

Master of Arts in Distance Education (MADE)



Programme Guide



**Staff Training and Research Institute of Distance Education (STRIDE)
Indira Gandhi National Open University (IGNOU)
Maidan Garhi, New Delhi - 110 068, India**



MASTER OF ARTS IN DISTANCE EDUCATION (MADE)

Programme Guide



**Staff Training and Research Institute of Distance Education (STRIDE)
Indira Gandhi National Open University, Maidan Garhi, New Delhi-110 068, India
<http://www.ignou.ac.in/ignou/aboutignou/icc/stride/introduction>**

IGNOU is a Central University established by an Act of Parliament in 1985 (Act No. 50 of 1985). IGNOU Degrees/Diplomas/Certificates are recognized by all the members of the Association of Indian Universities (AIU) and at par with Degrees/Diplomas/Certificates of all Indian Universities/Deemed Universities/Institutions vide UGC Circular No. F. 1-52/2000 (CPP-II dated May 5, 2004 & AIU Circular No. EV/B (449)/94/176915-177115 dated January 14, 1994.

The University reserves the right to change the rules and procedures described in this Programme Guide. However, learners will be informed about any change through the IGNOU Website.

Design, Development and Coordination
STRIDE Faculty

Revised Edition 2020
Anita Priyadarshini

CRC preparation and Print Production: Mrs. Promila Soni, AR(P)

@ Indira Gandhi National Open University, 2020

All rights reserved. No part of this book may be reproduced in any form, by mimeograph or any other means, without written permission from the Indira Gandhi National Open University.

Further information on the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110068, and website www.ignou.ac.in

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi by **Prof. Rampelli Satyanarayana**, Director, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU.

Cover Design by: Mr. Ashutosh Sharma, IT Consultant, COE, IGNOU.

**UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELH- 110 002**

No.F.1-52/2000 (CPP-II)
5th May, 2004

The Registrar
Indira Gandhi National Open University
Maidan Garhi
New Delhi-110 068

Sub.: RECOGNITION OF DEGREES AWARDED BY OPEN UNIVERSITIES

Sir/Madam,

There are a number of Open Universities in the country offering various degrees/diplomas through the mode of non-formal education. The Open Universities have been established in the country by an Act of Parliament or State Legislature in accordance with the provisions contained in Section 2(f) of University Grants Commission Act, 1956. These universities are, therefore, empowered to award degrees in terms of Section 22(1) of the UGC Act, 1956.

A circular was earlier issued vide UGC letter No. F.1-8/92(CPP) dated February, 1992 mentioning that the Certificates, Diplomas and Degrees awarded by Indira Gandhi National Open University are to be treated equivalent to the corresponding awards of the Universities in the country.

Attention is further invited to UGC circular No. F.1-25-93(CPP) dated 28th July, 1993 (copy enclosed) for recognition of degrees and diplomas as well as transfer of credit for courses successfully completed by students between the two types of Universities so that the mobility of students from Open University stream to traditional Universities is ensured without any difficulty.

The UGC has specified the nomenclature of degrees under Section 22(3) of the UGC Act, 1956 to ensure mandatory requirements viz. minimum essential academic inputs required for awarding such degrees. A copy of Gazette Notification regarding specification of degrees issued vide No.1-52/97(CPP-II) dated 31st January, 2004 is enclosed. The details are also given in UGC Website: www.ugc.ac.in

May I, therefore request you to treat the Degrees/Diplomas/Certificates awarded by the Open Universities in conformity with the UGC notification on Specification of Degrees as equivalent to the corresponding awards of the traditional Universities in the country.

Yours faithfully,

Sd/-

[Dr. (Mrs.) Pankaj Mittal]

Joint Secretary

Dear Learner,

We welcome you to the Indira Gandhi National Open University (IGNOU).

Let us first compliment you for joining the Master of Arts in Distance Education (MADE) programme a unique professional training programme. You are now a proud student of IGNOU which has established itself as a pioneer in the field of open and distance learning. This programme has been developed and maintained by the Staff Training and Research Institute of Distance Education (STRIDE), a Centre of Excellence in Training in Distance Education, and is engaged in staff development, programme evaluation and research in Open and Distance Education. It is also a capacity building/capacity sharing institution in the spheres of open and distance education.

We are sure you will make all sincere efforts to successfully complete this programme. The first step towards this direction is to carefully read this 'Programme Guide'. You might have many questions about the programme in your mind. We have tried to present this programme guide in a manner that would answer your questions. After having read this, if you still have any questions unresolved, please do not hesitate to contact STRIDE faculty or the appropriate university officials as detailed inside.

