The Programme Coordinator(s) along with the Course Coordinators will generate, on their own as well as with the help of the Programme Expert Committee and Course Design Committee, the names of Course Writers and Editors for different Courses of the Programme and obtain the approval of these names as per the laid down provisions and University norms specified from time to time.
6. The fee of the programme will be worked out in consultation with the Planning and Development Division as per due procedure approved by the Planning Board.
7. On the basis of the inputs from the Programme Expert Committee, Course Design Committees, the Programme Coordinator(s) will prepare the Programme Development Proposal, in a prescribed proforma approved by the Planning Board, for consideration and approval of the School Board and the Academic Council. The development of courses will commence, once the approval of Academic Council is accorded.
8. For developing the Self Learning Material (SLM) for the Courses, the internal faculty concerned in the School will adopt the Course Team approach.

- 7
9. When at least 50 per cent of the SLM are available in the print form and arrangements for delivery of the programme have been made by the Regional Services Division of the University, the concerned School will inform the Division(s) concerned about the readiness for launch of the Programme so that the admission to the Programme may be announced in the next Admission Cycle.

B. REVISION /ADDITION/ DELETION OF COURSE(S) IN EXISTING PROGRAMMES

1. The process of revision and redesign of curricula shall be based on recent developments and research in the concerned Disciplines/Areas of study, changes in pedagogy and feedback from the stakeholders including learners, and take into account the market dynamics, industrial developments, and societal needs.
  2. Periodic revision of curriculum and corresponding changes in the instructional resources, regular updating of the contents, particularly in the subject areas with rapid content obsolescence, will be done for the benefit of the learners to maintain the dynamism of the programme and make the learning outcomes relevant in the context of the changing ecosystem of the country / region/ state.
  3. For revision of a programme/ course or addition of a new course in the existing programme, the Programme Coordinator(s) will follow the procedure approved by the relevant Authority(ies) of the University.
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TEACHING-LEARNING PACKAGE

The Programme delivery will consist of providing opportunities to learners for teaching-learning through one or a combination of the following components of the instructional package:

1. **Self-Learning Material (SLM) in Print:** Printed SLM will be one of the components used for transaction of the curriculum of the programmes of the University. SLM will be prepared by the teachers of the University with the involvement of nationally and internationally reputed subject experts drawn from different HEIs and specialized Institutions in the area.
2. **Audio-Video programmes:** Audio and video programmes will be produced as per the curricular requirement of academic programme for better clarification and enhancement of understanding of the course material given to the learner. The audio and video programmes will be developed under the overall academic supervision of the teachers of the University by the producers, graphic designers, editors, etc.
3. **Broadcasts:** The video programmes will be telecast on National Network of Doordarshan and GyanDarshan. GyanDarshan is the educational channel of India co-ordinated by Electronic Media Production Centre (EMPC) of the university. The broadcast schedules for the programmes will be uploaded on the IGNOU website.
4. **Teleconferencing:** Live sessions will be conducted via satellite through interactive GyanDarshan Channel (GD-2) from the University studios at EMPC as per the curricular requirement of programme. The schedule for Teleconference will be drawn in advance and made available on the IGNOU website.
5. **Practical/Project/Field work/Skill training/Internship/Workshops/Seminars, etc.:** Sessions for these will be held at Study Centres (as specified at Clause 10.1) having necessary facilities for the same.
6. **GyanVani:** The University is the nodal agency for operationalising the GyanVani network dedicated to education and development. Depending on the curricular requirements of a programme, Interactive Radio Counselling (IRC) sessions will be conducted through GyanVani.
7. **GyanDhara:** GyanDhara is an internet audio counselling service of the University. Learners can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone, e- mail and through chat mode.
8. **Web-support:** IGNOU Headquarters and Regional Centres will provide web support to the learners.
9. **Webinars/ Web conferencing:** This facility will also be used for delivery of programmes, as per the curricular requirement of programme, as well as for periodic review and monitoring of the Regional Centres and Study Centres.
10. **e-Gyankosh:** The University has a dedicated portal, eGyanKosh, which acts as a repository of all the printed SLM and audio and video programmes of the University. The link to eGyanKosh will be made available to the students as well as all stakeholders through IGNOU website.
11. **e-Learning material:** University shall effectively use the e-learning material to supplement the academic content of its programmes.
12. **e-Content through Mobile App:** Delivery of digitized SLM to the learners through mobile App will be made available to facilitate their learning.
13. **SWAYAM:** Courses available on SWAYAM will be allowed to be considered for credit requirement of ODL course work of IGNOU in line with the credit limits as prescribed in SWAYAM





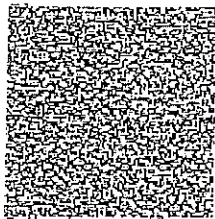
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## INDIA NON JUDICIAL

Government of National Capital Territory of Delhi

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Certificate No.	: IN-DL194017412549050
Certificate issued Date	: 25-Apr-2016 03:43 PM
Account Reference	: IMPACC (IV) dIB151031 DELHI DL-DL.H
Unique Doc. Reference	: SUBIN-DL DL015103426329045322850
Purchased by	: INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Description of Document	: Article 4 Affidavit
Property Description	: Not Applicable
Consideration Price (Rs.)	: 0 (Zero)
First Party	: INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Second Party	: Not Applicable
Stamp Duty Paid By	: INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Stamp Duty Amount (Rs.)	: 100 (One Hundred only)



Please write or type below this line

I, Prof. S.B. Arora, Vice Chancellor (Ac) of INDIRA GANDHI NATIONAL OPEN UNIVERSITY, MAHDAN GARH NEW DELHI-110068 do hereby solemnly affirm and declare as under:

I, This our university namely INDIRA GANDHI NATIONAL OPEN UNIVERSITY, MAHDAN GARH NEW DELHI-110068 wish to apply for the recognition of programmes to be offered under Open and Distance Learning mode with effect from the academic session 2018-19 beginning in July, 2018.

## Stamp Duty Note:

- The authenticity of the Stamp Certificate should be verified at [www.dishastamp.com](http://www.dishastamp.com). Any discrepancy in the details on this Certificate and as available on the website renders it invalid.
- The issue of duplicate certificate is on the issue of the certificate.
- In case of any discrepancy please inform the Controller, Stamp Duty.

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2. I have fully understood the clauses, terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning) Regulations, 2017 along with two amendments thereof notified on 11.10.2017 and 06.02.2018.

3. That university has submitted the proposal as per the University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments as mentioned in para 2 above.

4. That university has submitted the proposal ONLINE through the designated portal and is also submitting duly certified three hard copies of the same proposal along with all the annexures, within the specified period, to UGC.

5. That university is eligible in all respect to apply for offering education through open and distance learning mode as per UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above.

6. It is also declared that academic and instructional facilities at its Regional Centres and Learning Support Centres (Study Centres) meet all the conditions of UGC (ODL) Regulations, 2017, its amendments as mentioned in para 2 above and guidelines issued from time to time, and are commensurate with the number of academic programmes and learner's strength thereto. It is also declared that these are as per the other applicable Regulations of UGC.