We advise you to keep this Programme Guide with you till you complete the programme successfully. This will act as a reference tool for many of your queries. We hope you will enjoy the learning experience provided by IGNOU in the MADE programme. It is usually assumed that Open and Distance Learning is difficult for adult learners due to various pre-occupations but it is not an impossible task. Our experience shows that the Distance Learners are not only highly committed and have conviction but also possess competencies to learn and complete their programme of study.

This programme guide will give you some general information about the MADE Programme, its objectives, language of instruction, duration of the programme, course structure, and all issues related to assignments, project work and examinations. We strongly recommend that you please go through this programme guide before you begin reading the course materials. It is essential to have regular communication between you and us. However, reading the Programme Guide will help reduce correspondence on issues that have already been answered, and we may discuss issues that are not covered in this programme guide. In case you have any doubt, please contact us. There is much scope for you to generalise your experiences related to the concepts discussed in the self-learning materials of this programme.

We wish you all the best in your endeavour for successful completion of this programme.

Faculty Members of STRIDE
IGNOU, Maidan Garhi,
New Delhi-110 068,
INDIA
E-mail: stride@ignou.ac.in

CONTENTS

	Page No.
A Letter from Faculty of STRIDE	iv
STRIDE: A Pioneer Institution of Training and Research in Distance Education in India	7
Introduction	8
Objectives	8
Academic Programmes	8
Training	9
Research	9
Collaboration and Networking	9
Indian Journal of Open Learning (IJOL)	9
Master of Arts in Distance Education (MADE) Programme	10
Introduction	11
Aims and Objectives	11
Flexibility of a Modular Programme	11
Course Structure of MADE Programme	11
Credits	11
Admission Procedure	11
Entry Requirement	12
Language of Instruction	12
Duration	12
Fee Structure	12
Contacts	12
Brief About the First Year Courses (PGDDE)	13
MDE-411	13
MDE-412	13
MDE-413	14
MDE-414	14
MDE-418	15
Brief About the Second Year Courses (MADE)	16
MDE-415	16
MDE-416	16
MDE-417	17
MDE-419	17
MDEP-420	18
Student Support Services	19
Academic Counselling	19
Student Service Centre	20
Interactive Radio Counselling	20
Teleconferencing	20
Gyan Darshan	20
Gyan Vani	20

	Page No.
Gyandhara	21
Swayam	21
Swayam Prabha	21
eGyanKosh	21
SMS	21
Mobile App	22
Handbooks	22
Audio-video Programme	22
Sample Question Papers	22
Assignment Related Information	22
Examination Related Information	24
Term-End Examination	24
Re-evaluation of Answer Scripts	25
Successful Completion of the Programme	25
Certificate	25
Contacts for Academic Support	25
Points to Remember	26
Useful References for Further Study	27
Sample Question Papers	35
Appendices	48

STRIDE

**A Pioneer Institution of Training and
Research in Distance Education in India**

Introduction

The Indira Gandhi National Open University (IGNOU), established in 1985 by an Act of Parliament, is a premier centre for educational innovation and excellence. It has contributed significantly towards national development by providing quality higher education at the doorstep of the learner. IGNOU provides a variety of courses and programmes to fulfil satisfy the needs of national workforce.

Soon after the establishment of IGNOU, the Division of Distance Education was established in 1986 to cater to the training needs of various functionaries of the Indira Gandhi National Open University (IGNOU). Later, based on the proposal by Commonwealth of Learning (COL), the Asian Development Bank (ADB) and the Ministry of Human Resource Development (MHRD), Government of India, the Division of Distance Education of IGNOU was upgraded into the **Staff Training and Research Institute of Distance Education (STRIDE)** in 1993 to set up a training and research institute for distance education in the South Asian Region.

STRIDE has been conducting training and research activities for IGNOU, State Open Universities (SOUs) and Distance Education Institutes in India as well as serving the distance education training, research and capacity building needs of the Asian, African and the Caribbean.

Objectives

The objectives of STRIDE are to:

- identify training needs of different target groups already involved and those expected to get involved in open distance education;
- build up a resource base of up-to-date information, training materials, courses and expertise, and make such resources available whenever needed;
- develop training strategies and training materials to meet the various needs of different types of individuals and distance teaching/training institutions;
- organize and conduct training and staff development activities for the identified target groups and institutions through various strategies leading to completion of certificates, diplomas and degrees;
- promote research in Open and Distance Education at the fundamental, experimental and application levels in order to constantly enrich the training programmes and management processes and meet the challenges of the expanding educational environment;
- offer research degree programmes to eligible target group leading to M.Phil. and Ph.D. degrees; and
- respond to the needs of dynamic systems of education and development using information and communication technologies.