7. That the university has not been offering education through open and distance learning mode so far.

OR

That the University has been offering education through open and distance learning mode with the approval of UGC/erstwhile DEC and has not violated any of the terms and conditions as stipulated in the approval/recognition letter No. F No. 6-2/2016 (DEB-1)347 dated 4<sup>th</sup> JULY 2016 and norms issued by the relevant/concerned/sanitary bodies from time to time.

8. That the university shall scrupulously abide by UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above while imparting education through open and distance learning mode after getting the approval of UGC.

9. That all the information given by the university in the proposal submitted to UGC is complete, true and correct.

10. That I am fully aware of the consequences, if the University fails to abide by UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above.

11. That I am fully aware that in case any information, documentary evidence submitted/produced by the University is found to be false or fake at a later stage or in case of any violation, the recognition of University shall be withdrawn and UGC may also take other punitive measures mentioned in UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above. I am also fully aware that it is the sole responsibility of the University for the correct consequences of students, if any, arising out of the same.

Verification:

I, the above named deponent do hereby verify on 22/07/2018 at NEW DELHI that the statements mentioned above are correct and true statements.

DEPONENT  
अजयन एल. बी. अर्जेत  
कुलपति (प्रमुख) एवं  
प्रो. ए. ए. अर्जेत  
विश्व विद्यापीठ (डी) दिल्ली

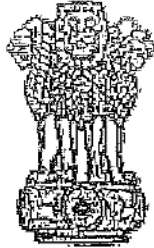
DEPONENT

अजयन एल. बी. अर्जेत  
कुलपति (प्रमुख) एवं  
प्रो. ए. ए. अर्जेत  
विश्व विद्यापीठ (डी) दिल्ली

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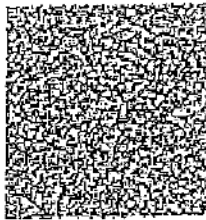
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Certificate No.	: IN-DL184030362487570
Certificate Issued Date	: 28-Apr-2018 03:44 PM
Account Reference	: IMPACC (IV) 0515103/ DELHI/ DL-DLH
Unique Doc. Reference	: SUBIN-DL/DL/18/10342032252/305240
Purchased by	: INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Description of Document	: Article & Affidavit
Property Description	: Not Applicable
Consideration Price (Rs.)	: 0 (Zero)
First Party	: INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Second Party	: Not Applicable
Stamp Duty Paid By	: INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Stamp Duty Amount (Rs.)	: 100 (One Hundred only)



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### Additional Affidavit

I, Prof. S.B. Anon, Vice Chancellor (He) of Indira Gandhi National Open University, Maidan Garhi, New Delhi-110068 do hereby solemnly confirm and declare as under:

1. Resolution of 1161 for establishment of Department of Distance Education: The University is established by an Act of Parliament (No. 50 of 1985) as "An Act to establish and incorporate an Open University at the National level for the introduction and promotion of Open University and distance education systems in the educational pattern of the country and for co-ordination and

### Statutory Notice

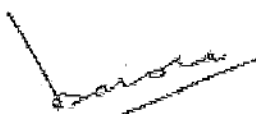
1. The genuineness of the Stamp Certificate should be verified at [www.india-stamp.com](http://www.india-stamp.com). Any discrepancy in the details in the Certificate will be available on the website and be treated.
2. The mode of checking the genuineness is on the basis of the certificate.
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determination of standards in such systems". Accordingly, the IGNOU is a National Open University to act as a Central University as well as a body to promote and coordinate Open University and Distance Education Systems as well as determine their standards. Hence the present form meant for Department or Centre of Distance Education doesn't apply to the University. A copy of the relevant extracts of the IGNOU ACT, 1985 has been uploaded. Copy of the IGNOU ACT, 1985 is available on the website of the University i.e. [www.ignou.ac.in](http://www.ignou.ac.in). A complete set of the IGNOU ACT 1985 is also being submitted along with the hard copies of the online application and relevant annexures.

2. While registering on the UGC DEB portal, the DEB has categorized IGNOU as Central University under dual mode institutions like Delhi University and JNU, where as IGNOU is a central University as well as National Open University established by an Act of the Parliament with Pan India mandate as well as mandate for international operations. Accordingly, certain aspects of the registration portal doesn't apply to IGNOU as well as certain aspects mandated to the National Open University are also not covered in application form on the UGC-DEB portal. However, all such available fields have been filled-in since the registration form doesn't permit to move ahead to next page till the all the entries are completed in the previous/current page. All such aspects/ areas/ discrepancies are summarized below in the following paragraphs.

- (i) Since, IGNOU is a National Open University with mandate to act as an Open University as well as a body to promote and coordinate Open University and Distance Education Systems as well as determine their standards, hence there is no such provision to have only one School/department/Centre for distance education as in case of dual mode University. The IGNOU has 21 Schools of Studies 42 Departments/Divisions, 05 Centres, and 67 Regional Centres having more than 2000 academic and administrative staff to manage the system. Accordingly, Students Registration Division is looking after the student admission/registration, the same has been entered as Registrar, Student Registration Division (SRD).
- (ii) In territorial jurisdiction there is no such provision of National jurisdiction in the application form on the online portal of UGC-DEB. Since as per Section 6 of the University's Act, "The University shall have in the exercise of its powers have jurisdiction over the whole of India and to the Study Centres outside India", the University has opted "Outside Country Also".
- (iii) The details of pass out students in Table 1.4. could not be given for 2017-18, as the University is yet to conduct June Term End Examination and declare results for the session.
- (iv) Two of the Academic programmes i.e. BSc (Fashion Design) and B.Sc. (Culinary Arts) are not included although reported previously to the UGC DEB for approval as the PPPs and SLMs of these programmes are yet to be approved by the Statutory body of the University.
- (v) Regional Centre Details: The Regional Centres of the University are extended Departments of the University with the mandate of curriculum transaction, conducting academic counseling for theory and practicals, conducting examination, evaluation of assignments and answer scripts and overall learner support service through its learner support centres in their respective jurisdictional areas in the different part of the country. IGNOU RCs have permanent academic and administrative staff, headed by an academic at the level of the Regional Director. The Learner Support Centre Coordinators are part



time staff of the concerned Learner Support Centre for coordinating and managing the operations at the Learner Support centres.