Academic Programmes

The following academic programmes have been developed by STRIDE:

1. Diploma in Distance Education (DDE)
2. Post Graduate Diploma in Distance Education (PGDDE)
3. Master of Arts in Distance Education (MADE)
4. Post Graduate Diploma in E-learning (PGDEL)
5. M.Phil. in Distance Education
6. Ph.D. in Distance Education

Training

Besides offering the above mentioned professional development programmes in Distance Education, STRIDE conducts short-term training programmes for different groups of academic, technical/professional, and non-academic staff of IGNOU, State Open Universities, Dual-mode Universities, Distance Education Institutes, and other agencies/organisations in India and overseas with the aim of making IGNOU programmes relevant to the learners and their needs. These include Refresher programmes, Faculty Development programmes, inductive programmes, which are developed in accordance with the guidelines of University Grants Commission (UGC). ACT-Online (A professional development programme of three credits) is designed specifically for those who are engaged in or wish to be engaged in the task of providing counselling and other technology mediated support to the distance learners.

Research

STRIDE conducts research with the objective of providing new insights and new understanding in the area of distance education. STRIDE also conducts programme evaluation studies.

Collaboration and Networking

STRIDE faculty members are working continuously in collaboration with other institutions and individuals at national and international levels. Some of the significant collaborative and networking activities undertaken by STRIDE faculty include:

- Commonwealth of Learning-Rajiv Gandhi Fellowship Scheme (RGFS) (1995 Onwards)
- International Institute for Capacity Building in Africa (IICBA)-United Nations Educational, Scientific and Cultural Organization (UNESCO) and STRIDE, IGNOU Collaboration (1999 onwards)
- Distance Education Modernisation Project (DEMP), Sri Lanka and STRIDE, IGNOU Collaboration
- Commonwealth of Learning-Rajiv Gandhi Fellowship Scheme (RGFS) in collaboration with South Africa Development Community (SADC)

Indian Journal of Open Learning (IJOL)

The Indian Journal of Open Learning (IJOL) was started in 1992 by Indira Gandhi National Open University to disseminate information about theory, practice and research in the field of open and distance education including correspondence and multi-media education, educational technology and communication, independent and experiential learning and other innovative forms of education, and to provide a forum for debate across the world on these areas of concern with particular reference to India and other developing nations.

This refereed journal is internationally contributed, subscribed and abstracted. From 1992 to 1996, IJOL was published twice a year and from 1997 onwards, it is published three times a year – in January, May and September. The details are provided on IJOL website <http://journal.ignouonline.ac.in/iojp/index.php/IJOL/login>.

**Master of Arts
in
Distance Education
(MADE)**

Introduction

The Master of Arts in Distance Education (MADE) is an integrated programme of two years duration. This programme has been designed to develop human resources in various specialised areas of Distance Education.

Aims and Objectives

It aims to promote awareness about the concept and utility of ODL in India and other developing countries and to develop the much-needed human resources for the existing Open Universities and Directorates of Distance Education. The MADE programme consists of 10 courses.

Flexibility of a Modular Programme

A student after successfully completing five courses in the first year can obtain a Post Graduate Diploma in Distance Education (PGDDE) degree and after completing another five courses in second year can be awarded Master of Arts in Distance Education (MADE) degree.

Course Structure of MADE Programme

The first year and second year consists of five courses each. The course structure is given below.

Sl. No.	Course Title	Credits
First Year (PGDDE)		
1.	MDE-411: Growth and Philosophy of Distance Education	6
2.	MDE-412: Instructional Design	6
3.	MDE-413: Learner Support Systems and Services	6
4.	MDE-414: Management of Distance Education	6
5.	MDE-418: Educational Communication Technologies	6
Second Year (MADE)		
6.	MDE-415: Research For Distance Education	6
7.	MDE-416: Curriculum Development for Distance Education	6
8.	MDE-417: Distance Education: Economic Perspective	6
9.	MDE-419: Staff Training and Development in Distance Education	6
10.	MDEP-420: Project Work	6
Total Credits		60

Credits

The MADE programme consists of 10 courses and 60 credits worth. Each course is of six credits. The student will be awarded Post Graduate Diploma in Distance Education (PGDDE) on successful completion of five courses of first year worth 30 credits and Master of Arts in Distance Education (MADE) after completion of five courses of second year worth 30 credits (Total 60 credits).

Admission Procedure

IGNOU announces walk-in registration throughout the year for admission to January and July academic sessions. Student Handbook and Prospectus is available at the IGNOU Headquarters and Regional Centres and one can also download Student Handbook and Prospectus from the IGNOU website: [http://ignou.ac.in/userfiles/English%20Prospectus%20July%202019%20\(%209_0_6\)%2007_06_19.pdf](http://ignou.ac.in/userfiles/English%20Prospectus%20July%202019%20(%209_0_6)%2007_06_19.pdf)

Student registration is done at all the Regional Centres for Indian students and through sponsoring institutions in case of students from abroad.

Entry Requirement

Basically this programme has been designed for people who have an interest in open and distance education (either by virtue of being an employee in the open distance learning system or willing to work in the system). In-service teachers of Distance Education Centres and Open Universities would be highly benefitted from the Programme.

However, *a graduate in any discipline is eligible to enrol* in MADE. Lateral entry to second year shall be given to those who have earlier completed DDE/PGDDE. Students who are seeking lateral entry have to follow the procedure and payment for credit transfer as laid down by the Student Registration Division.

Language of Instruction

All courses of MADE are presently offered in English medium.

Duration

MADE programme is of minimum two years and maximum six years duration. MADE has been on offer since January 2012 cycle. Those who will be admitted to MADE two years programme may decide to complete five courses in the first year, and may get an exit with PGDDE, if so desire. Those who have earlier completed DDE/PGDDE can have lateral entry for second year (from January 2013 onwards) and after completion of the programme may claim a MADE degree.

Fee Structure

Total fees for the full programme is Rs. 10,800/- to be paid year wise @Rs. 5,400/- per year.

Contacts

For further information about MADE programme and its courses please contact:

MADE Programme Coordinator: Dr. Anita Priyadarshini (anitapriyadarshini@ignou.ac.in; madeCoordinator@ignou.ac.in)

First Year	
MDE-411	Coordinator: Prof. Rampelli Satyanarayana (rsatyanarayana@ignou.ac.in) Co-Coordinator: Dr. Ali Asgar (aliasgar@ignou.ac.in)
MDE-412	Coordinator: Prof. Basanti Pradhan (basantipradhan@ignou.ac.in)
MDE-413	Coordinator: Sh. Tata Ramakrishna (tataramakrishna@ignou.ac.in) Co-Coordinator: Dr. P. Lakshmi (p.lakshmi@ignou.ac.in)
MDE-414	Coordinator: Prof. C.R.K. Murthy (crkmurthy@ignou.ac.in) Co-Coordinator: Dr. P. Lakshmi (p.lakshmi@ignou.ac.in)
MDE-418	Coordinator: Dr. G. Mythili (gmythili@ignou.ac.in)
Second Year	
MDE-415	Coordinator: Prof. Santosh Panda (spanda.ignou@gmail.com)
MDE-416	Coordinator: Prof. Rampelli Satyanarayana (rsatyanarayana@ignou.ac.in) Co-Coordinator: Dr. Amiteshwar Ratra (amiteshwar@ignou.ac.in)
MDE-417	Coordinator: Prof. Santosh Panda (spanda.ignou@gmail.com)
MDE-419	Coordinator: Dr. Anita Priyadarshini (anitapriyadarshini@ignou.ac.in)
MDEP-420	Coordinator: Dr. Anita Priyadarshini (anitapriyadarshini@ignou.ac.in)

Brief About the First Year Courses (PGDDE)

A brief about all the first year courses of MADE is given below.

MDE-411: Growth and Philosophy of Distance Education

This course lays the foundation for open and distance education. The aim of the course is to analyse the growth of distance education at local, national and global spheres, its socio-economic relevance at local levels, its theories and its implications. Those are broadly, philosophical foundations, the question of socio-political credibility, nature, scope and characteristic of distance education as a system as well as a discipline of study, some of the reflections of stalwarts of open and distance education, finally, to understand that distance education is fast growing profession which enables new career avenues for both the teachers and (new) learners in the global era.

The objectives of the course are as follows:

- Introducing basic issues of open and distance education;
- Explaining its philosophical foundation;
- Describing growth and present status in terms of international scenario;
- Special emphasis on distance education in South Africa; and
- Collating the growth and innovation in various facets of open and distance education.

This course has five blocks:

Block 1: Basic Issues of Open and Distance Education

Block 2: Philosophical Foundations

Block 3: Growth and Present Status

Block 4: Distance Learning in Africa

Block 5: Growth and Innovations

The whole course makes an attempt to explain that open and distance education is a fertile land for experimentation, innovation and creativity based on one's own country's context, purpose, needs and relevance.

MDE-412: Instructional Design

The systematic approach in the design of instruction is a problem-solving process known as instructional development, which requires the identification of instructional needs, strategies, problems and corresponding solutions by means of effective and efficient teaching-learning activities based on relevant objectives. A practitioner of distance education must be informed about the processes and use of the appropriate models and theories and skills required to apply the systemic approach (an input-output-feedback-revision cycle).

The objectives of the course are as follows:

- Discuss the concept of learning and instruction and implications of three theories of learning i.e., Behaviouristic School of Thought, Cognitivist School of Thought and Constructivist School of Thought;
- Enumerate different theories and models of instructional design;
- Describe different processes involved in designing instruction for distance learners;
- Explain the instructional design practices in classrooms, open and distance learning, training and e-learning; and
- Develop skills in designing portfolio.