- (vi) Details of Programmes: The Academic Council being a Statutory body of the University, has approved implementation of CBCS in Undergraduate programmes of the University. Keeping in view the difference in the Credit weightage of ODL programmes and conventional programmes and mammoth task of revising the Course material as per revised CBCS, it shall be implemented from academic session July 2019 after due consultations/clarifications from UGC with respect to Credits as mentioned in ODL regulations 2017.
- (vii) In the ODL system there is no such provision of intake capacity as the admission is open for all those fulfilling the eligibility criteria i.e. the mandate of Democratization of education. Therefore, in most of academic programmes in the University, general in nature, the intake limit is indicated as "zero". However, wherever the programmes have limited capacity, as approved by the respective regulatory bodies i.e. AICTE and BSC Nursing (Post Basic) etc., the intake capacity has been reflected.
- (viii) The Examination and Evaluation system of the University is very robust and one of the best in the country. Despite conducting examinations of more than 6 lakhs students twice a year and evaluating more than 40 lakhs answer scripts, there have been no issues with conduct of examination. The question papers of each course are set by renowned subject experts and then thoroughly moderated with full secrecy. Even though, the exam centres of the University do not necessarily have CCTV cameras, there is a sound Examination Monitoring System in place at the University at Headquarters level, Regional Centre level as well as examination centre level. Observers, who are not directly associated with the University, are appointed at the respective Regional Centre for all the examination Centres under its jurisdiction. Besides, flying squads, and regular monitoring by the University Teachers/ Academics/ senior level Administrative staff is also in place for all the activated examination centres. The University normally conducts examination at more than 1000 examination centres and these examination centres are activated in mostly Govt/ Semi Govt. institutions where installing CCTV facility is practically not possible without the consent of the concerned institutions. The University monitors the conduct of examination through web conference also and the recordings of these sessions are maintained. The evaluation related secret documents including answer scripts are kept in safe custody for pre decided time duration as per extant rules and regulations of the University.
- (ix) The online portal requires the submission of Regional Centre (RC) and Learner Support Centre (LSC) details. Under the Learner Support Centre details, information as to whether LSC is established in a government or a private institution. Further, ODL Regulations, 2017 stipulate that that:
- 'The Learner Support Centre shall be headed by a Coordinator who shall be a regular teacher not below the rank of a qualified Assistant Professor of the concerned College or the Higher Education Institution...'*
- The Objects of the University (Schedule-I of the Act) include, among other things:
- 'provide access to higher education for large segments of the population, and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields.'*

In fulfillment of the above, the University had to set up and the government institutions and tie up with reputed private institutions and UFA for the financial support and human resources to make its programmes available in private as well as in some remote areas where government institutions were not available. The University was established more than 100 special study centres in district and taluka panchayat areas. The JAL Super-centres are normally appointed as Coordinators of such Centres. These JAL Super-centres may or may not possess the qualifications required for an Assistant Professor. These do not come in the operation of a National Open University, need to be recognized and award needed. Work of the following form is mentioned that all the LSCs are established in Government recognized institutions. At LSC of UFA, it managed under the same management.

(3) While extending Programme was started under JALSC, it is noted that the term length is limited to 3 days only. It programme under the supervision of a particular person exceeds 3 days (e.g. B.A. in History) there should not be entered. The same shall be provided in the handbook.

Keeping in view the mandate assigned to the University by the Government of India and the University's services standardized over years of operation, the University is committed to adhere to the prescribed Affiliation of UFA, UFA.

**Verification**

In the above signed document on behalf of the University on 20th April 2023 at New Delhi that the contents mentioned above are correct and true statements.

*[Signature]*  
 Director  
 UFA, UFA  
 New Delhi

*[Signature]*  
 Director  
 UFA, UFA  
 New Delhi

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
NEW DELHI-110 002

MINUTES OF THE 540<sup>TH</sup> MEETING OF THE UNIVERSITY GRANTS COMMISSION  
HELD ON 9<sup>TH</sup> APRIL, 2019.

The 540<sup>th</sup> Meeting of the Commission was held on 9<sup>th</sup> April, 2019 in which the following were present:

1. Prof. Dhirendra Pal Singh	Chairman
2. Dr. Bhushan Keshav Patwardhan	Vice Chairman
3. Shri R. Subrahmanyam	Member
4. Shri Pramod Kumar Das	Member
5. Prof. M. Jagadesh Kumar	Member
6. Prof. Ramesh Chander Kuhad	Member
7. Dr. G. Gopal Reddy	Member
8. Prof. (Ms.) Sushma Yadav	Member
9. Prof. Raghavendra P. Tiwari	Member
10. Dr. Uma Chandrashekhar Vaidya	Member
11. Dr. Kiran Hazarika	Member
12. Prof. Nagesh Thakur	Member

The following officer of the UGC also attended the meeting.

Secretary

Prof. Rajnish Jain

The Chairman welcomed the newly appointed member Prof. Nagesh Thakur and other members.

SECTION-1

- 1.01(a) To confirm the minutes of the 539<sup>th</sup> meeting of the University Grants Commission held on 26<sup>th</sup> February, 2019.

The Minutes were confirmed.

[Action: JS(Admn.)]

- 1.01(b) To receive the action taken on the minutes of the 539<sup>th</sup> meeting of the University Grants Commission held on 26<sup>th</sup> February, 2019.

Noted.

Action: JS(Admn.)]

- 1.02 a) To ratify the action taken on certain matter.

- (i) To ratify the decision taken by the Chairman, UGC to continue the existing schemes till 31-03-2020.

The Commission ratified the decision taken by the Chairman, UGC including allocated grant-in-aid to Kaushal Kendras beyond 2019 till 31.03.2020. It was also resolved that all major schemes to be externally reviewed.

[Action: AS-I]

- (ii) To report action taken by UGC on certain matters related to ODL Education Programmes.

The Commission noted the following actions:

1. MHRD's decision not to approve the proposed amendment in ODL and Online Regulations related to NAAC score applicability in Special Category States (North East and Hilly areas).
2. MHRD decision that "There should be no fresh applications for July, 2019 session since majority of the eligible institutions have already got permission for academic year 2019."





3. Nomination of Prof. B.P. Sabale, Member, Ex-Vice Chancellor, YCMOU as a Member of Working Group in place of JS (DL), MHRD.
4. Completion of appeal process in case of YCMOU.
5. Uploading of list of 20 Higher Educational Institutions (HEIs) under Category – I as per UGC (Categorization of Universities (Only) for grant of Graded Autonomy) Regulations, 2018 entitled to offer programmes through Open and Distance Learning (ODL) Mode on UGC website.
6. Updated recognition status of the HEIs to offer ODL programmes for the academic session 2018-19.
7. Programmes prohibited in ODL mode-agricultural degree programmes and hotel administration/management programmes from the academic session 2019-20.

[Action: JS(DEB)]

- (iii) To report the inclusion of 171 Colleges (as approved by the Chairman, UGC) under Section 2(f) and 12(B) of the UGC Act, 1956 between 01.01.2019 to 31.03.2019 as per authorization given by the Commission at its meeting held on 24.08.2011.

Considered and approved.

[Action: CPP-I/C]

- (iv) To report the recommendations of the Expert Committee constituted by the Commission in its 497<sup>th</sup> meeting held on 10.01.2014 with regard to approval of institutions under Sections 2(f), 12 (B) and compliance under Section 13 of the UGC Act, 1956.

Considered and approved.

[Action: JS(CPP-I/PU)]

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- (v) To ratify the decisions of the Standing Committee on Autonomous Colleges for grant of fresh/extension of autonomous status to colleges.

Noted.

[Action: JS(AC)]

- 1.02 (b) To receive the items for information. (No item)

- 1.03 To receive the position of funds of UGC and related issues. (No item)

#### SECTION-2

#### (MATTERS RELATING TO STANDARDS)

- 2.01 To consider the recommendations of the UGC Committee constituted to look into all aspects of the off-campus and courses started by Institutions Deemed to be Universities – Reference Ministry of HRD letter No. F. 10-20/2018-U3(A) dated 01.02.2019.

Considered and approved.