This course has five blocks:

Block 1: Foundation of Instructional Design

Block 2: Instructional Design: Models and Theories

Block 3: Instructional Design Processes

Block 4: Instructional Design in Practice

Block 5: Developing Portfolio

The purpose of this course is to describe the foundations, processes, models and theories and instructional design in practice that have evolved from the basic systemic approach. Keeping in view the need of the students, teachers and practitioners of Distance Education, this course is planned, designed and developed to acquaint them with the foundations, models and theories, processes and practices of Instructional Design.

MDE-413: Learner Support Systems and Services

Learner support services are the most important components of the ODL system. It is important not because of its relation to the Distance Education theories, but it is a key for learners' success and their relation and persistence in ODL system. It is a fact that in distance education, there are the geographical separations of teacher and learner. In addition to it, socio-psychological factors affect the learners for their learning and completing the courses. The socio-psychological factors include language, culture, motivation, inadequate skills or preparation, anxiety, time and work or family constraints. Distance learners, therefore need various support services that would help them to be a successful learner. Learner support services not only bridge socio-psychological distances, but also fosters learners for their personal development and the accomplishment of learning goals. In the light of the separation of the learner from the teacher, the techniques and mechanisms to provide support assume a significant dimension in the teaching-learning transactions through the distance mode.

The objectives of the course are as follows:

- Describe the basic principles and methods of learner support;
- Explain the importance of support services in the ODL system;
- Discuss learner support services as a sub-system of any ODL institution;
- Develop some basic skills like study skills, cognitive skills, problem solving skills, reading and writing skills. For promoting self directed learning;
- Organize academic counselling and other support services; and
- Assess and report the performance and progress of distance learners.

This course has five blocks:

- Block 1:** Learner Support: An Introduction
- Block 2:** Learner Support: Development of Skills
- Block 3:** Counselling and Tutoring Services
- Block 4:** Assessment of Learner Performance
- Block 5:** Management of Learner Support

This course discusses the concept of support services as a major component of ODL, various institutional models and arrangements in providing learner support system. The course also discusses about various learning skills such as study skills, cognitive skills, problem solving skills, reading and writing skills etc., which are important to develop a self directed learner. It also discusses the issues related to Counselling and Tutoring services and how to organize counselling using various methods or strategies.

Continuous assessment is an important component of ODL system. Writing effective teaching comments need special skills. The course helps you to write effective and fruitful teaching comments. It also describes the institutional mechanisms for providing learning support.

MDE-414: Management of Distance Education

Education management is a relatively new discipline, and the function and process associated with education are quite different from those normally associated with any other enterprise. Therefore, a broad familiarity of the organization of the education system, its structures and functions as well as its processes, is very essential to have a better understanding of the tasks associated with the organization and management of distance education. With these objectives in view, we have designed the course on Management of Distance Education. This course gives an overview of Management functions and processes. The introduction to the principles and practices of management is designed to provide you with a broad familiarity with the art and science of management, which as a discipline relies heavily

on business studies. It describes in detail the Management of Higher Education. The course deals with the Planning and Management in Distance Education at two different levels: theories and practices in Planning and Management on the basis of the literature on distance education, and from the Indian context.

The objectives of the course are as follows:

- Describe an overview of management functions and processes with view to understand the organisation and structure of the education systems;
- Discuss status and issues related to higher education with focus on India and other third world countries;
- Explain the origin, history and evolution of distance education with focus on India;
- Examine the planning and management issues related to ODL system;
- Review the distance education practices with the help of a few institutional cases; and
- Describe the theoretical issues involved in management of change in general and distance education in particular.

This course has five blocks:

Block 1: Educational Systems Management

Block 2: Management of Higher Education

Block 3: Planning and Management of Distance Education

Block 4: Planning and Management of ODL Institutions — Case Studies

Block 5: Management of Change

This course also discusses the issues involved in the management of change somewhat on a more abstract theoretical framework to enable you to reflect on the issues rather than to look at quick-fix solutions. It concludes the discussion on management of change with a close look at the ways in which a distance teaching institution can also learn, so that it can stay up front in managing changes.

MDE-418: Educational Communication Technologies

The design and use of non-print media constitutes a significant part of the instructional design in the context of distance education. The course examines the process of educational communication technologies in context. This course explores the specific nature and utility of various media in the educational context such as, the audio and video components, the computer and the satellite technologies. It also touches upon the operational aspects of media production and contains theoretical issues pertaining to media selection and integration. It describes the use of educational communication technologies to create digital content and deliver these through new information technologies. It also discusses and explains the general trends in the development and use of educational communication technologies at national and international level. Lastly, it has described how to develop a short but interesting portfolio that will give you instruction on how to practice the skill component, and record the outcomes.

The objectives of the course are as follows:

- Critically examine the process of educational communication to plan, design and use appropriate communication technologies in context;
- Identify the range of educational communication technologies, and their relative strengths and weaknesses;
- Use educational communication technologies confidently to create digital content and deliver these through new information technologies;
- Discuss and explain the general trends in the developments and use of educational communication technologies at national and international level; and
- Create engaging, collaborative, reflective and authentic learning environments for delivery of education and training.

This course has five blocks:

Block 1: Communication Technology: Basics

Block 2: Technology Primer

Block 3: Content Creation Tools

Block 4: Interactive Delivery Methods

Block 5: Learning Portfolio

Brief About the Second Year Courses (MADE)

A brief about all the second year courses of MADE is given below.

MDE-415: Research for Distance Education

The course presents the basics of research in education and distance education in particular. It deals with the purpose, nature and scope of educational research, presents a review of research in distance education conducted in India and abroad. The course deals with research methods for Social Sciences in general and distance education in particular. It covers various methods like philosophical research, historical research, naturalistic inquiry, case study, descriptive research, experimental research, action research, and so on. It deals with the concept of population, sample and various sampling methods used in research. It describes the characteristics of a good research tool and examines various types of tools for collecting data. It examines various issues related to data analysis and preparation of reports, and discusses the steps involved in preparing a research report.

After completing this course the learner should be able:

- To explain the purpose and nature of educational research with special reference to research and distance education;
- To explain the difference research methods;
- To describe the different tools of research;
- To analyse and interpret different types of data; and
- To explain the different methods and statistical packages used for data processing.

This course has five blocks:

Block 1: Introduction to Research in Distance Education

Block 2: Research Methods for Distance Education

Block 3: Tools for Research

Block 4: Data Analysis

Block 5: Computer Applications in Research in Distance Education

In view of the recent development in the trends of research in distance education and development in computer hardware and software, the course deals with the basics like, computer programming languages, software packages, methods of data processing, guides to word processing, electronic spreadsheet for data processing and creating computer graphics of data. It also covers some important data management packages.

MDE-416: Curriculum Development for Distance Education

This course aims at study of curriculum theory as a base for its practice in education in general and distance education in particular.

The objectives of the course are as follows:

- Introducing curriculum as a concept, its foundation, its issues and trends in distance education;
- Familiarize the curriculum with its design and development by using an appropriate media and methods;
- Evolving appropriate transaction strategy to provide for better learner support services;

- Evolve and appropriate course evaluation strategy and learner evaluation and its tools and techniques; and
- Expose global curriculum trends in territory, school, technical, vocational, non formal continue education with material production models.

This course has five blocks:

- Block 1:** The Field of Curriculum
- Block 2:** Curriculum Development
- Block 3:** Curriculum Transaction
- Block 4:** Curriculum Evaluation
- Block 5:** Curriculum Development Experiences

The entire gamut of curriculum course revolves around curriculum planning, designing, development, evolving an appropriate transactional/delivery strategies (in teaching learning process), evolving an appropriate evaluation techniques and finally provoke the learners to undertake case studies on course and programme evaluation.

Adequate care has also been taken to focus on curriculum development experiences in various sectors of education viz. tertiary education, school education, technical education and non-formal and continuing education and also on methods of material production.

MDE-417: Distance Education: Economic Perspective

This course examines some important concepts pertaining to the economic aspects of education and their applicability in distance education in general, and in Distance Education institutions in particular. This course also covers a microscopic examination of the general economy and the economic aspects of both face-to-face and higher distance education in India. The focus of the course has largely been on the costing and funding of distance education in both the developed and the developing nations, and the examination of its economic viability. Besides, at the end, the problems and possibilities of the success and otherwise of distance education in some selected parts of the world, with reference to their economic aspects, have been highlighted.

The objectives of the course are as follows:

- Define economics of education, distinguish between consumption and investment in education, and analyse budgeting and costing in education;
- Describe how distance education contributes to human resource development, and analyse funding, pricing and quality in distance education and online learning;
- Analyse various cost types and functions in distance education and online learning;
- Analyse and present comparative study of costs of distance education across important and mega open universities globally; and
- Describe various cost studies in distance education and online learning, and develop ability to formulate research studies on distance education and online learning.