[Action: JS(CPP-I/DU)]

- 2.02 To consider the report of the UGC Expert Committee which visited International Institute of Information Technology (IIIT), Deemed to be University, Bangalore, Karnataka during 11-12<sup>th</sup> January, 2019 to review its functioning as required under the UGC (Institutions Deemed to be Universities) Regulations, 2016.

Considered and approved.

[Action: JS(CPP-I/DU)]

- 2.03 To consider Senior Academicians/Officers as Visiting Faculty in Higher Education Institutions (HEIs).

The Commission considered and approved the recommendations of the Committee for paying honorarium of Rs. 5000/- per lecture of one hour duration to the Senior Academicians/Officers alongwith the conditions recommended by the Committee. The Commission however felt that this type of faculty may be designated as "Distinguished Visiting Faculty" and travel and other expenses may also be paid in addition to the honorarium.

[Action: AS-I]

- 2.04 To approve a process for constitution of a panel for nominating UGC representative in the Board of Management and Finance Committee of self-financing Deemed to be Universities or Institutions Deemed to be Universities receiving grants less than 50% of the average expenditure of three previous years.

The Commission considered and resolved that UGC will draw out a panel of names from the list of experts suggested by Search Committee constituted by MHRD under 2016 Regulations. UGC will also seek names of experts from Commission Members for inclusion in the panel. It was also resolved to expand the list by including experts from the list of NBA and NAAC assessors and other sources.

The Chairman was authorised to nominate UGC representatives in the Boards of Management and Finance Committees.

[Action: JS(CPP-I/DU)]

- 2.05 To consider the report of the Committee constituted by the UGC for examination of the Comments/ATR on the report of the expert committees on

the teaching, research, financial and infrastructural audit of the universities and suggesting course of action thereon.

Considered and approved.

[Action: JS(CU)]

2.06

To consider Rationalization of UGC schemes.

The Commission considered and resolved as under:

- (i) All the schemes of UGC shall continue till 31.03.2020 for clearing the committed liabilities.
- (ii) For selected new schemes, proposals may be invited as per the new guidelines framed for the purpose with the approval of the Chairman, UGC.
- (iii) All the existing schemes of UGC shall be got evaluated by December, 2019 with regard to their outcome.
- (iv) All the grants given to the universities/colleges be reviewed to ensure that the utilization of funds has been made as per the UGC guidelines.
- (v) It was also resolved to have UGC schemes broadly in 5 categories i.e. (i) Grants to Universities; (ii) Grants to the Colleges; (iii) Grants to teachers; (iv) Grants to Students/Scholars; and (v) schemes for recognition of HEIs for special status. However, schemes to be operated within these 5 categories may be mapped with the schemes to be operated in EQUIP programme.

[Action: AS-I]

2.07

To consider and approve the recommendations of Joint meeting of the DEB Working Group and the Online Regulation Drafting Committee.

The Commission considered and approved the minutes of Joint meeting of the DEB Working Group and the Online Regulation Drafting Committee

held on 6<sup>th</sup> March, 2019 excluding the recommendation at c. Any other item regarding integration of ODL and Online Regulations.

The Commission while considering the facts that the eligibility to offer Online programmes as per UGC Online Regulations have both, NAAC and NIRF benchmarks, decided that HEIs shall be invited for Interface Meetings in UGC, Delhi for assessing their proposals. No visit shall be conducted for assessment of the proposal. The visit shall be conducted only when complaint with documentary evidence is received and/or non-compliance to the Regulations is observed.

Action: JS(DEB)]

2.08

To consider application format for (i) applying for Deemed to be University status (ii) applying for off-campus/ off-shore campus/ new courses by existing Deemed to be Universities and (iii) submission of information on the performance and academic outcomes of existing Deemed to be Universities.

The Commission was apprised that online formats are being finalized in consultation with MHRD which will be shared with the Members of the Commission. Format for Expert Committee visit will also be developed according to new Regulations.

[Action: (CPP-I/DU)]

2.09

To consider SAP grant to institutions upto 31.03.2020.

Considered and approved. It was further resolved to extend similar schemes such as UPE, CPE etc. up to 31.03.2020.

[Action: JS(SAP)]

2.10

To consider and approve the panel of Experts for constitution of Expert Committees to visit Higher Educational Institutions (HEIs) for ensuring the

compliance to relevant provisions of UGC (ODL) Regulations, 2017 and its subsequent amendments.

The Commission approved the panel of experts having 71 names as Chairman and 331 names as expert members to visit HEIs for ensuring the compliance to provisions of UGC (ODL) Regulations, 2017 and its amendments. The Commission also decided the following:

1. Besides the list approved, Chairman, UGC is authorised to nominate other experts.
2. The panel of experts shall be used for implementing both, ODL and Online Regulations.
3. The expertise of the experts in the approved list shall also be used for all the meetings such as Screening Committee, Interface Committee, Representation Committee etc. as per the provisions of UGC (ODL) and Online Regulations.
4. JS (DEB) shall write to Commission Members thereby requesting them to forward name of the experts whose expertise can be utilized in the field of ODL and Online Education, to the UGC.

[Action: JS(DEB)]

#### 2.11

To re-look into the regulations relating to the grievances of the students in HEIs.

The Commission considered the regulations and suggested the following modifications:

- (i) Appointment of Ombudsperson shall be State-wise for State Universities and Region-wise for Central and Institutions Deemed to be Universities, instead of having Ombudsperson for each university.
- (ii) The appointing authority for Ombudsperson for the State Universities shall be the concerned State Government and in case of Central and Institutions Deemed to be Universities the appointing authority shall be the Central Government.
- (iii) The composition of the Search Committee for appointment of Ombudsperson shall also be revised accordingly.



The Commission discussed at length other provisions of the regulations and resolved to revise the regulations in the light of views expressed by the members. The Chairman, UGC was authorised to finalize the regulations.

[Action: AS-I]

2.12 To consider certain new initiatives by UGC

The Commission appreciated the ideas proposed under new initiatives by the UGC and resolved that these initiatives be taken up by UGC in a fast track mode.

It was also resolved to develop UGC guidelines for 'Eco-friendly and sustainable campus development' and 'Inculcation of human values and professional ethics'.

[Action: AS-I]

2.13 To consider Legal opinion given by Sh. Vikramjit Banerjee, Additional Solicitor General of India regarding affiliation granted by Smt. Nathibal Damodar Thackersey Women's University (State University) Mumbai to Satyam Fashion Institute, Gautam Buddha Nagar, Noida, Uttar Pradesh and similar other institutes. (Deferred item No. 2.09 of 539<sup>th</sup> Commission meeting held on 29<sup>th</sup> February, 2019).

Considered and approved.

[Action: JS(CPP-I/PU)]

2.14 To consider the revised guidelines for Human Resource Development Centres (HRDCs) with regard to appointments on the posts of the Academic Staff i.e. Director cum Professor, Deputy Director cum Associate Professor, Assistant Professor cum Assistant Professor etc. along with issues related to their service conditions.

Considered and approved.

[Action: JS(HRDC)]

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## SECTION-3

## (REFERENCE FROM GOVERNMENT AND OTHER NATIONAL BODIES)

3.01 To consider the reference received from the Ministry of Human Resource Development regarding keeping IGNOU outside the ambit of UGC (ODL) Regulations, 2017.