This course has five blocks:

- Block 1:** Economics of Education
- Block 2:** Economics of Distance Education
- Block 3:** Costing in Distance Education
- Block 4:** International Perspective
- Block 5:** Readings in Economics of Distance Education

MDE-419: Staff Training and Development in Distance Education

Staff development has come to be accepted as an essential part of organizational growth in any field. Distance education institutions and open universities are no exception, as most of the staff who works in the field of distance education have come initially from other fields like conventional system of education, industry, army, administrative and allied services, business houses, private organizations

and so on. Some join without any prior training in their functional areas. In near future many more persons with different professional background will join the field of education as the new situation demands it. This very aspect spells out the need for staff training and development in distance education itself. Human resources need to be generated through training and retraining over a long period of time for effectively handling and promoting the system.

After completing this course the learner should be able:

- To explain the philosophy and purpose of staff development for distance education;
- To explain the training techniques for teachers, support staff and non-teaching staff of distance education;
- To demonstrate the different methodologies used for staff development;
- Identify different instructional designs for online learning/training; and
- To reflect upon various professional developments, practices in a national and international context.

This course has five blocks:

- Block 1:** Growth and Development
- Block 2:** Staff Development Perspectives
- Block 3:** Implementational Aspects
- Block 4:** Online Training
- Block 5:** Staff Development Experiences

This course covers all the major aspects of learning at a distance. It traces the genesis of distance education. It covers an elaborate discussion on training to develop self-learning materials, training in student support services, training of trainers and training of non-academic staff. It discusses various issues like approach, application and evaluation of training, and issues pertaining to language in distance education. It also discusses approaches to online training, professional development issues for online training and assessment and evaluation of online training.

MDEP-420: Project Work

A project at this stage should be a pleasant activity. Most of you are in-service teachers or personnel working within the system of distance education. Further you have had a fairly firm grounding in research methodology from course MDE-415. The purpose of the project work is to sensitize you to the realities and practices of distance education systems, their unique problems, the demands made on them and the possibilities inherent in them.

After completing this course the learner should be able:

- To develop research skills, training skills and learning material development.
- Identify solutions for local problems through ‘scientific method’ of investigation; and
- Create new knowledge in the area of Distance Education.

For details about Project Work please go through the Handbook on Project Work (MDEP-420), which you must have received along with other course materials. After reading the handbook carefully you have to develop a project proposal and submit it to STRIDE for approval. Please mention your e-mail address and contact phone numbers. Few other important points related to project work are given below:

The project proposal has to be addressed to:

The Director,
STRIDE, Block-16, IGNOU,
Maidan Garhi, New Delhi-110 068, India
(By post)

The final project report has to be sent to:

Assistant Registrar (Projects),
Project Cell, Room No. 19, Block 3,
Student Evaluation Division (SED), IGNOU,
Maidan Garhi, New Delhi-110 068, India

(By post)

It is necessary for you to run your project through 'anti-plagiarism' software. Facility for this is also available at IGNOU library, else you may do it at your own level.

The second page of your Project Report should contain a statement of declaration/Certificate of Originality. A sample is given below:

DECLARATION/CERTIFICATE OF ORIGINALITY

This is to certify that the Project Report submitted by me (**name of the student**) to the Staff Training and Research Institute of Distance Education, Indira Gandhi National Open University, in partial fulfillment of the requirement for the award of Master of Arts in Distance Education is an original work and it has not been submitted earlier to any other institution in any other form.

Signature of the student
Name of the student
Enrolment number
Address

Student Support Services

Academic Counselling

We arrange the academic counselling for learners for clarification of doubts and answering of academic queries. Academic Counselling can be held at STRIDE office or may be internet based.

Students who have enrolled from abroad (outside India) can contact their sponsoring agencies or partner institutions for information on counselling.

The counselling sessions are not compulsory. However, we advise you to attend them as far as possible, because they would be very useful in certain respects to share your views on the subject with your Academic Counsellors and fellow learners; comprehend some of the complex ideas/concepts or difficult issues discussed in your materials, and get clarifications for many of your doubts which you would not have solved yourself.

Counselling is not lecturing, though a counselling session may include a short lecture to trigger a discussion. In fact, the counselling session is a group activity session, where you participate in discussions, listen to audio and view video programmes, get your doubts clarified and do such other activities to comprehend the text. Therefore, it is important that you participate in the counselling sessions.

Student Service Centre

The Student Service Centre (SSC) acts as a Single Window Nodal Agency for attending to students queries with a view to resolve their difficulties pertaining to Admission, Registration, Evaluation, Examination, non-receipt of Study Material and Regional Centre related issues. Campus Placement Cell The prime objective of a learner is to get a suitable placement after successful completion of

his/her study at IGNOU. To facilitate the learners towards this end, a Campus Placement Cell (CPC) has been established at the IGNOU HQ to maintain liaison with prospective employers and arrange their interactions with the prospective job-seekers among the IGNOU learners across the country.