The Commission considered an email dated 08.04.2019 received from the Deputy Educational Advisor, MHRD thereby requesting UGC [1] to place the amendment in UGC (ODL) Regulations related to 'keeping IGNOU outside the ambit of UGC (ODL) Regulations, 2017' in the Commission Meeting scheduled on 09.04.2019, [2] for amending the sub-regulation (1) (3) and sub-regulation (2) (j) of UGC (ODL) Regulations, 2017 by way of inserting the words "other than Indira Gandhi National Open University" suitably as follows:

(a) Sub-Regulation (1)(3) of UGC (ODL) Regulations, 2017: *These regulations shall apply to a University referred to under clause (f) of section 2 of the University Grants Commission Act, 1956 other than Indira Gandhi National Open University, an Institution Deemed to be University under section 3 of the said Act, for all degree programmes of learning at the undergraduate and post-graduate level, other than programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and programmes not permitted to be offered in distance mode by any other regulatory body.*

(b) Sub-Regulation (2)(j) of UGC (ODL) Regulations, 2017: *"Higher Educational Institution" means a university covered under clause (f) of section 2 other than Indira Gandhi National Open University and an institution deemed to be a university covered under section 3 of the University Grants Commission Act, 1956.*

The Commission approved the above amendments in UGC (ODL) Regulations, 2017 and decided that the decision of the Commission may be communicated to the MHRD for taking further course of action in the matter at their end.

[Action : JS (DEB)]

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## SECTION-4

## (SPECIAL PROGRAMMES, QUALITY PROGRAMMES ETC)

- 4.01 To consider the transfer of land to Inter-University Centre for Yogic Sciences (IUC-YS), Bengaluru - Report of the Site Selection Committee.
- The Commission considered and resolved that the matter be referred back for clarification regarding the availability of proper approach to the proposed site. The land use of the proposed land may also be ascertained for its suitability for educational purposes.
- [Action: JS(IUC)]
- 4.02 To consider revival of promotion policy for Staff of CEC (IUC) and Media Centres.
- Considered and approved.
- [Action: JS(IUC)]
- 4.03 To consider creation of various posts in Inter-University Centre for Teacher Education (IUC-TE), BHU, Varanasi.
- Deferred.
- [Action: JS (IUC)]
- 4.04 To consider the road map for developing and revision of Curriculum on Learning Outcomes based Approach for undergraduate Programme in Higher Education Institutions (HEIs).
- Considered and approved.
- [Action: AS-II]
- 4.05 To consider the Curriculum on Life Skills (Jeevan Kaushal)
- Considered and approved.
- [Action: AS-II]

4.06 To consider, "Evaluation Reforms in Higher Education Institutions in India".

Considered and approved.

[Action: AS-II]

SECTION-5

(GRANTS TO UNIVERSITIES AND COLLEGES)

SECTION-6

(MISCELLANEOUS)

6.01 To consider certain establishment matters of UGC.

Recorded Separately

(Prof. Rajnish Jain)  
Secretary

(Prof. Dharendra Pal Singh)  
Chairman

## UNIVERSITY GRANTS COMMISSION

## NOTIFICATION

New Delhi, the 6th June, 2019

F. No. 1-8/2019 (DEB-I).—In exercise of the powers conferred by sub-section (1) of section 26 read with clause (j) of section 12 of the University Grants Commission Act, 1956 (3 of 1956), the University Grants Commission hereby makes the following regulations further to amend the University Grants Commission (Open and Distance Learning) Regulations, 2017, namely:-

## 1. Short title and commencement.-

(1) These regulations may be called the University Grants Commission (Open and Distance Learning) Fourth Amendment Regulations, 2019.

(2) They shall come into the force on the date of their publication in the Official Gazette.

## 2. In the University Grants Commission (Open and Distance Learning) Regulations, 2017, - in regulation 1, in sub-regulation (3), the following proviso shall be inserted, namely:-

“Provided that the University Grants Commission may, by order, exempt the Indira Gandhi National Open University, a university established under the Indira Gandhi National Open University Act, 1985 (50 of 1985), from the application of these regulations, considering the objectives of the said Act.”

RAJNISH JAIN, Secy.

ADVT.-III/4/Exty./92/19]

Note: The principal regulations were published in the Gazette of India, Extraordinary Part-III, Section 4, dated the 23<sup>rd</sup> June, 2017 *vide* F. No. 2-4/2015 (DEB-III) and last amended *vide* F.No. 2-4/2018 (DEB-I), dated the 6<sup>th</sup> September, 2018.

  
सत्यमेव जयते

# भारत का राजपत्र The Gazette of India

असाधारण  
EXTRAORDINARY  
भाग III—खण्ड 4  
PART III—Section 4  
प्राधिकार से प्रकाशित  
PUBLISHED BY AUTHORITY

सं. 190] नई दिल्ली, बृहस्पतिवार, जून 06, 2019/ज्येष्ठ 16, 1941  
No. 190] NEW DELHI, THURSDAY, JUNE 06, 2019/JYAJSTHA 16, 1941

विश्वविद्यालय अनुदान आयोग

अधिसूचना

नई दिल्ली, 6 जून, 2019

मि. सं. 1-8/2019(डीईबी-1).—विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 (1956 का तीसरा) की धारा 26 की उप-धारा (1) के साथ पठित धारा 12 के खंड (अ) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए विश्वविद्यालय अनुदान आयोग, विश्वविद्यालय अनुदान आयोग (मुक्त और दूरस्थ शिक्षा) विनियम, 2017 में और संशोधन करते हुए निम्नवत विनियम बनाता है, नामतः—

1. लघु शीर्षक, अनुप्रयोग और प्रारंभ—

(1) इन विनियमों को विश्वविद्यालय अनुदान आयोग (मुक्त और दूरस्थ शिक्षा) चतुर्थ संशोधन विनियम, 2019 कहा जाएगा।

(2) वे आधिकारिक राजपत्र में उनके प्रकाशन की तिथि से प्रभावी होंगे।

2. विश्वविद्यालय अनुदान आयोग (मुक्त और दूरस्थ शिक्षा) विनियम, 2017 के विनियम 1 के उप-विनियम (3) में निम्नवत परंतुक को अंतःस्थापित किया जाएगा, नामतः—

“बशर्ते कि विश्वविद्यालय अनुदान आयोग, आदेश द्वारा, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, जोकि इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय अधिनियम, 1985 (1985 का 50वां) के तहत स्थापित एक विश्वविद्यालय है, को उक्त अधिनियम के प्रयोजनों को ध्यान में रखते हुए इन विनियमों के लागू होने से छूट प्रदान कर सकता है।”

रजनीश जैन, सचिव

[विज्ञापन-III/4/असा./92/19]

नोट : मूल विनियमों को दिनांक 23 जून, 2017 को मि. संख्या 2-4/2015 (डीईबी-III) के माध्यम से भारत के राजपत्र, असाधारण, भाग-III खंड-4, में प्रकाशित किया गया था और दिनांक 06 सितम्बर, 2018 को मि. संख्या 2-4/2018 (डीईबी-1) के माध्यम से अंतिम संशोधित किया गया था।

F.No.1-8/2019(DEB-1)

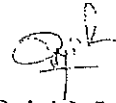
9<sup>th</sup> August, 2019**COMMISSION ORDER**

The University Grants Commission (Open and Distance Learning) Fourth Amendment Regulations, 2019 were notified in the Gazette of India on 06.06.2019, mentioning therein that:

In the University Grants Commission (Open and Distance Learning) Regulations, 2017, - in regulation 1, in sub-regulation (3), the following proviso shall be inserted, namely:-

“Provided that the University Grants Commission may, by order, exempt the Indira Gandhi National Open University, a university established under the Indira Gandhi National Open University Act, 1985 (50 of 1985), from the application of these regulations, considering the objectives of the said Act.”

The matter was placed before the Commission in its 543<sup>rd</sup> Meeting dated 09/08/2019 and based on the decision of the Commission, this order is being issued thereby exempting the Indira Gandhi National Open University, a university established under the Indira Gandhi National Open University Act, 1985 (50 of 1985), from the application of University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments, from Academic Session 2019-20 till further orders.

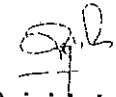


(Rajnish Jain)  
Secretary

The Vice Chancellor  
Indira Gandhi National Open University  
Maidan Garhi, Near PVR Saket,  
New Delhi-110068

Copy to:

The Secretary (Higher Education), Government of India, Ministry of Human Resource Development, Shastri Bhawan, New Delhi – 110 001.



(Rajnish Jain)  
Secretary

INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
Regional Services Division

Memorandum of Understanding

For Special Study Centre (SSC)

Signed between Indira Gandhi National Open University, hereinafter referred to as 'IGNOU', and Head of the Host Institution, (Please mention full name and address of the Institution)

Please mention the category for which Special Study Centre is sought.....

1. The Host Institution will

- Recommend the name of IGNOU for appointment of the Coordinator .
- Give 1 or 2 rooms with a space of approximately 500-800 sq. ft. for exclusive use of IGNOU, for the office of Coordinator, Special Study Centre .
- Let a signboard of IGNOU Special Study Centre installed prominently at a proper place .
- Make halls/rooms available for holding counselling, practicals and term -end examinations .
- Bear recurring expenditure towards stationary, computer, stationery, telephone charges and maintenance of equipment supplied by the University .
- Arrange necessary personnel for delivery of programmes /services .
- Extend library, computer and Laboratory facilities etc . to the students of IGNOU for given programme (s) .

2. IGNOU will

- Provide equipment as per the scheme i . e . CTV 29", VCD, Audio System, Telephone and Satellite Receiver .
- Provide table, cabinet for CTV, VCD, Audio System and Audio -Video Cassettes .
- Provide five sets of Self-instructional and Audio-Video materials pertaining to the programme (s) activated .
- Provide lump sum grant on per student per programme basis to the Host Institution at the rates prescribed in the scheme .
- Appoint part time Coordinator on the basis of the recommendation of the Host Institution with monthly honorarium at the prescribed rates .
- have the right to shift or close the Special Study Centre if it finds that support services are not being provided, as per the requirements of the university . In such case the Coordinator would have to hand over all the assets and academic records of the learners to the Regional Director . The Coordinator will also have to settle all financial accounts with the Regional Directors .

Accepted and Signed  
behalf of the Host Institution/Organization

Name -

Designation-

Seal

On behalf of IGNOU Regional Director/On  
Regional Centre

Name -

Designation-



Category Wise Details of the Learner Support Centres											
S.No	Functional Centre	Regular SC		Programme SC		Special SC		Recognised SC		Total	
		Active RSCs	RSCs in abeyance	Active PSCs	PSCs in abeyance	Active SSCs	SSCs in abeyance	Active other SCs	Others SCs in abeyance	Total Active	Total Abeyance
1	Agartala	9	0	6	33	0	0	0	0	15	33
2	Ahmedabad	15	3	8	8	12	0	0	1	35	12
3	Aizawl	16	0	15	4	10	0	0	0	41	4
4	ALIGARH	9	1	5	1	4	1	0	0	18	3
5	BANGALORE	23	2	19	14	2	1	0	0	44	17
6	BHAGALPUR	5	0	3	3	4	1	0	1	12	5
7	Bijapur	8	0	14	5	5	0	0	0	27	5
8	Chandigarh	8	1	11	14	4	1	0	0	23	16
9	CHENNAI	11	1	8	28	4	0	1	1	24	30
10	Cochin	19	9	8	43	8	15	0	0	35	67
11	DARBHANGA	12	0	11	29	1	4	0	0	24	33
12	Delhi-3	21	0	14	14	4	1	1	0	40	15
13	Delhi-1	21	1	21	22	8	3	0	0	50	26
14	Delhi-2	24	1	11	10	8	2	0	0	43	13
15	DEOGHAR	10	2	4	0	6	0	0	0	20	2
16	GANGTOK	4	2	1	4	3	0	0	0	8	6
17	GUWAHATI	15	1	14	128	2	1	0	0	31	130
18	Imphal	15	1	3	1	1	1	0	0	19	3
19	Itanagar	6	1	1	0	0	0	0	0	7	1
20	JABALPUR	8	0	8	10	21	28	0	0	37	38
21	JODHPUR	26	0	32	3	7	0	0	0	65	3
22	JORHAT	12	0	4	4	3	0	0	0	19	4
23	Karnal	9	2	9	8	14	0	0	0	32	10
24	KHANNA	10	0		24	4	5	0	0	32	29
25	Kohima	15	1	3	12	0	9	0	0	18	22
26	Koraput	8	0	8	3	20	0	0	0	36	3
27	Madurai	14	7	1	85	3	25	0	0	18	117
28	MUMBAI	8	1	6	1	3	0	2	0	19	2
29	NAGPUR	11	0	13	10	4	0	0	0	28	10
30	NOIDA	33	0	25	15	8	4	1	0	67	19
31	PATNA	22	0	21	23	14	0	0	0	57	23
32	PORT BLAIR	2	0	1	3	5	1	0	0	8	4
33	RAGHUNATHGANJ	4	1	2	0	4	0	0	0	10	1
34	RAIPUR	13	0	13	3	6	3	1	0	33	6
35	RAJKOT	7	0	1	7	6	14	0	1	14	22
36	RANCHI	26	6	17	27	8	3	0	1	51	37
37	SAHARSA	13	0	4	1	3	1	0	0	20	2
38	Shimla	26	2	12	11	8	0	1	0	47	13
39	TRIVANDRUM	15	1	13	14	4	2	0	0	32	17
40	VARANASI	31	2	11	8	4	2	1	0	47	12
41	VATAKARA	15	3	1	9	2	2	0	0	18	14
42	VISAKHAPATNAM	7	4	7	2	2	0	0	0	16	6
43	Vijayawada	16	4	10	23	0	0	0	0	26	27
44	LUCKNOW	40	12	33	14	15	2	0	1	88	29
45	Hyderabad	9	4	9	3	1	0	0	0	19	7
46	KOLKATA	28	0	13	35	15	18	0	0	56	53
47	SILIGURI	14	1	1	9	6	0	0	0	21	10
48	BHOPAL	23	2	18	67	9	27	0	0	50	96
49	Dehradun	15	2	8	39	3	2	0	0	25	43
50	JAIPUR	25	2	15	32	16	55	0	0	56	89
51	Jammu	21	1	84	4	5	22	0	0	110	27
52	PANAJI	8	0	2	2	2	0	0	0	12	2
53	PUNE	17	2	10	9	5	0	0	0	32	11
54	Shillong	14	1	6	2	9	2	0	0	29	5
55	BHUBANESWAR	39	0	20	5	10	2	0	0	69	7
56	Srinagar	25	0	14	1	4	3	0	0	43	4
	Total	855	87	618	888	335	260	8	6	1877	1245

## Details of the representation received from the IGNOU SSCs for exemption from 'UGC-ODL 2017 Regulation'.

Sl. No.	Date of letter/Mail	Received in RSD	Received from	Addressed to	Remarks
1	10/06/2019 (L)	18/06/2019 from VCO	Dr. G.K. Sepoy, President AT Idara Charitable Trust, Bharuch,  SSC-0913 under RC-Ahmedabad	Sh. D.P Singh Saheb, Hon'ble Chairman, UGC, New Delhi	Original
2	10/06/2019 (L)	18/06/2019	Dr. G.K. Sepoy, President AT Idara Charitable Trust, Bharuch,  SSC-0913 under RC-Ahmedabad	Sh. D.P Singh Saheb, Hon'ble Chairman, UGC, New Delhi	Photocopy of letter at Sl. No. 1
3	25/06/2019 (M)	25/06/2019	DPD College, <a href="mailto:IGNOU2279@gmail.com">IGNOU2279@gmail.com</a> ,  SSC-2279 under RC-Khanna	VCO, RC-Khanna, RSD	
4	01/07/2019 (L)	09/07/2019 from VCO	Dr. G.K. Sepoy, President AT Idara Charitable Trust, Bharuch,  SSC-..... under RC-Ahmedabad	Hon'ble Prof. Nageshwar Rao Saheb, Hon'ble VC, IGNOU	
5	05/07/2019 (M)	05/07/2019	<a href="mailto:ignou12109@gmail.com">ignou12109@gmail.com</a>  SSC-12109D under RC-Jammu	VC/Director, RSD/RD, RC- Jammu	
6	05/07/2019 (M)	24/07/2019 from VCO (hard copy of mail)	SSC-12109D under RC-Jammu	VC/Director, RSD/RD, RC- Jammu	Same copy of the e-mail
7	06/07/2019 (M)	23/07/2019	SSC-12109D under RC-Jammu	Director, RSD & RD, RC- Jammu	
8	06/07/2019 (copy of Mail)	09/07/2019 from VCO	SSC-12109D under RC-Jammu	VC/Director, RSD & RD, RC- Jammu	



9	06/07/2019 (M)	06/07/2019	Dr. K.Panneerselvan, RD, RC-Chennai forwarding the documents pertaining to the Institute and  PSC-25219(P) under RC-Chennai	Director, RSD	Same e-mail
10	06/07/2019 (M)	06/07/2019	Same as above.	Director, RSD	
11	15/07/2019 (L)	31/07/2019	Principal & Co-ordinator  SSC-36058(D), Anand Kanistha Maha Vidyalaya under RC Nagpur	The Registrar/ Director, RSD	Same SSC
12	21/07/2019 (L)	29/07/2019 from VCO	Sh. Vilas Kamble, President,  Anand Kanistha Maha Vidyalaya  SSC-36058D under RC Nagpur	Hon'ble VC	
13	26/07/2019 (L)	07/08/2019 from VCO	Sh. Chandrashekhar Bavankulle, Minister, Anand Kanistha Maha Vidyalaya  SSC-36058D under RC Nagpur	Hon'ble VC	
14	24/07/2019 (L)	08/08/2019 from VCO	Sh. Vilas Kamble, President,  Anand Kanistha Maha Vidyalaya  SSC-36058D under RC Nagpur	Hon'ble VC	
15	28/07/2019 (L)	07/08/2019 from VCO	Sh. Nitin Gadkari, Minster of Road Transport	Hon'ble VC	

			Anand Kanistha Maha Vidyalaya SSC-36058D under RC Nagpur		
16	18/07/2019 (L)	25/07/2019 through VCO	Prof. Dr. K. Raman Pillai, Director, LSC-1464 under RC-Trivandrum	Prof. Nageshwar Rao VC, IGNOU	
17	29/07/2019 (M)	29/07/2019 from VCO	Sh. Ramdas Daras, Member of parliament, SSC-36058(D) under RC Nagpur	VCO	

**MINUTES OF THE SECOND SITTING OF THE COMMITTEE ON PETITIONS  
(SEVENTEENTH LOK SABHA)**

The Committee met on Monday, 6 January, 2020 from 1100 hrs. to 1230 hrs. in Committee Room No.2, 'A' Block, Parliament House Annexe Extension, New Delhi.

**PRESENT**

Dr. Virendra Kumar - Chairperson

**MEMBERS**

2. Shri Harish Dwivedi
3. Smt. Anupriya Patel
4. Dr. Bharati Pravin Pawar
5. Shri Brijendra Singh
6. Shri Sushil Kumar Singh
7. Shri Prabhubhai Nagarbhai Vasava

**SECRETARIAT**

1. Shri T. G. Chandrasekhar - Joint Secretary
2. Shri Raju Srivastava - Director

**SPECIAL INVITEES  
(REPRESENTATIONIST AND HIS COLLEAGUES)**

1. Dr. Amit Kansal
2. Shri Anil Kumar

**WITNESSES**

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
(DEPARTMENT OF HIGHER EDUCATION)**

1. Shri Madan Mohan - ADG
2. Prof. Nageswar Rao - Vice-Chancellor, IGNOU
3. Prof. Rajnish Jain - Secretary, UGC
4. Dr. Avichal Kapur - Joint Secretary, UGC
5. Prof. S. R. Jha - Prof., IGNOU

2. At the outset, the Hon'ble Chairperson welcomed the Members to the sitting of the Committee.

*[Dr. Amit Kansal, the Representationist and his colleagues were, then, ushered in]*

3. After welcoming the Representationist and his colleague, the Hon'ble Chairperson drew their attention to Direction 55(1) of the Directions by the Speaker, Lok Sabha regarding confidentiality of the proceedings of the Committee and invited them to express their views on the Representation regarding alleged violation of Fundamental Right to Education vis-a-vis IGNOU Act, 1985 and other important issues related therewith. The main issues that were put forth by the Representationist, before the Committee, were as follows:-

- (i) There are around 900 Study Centres or Learner Support Centres under IGNOU to provide access to higher education to all segments of the society in the rural and backward areas of the country. SSC-228D is one of the Special Study Centres.
- (ii) The University Grants Commission (Open and Distance Learning) Regulations, 2017 was notified on 23.6.2017 which prohibits all Open and Distance Learning Institutions including IGNOU to offer programmes in certain areas such as engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy, etc., through Open and Distance Learning (ODL) mode.
- (iii) The University Grants Commission (Open and Distance Learning) Regulations, 2017 are mandatorily required to be followed by all the Higher Education Institutions including Open Universities for offering programmes through distance learning mode.
- (iv) In case, a Higher Educational Institution offers any programme in Open and Distance Learning mode after coming into force the order withdrawing the recognition or where a Higher Educational Institution offering a programme in Open and Distance Learning Mode before the commencement of these regulations, fails to obtain recognition under these regulations for the academic session immediately after the notification of Regulations and subsequent academic sessions, the degree obtained pursuant to such programme or after undertaking a programme in Open and Distance Learning mode in such Higher Educational Institutions, shall not be treated as a valid qualification.
- (v) Keeping in view the convenience of the enrolled learners and to ensure that they are not put to any hardship, as an interim measure, the University has given six

months time from January 2019 to all such Learner Support Centres to comply with the UGC(ODL) Regulations, 2017.

- (vi) IGNOU is a Central University under Indira Gandhi National Open University Act, 1985 and capable of awarding its own degree and, therefore, could affiliate its Study Centres instead of recognition of these Special Study Centres from other Universities.

*[The Representationist and his colleague, then, withdrew]*

*[Thereafter, the representatives of the Ministry of Human Resource Development (Department of Higher Education) and IGNOU were ushered in]*

4. After welcoming the representatives of the Ministry of Human Resource Development (Department of Higher Education), the Hon'ble Chairperson drew their attention to the Direction 55(1) of the Directions by the Speaker, Lok Sabha regarding confidentiality of the proceedings of the Committee. Thereafter, the Committee heard the representatives of the Ministry of Human Resource Development (Department of Higher Education) on the Representation received from Dr. Amit Kansal regarding alleged violation of Fundamental Right to Education vis-a-vis IGNOU Act, 1985 and other important issues related therewith. The major issues put forth before the Committee by these witnesses, were as follows:-

- (i) In the year 2012, Distance Education Council was dissolved by the Government of India and was brought, first on ad hoc and then in 2013, under the control of the University Grants Commission to regulate all the subjects of Distance Education except the Technical Education. In the year 2014, by an order, the Technical Education was also included therein.
- (ii) The need of notifying the University Grants Commission (Open and Distance Learning) Regulations, 2017 was to maintain high standard of quality education through Open and Distance Learning System in the country.
- (iii) There are approximately 40,000 Colleges affiliated either to the Government or the Private Universities. Contrary to this, IGNOU has only 1500 Study Centres in the country. The number of Study Centres are increasing or decreasing which is primarily depending upon the requirement of programmes and enrollment of students.
- (iv) IGNOU is committed to impart higher education to the needy students through self learning material as well as all available modern technology.

- (v) There is a need of qualified eligible teachers for these Study Centres.
- (vi) Regulation of Special Study Centres was started in 2018 to get each and every Centre recognised by any of the Government University. Extension of 6 months had been given and extended further for the purpose. One of the aims of IGNOU is to maintain the GER above 50% under Government Policy so that these Government or Government affiliated Institutions could avail financial support for propagation of Open and Distance Learning in the country.
- (vii) The Regional Centres failed to implement the directions of the IGNOU Authorities. IGNOU is a mega University with more than 3 million cumulative student strength and almost 10 lakh students register every year. The Regional Centres as extension of University are performing well to cater to such a huge student enrollment. Centres of IGNOU have implemented UGC(ODL) Regulations 2017 related to functioning of Learner Support Centres as per directive of the Head Quarters from time to time.

5. After hearing the views of the representatives of the Ministry of Human Resource Development (Department of Higher Education), the Committee expressed their views as under:-

- (i) There may not be any need of getting these Special Study Centres affiliated with any Government University as IGNOU itself is capable of maintaining high standards of quality education in the country under the existing norms.
- (ii) Reasons to prohibit all Open and Distance Learning Institutions including IGNOU to offer programmes in certain areas such as engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy, agriculture, tourism, hospitality, etc.; through Open and Distance Learning (ODL) mode were unsatisfactory.
- (iii) There is an uncertainty about these Special Study Centres as to whether these Centres would be allowed to continue their operations in future.
- (iv) Notwithstanding the aspect of continuance of Special Study Centres or otherwise, there is a need to maintain a standardised pattern of Rules and Guidelines to maintain the quality of standard education in the country.

6. The Committee, thereafter, decided that appropriate clarifications be sought from the Ministry of Human Resource Development (Department of Higher Education) and IGNOU on the following aspects:-

- (i) The Ministry of Human Resource Development (Department of Higher Education) have not taken any decision on the aspect of implementation of UGC(ODL) Regulations, 2017 in all the Special Study Centres for July-2020 session.
- (ii) Notification of the University Grants Commission (Open and Distance Learning) Regulations, 2017 and exemption of IGNOU from the purview of the UGC (ODL) Regulations, 2017 would affect the management of a number of Special Study Centres functional in the country.
- (iii) In case, Special Study Centres are not granted further exemption from the applicability of UGC(ODL) Regulations 2017, will it not be injustice to the candidates who are undergoing their 2 or 3 years programme for which they need to study in these Study Centres ?

*[The representatives of the Ministry of Human Resource Development (Department of Higher Education) and IGNOU, then, withdrew]*

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8. A copy of the verbatim record of the proceedings of the sitting of the Committee has been kept on record.

The Committee, then, adjourned.

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\*\*\* Does not pertain to this Report.

MINUTES OF THE FOURTH SITTING OF THE COMMITTEE ON PETITIONS  
(SEVENTEENTH LOK SABHA)

The Committee met on Tuesday, 18 February, 2020 from 1100 hrs. to 1230 hrs. in Committee Room No.1, Block 'A', Parliament House Annexe Extension, New Delhi.

PRESENT

Dr. Virendra Kumar - Chairperson

MEMBERS

- 2. Shri Anto Antony
- 3. Shri Harish Dwivedi
- 4. Dr. Sukanta Majumdar
- 5. Smt. Anupriya Patel
- 6. Shri Brijendra Singh
- 7. Shri Sushil Kumar Singh
- 8. Shri Prabhubhai Nagarbhai Vasava

SECRETARIAT

- 1. Shri T. G. Chandrasekhar - Joint Secretary
- 2. Shri Raju Srivastava - Director

WITNESSES

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2. At the outset, the Hon'ble Chairperson welcomed the Members to the sitting of the Committee.

- 3. \*\*\*
- 4. \*\*\*
- 5. \*\*\*
- 6. \*\*\*
- 7. \*\*\*
- 8. \*\*\*

9. The Committee, thereafter, took up for consideration the following Draft Reports :-

- (i) Report on the Representation of Dr. Amit Kansal regarding alleged violation of fundamental Right to Education vis-a-vis Indira Gandhi National Open University (IGNOU) Act, 1985 and other important issues related therewith;
- (ii) \*\*\*
- (iii) \*\*\*
- (iv) \*\*\*

10. After discussing the above mentioned Draft Reports in detail, the Committee adopted all the four Reports without any modification(s). The Committee also authorised the Chairperson to finalise the Draft Reports and present the same to the House.

11. \*\*\*

12. A copy of the verbatim of the proceedings of the sitting of the Committee has been kept.

*The Committee, then, adjourned.*

\*\*\* Does not pertain to this Report.