Interactive Radio Counselling

Interactive Radio Counselling (IRC) sessions for the benefit of IGNOU students are scheduled everyday with the participation of 21 schools, STRIDE, RSD and other Divisions of IGNOU. Two live sessions are broadcast every day on FM Gyanvani Delhi and online at Gyandhara from 11:00am to 1:00 pm with repeats broadcast from 5:30pm to 7:30pm. In addition, every Thursday, 4-5 pm a special IRC session is conducted for Students Support Services. Other special IRCs on different themes and issues are also conducted from time to time. Students can listen to these live discussions by the teachers and experts on the topic of the day and interact with them through telephone, email or through chat mode on Gyan Dhara.

Radio counselling will be held through FM and students can ask questions free of cost with phone in facilities right from their homes. A toll free telephone number 110012345 has been provided for this purpose.

Teleconferencing

Teleconferencing is a one-way video and two-way audio facility. Teleconferencing will be held every month. During teleconferencing session, you will get an opportunity to interact by phone in facility or fax with the resource persons/experts who participate in teleconferencing session and clear your doubts immediately.

The teleconferencing facility will be available at the Regional Centres. The teleconferencing schedule will be sent to the Programme In-charge and Regional Director who would inform the students. Teleconferencing is done through Gyan Darshan Channel. Students must regularly attend these sessions. These will help them clarify doubts and interact with other learners all over the country.

Gyan Darshan

Gyan Darshan (GD) channel is a major milestone in the field of Educational Television in India. It is a joint venture of the Ministry of Human Resource Development (MHRD), Ministry of Information & Broadcasting (I & B Ministry), Prasar Bharati and IGNOU serving as the nodal agency. Launched in the year 2000, GD is a 24-hour educational channel which offers the best of educational programmes covering a variety of subjects and catering to a wide range of viewers. These include pre-school, primary, secondary and higher secondary students, college/university students, youth seeking career opportunities, homemakers and working professionals. Induction Programmes for new students and convocations for graduating students are also conducted live through Teleconferencing every year.

Gyan Drashan is also available on webcast, thus extending the reach of IGNOU programmes to audiences world over. The Gyan Darshan telecast is also beneficial for students of the formal education system and the viewers can access Gyan Darshan on IGNOU's website <https://www.ignouonline.ac.in/gyandarshan/>. As Gyan Darshan Channel is must carry channel as per the Government of India Gazette notification, a number of private DTH/Cable Operators carry Gyan Darshan in their Bouquets. Gyan Darshan is now part of Swayam Prabha and can be watched on MHRD Channel no.25.

Gyan Vani

Gyan Vani (GV) FM Radio was conceived in 2001 as a network of educational FM Radio Channels operating from various cities in the country. With an aim to enhance and supplement the teaching-learning process, each GV Station has a range of about 60 kms and covers an entire city/town including the adjoining rural areas. Gyan Vani serves as an ideal medium for niche audience addressing the local educational, developmental and socio-cultural requirements of the people. The flavor of the channel is by and large local and the medium is English, Hindi or language of the region.

The overall content pertains to Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education, Distance Education and Extension Education etc. Interactive Radio Counseling (IRC) facility is being provided by GV Stations to enable students to interact with the faculty, academic counselors and student support staff. The live phone-in programmes are popular components of the network. The programmes broadcast through each stations include both pre-recorded and live content.

Gyandhara

Gyandhara is an internet audio counseling service offered by IGNOU. Students can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone, email and also chat mode. When live sessions are not on, Gyanvani Delhi is made available on this platform. The Gyandhara streaming is available for internet users anywhere in the world. Important events broadcast by GV Delhi are also relayed by all GV stations using the Gyandhara feed. You can access Gyandhara using the link <https://www.ignouonline.ac.in/gyandhara/>

Swayam

SWAYAM, an initiative by Government of India, is an instrument for self-actualization providing opportunities for a life-long learning through Massive Open Online Courses (MOOCs). Learners can choose from hundreds of courses on SWAYAM from high school to PG level including vocational and skill based training.

Swayam Prabha

SWAYAM Prabha, a MHRD Project under the NME-ICT (National Mission on Education through ICT), is group of 32 Direct-to-Home (DTH) channels devoted to 24×7 basis telecast of high-quality educational programmes with the use of GSAT-15 satellite. These channels will telecast programmes for Higher Education, School Education; Curriculum based courses to meet need of lifelong learners and programmes to assist students of Standards 11 and 12, to prepare for competitive examinations.

The content for SWAYAM Prabha is provided by various national institutions and bodies such as UGC, IITs, CEC, NPTEL, IGNOU, NCERT and NIOS. The SWAYAM Prabha channels are available free for use by anyone. Students can access the educational content transmitted through SWAYAM Piranha by installing and configuring DTH service by setting up of a Set top box.

eGyanKosh

IGNOU initiated the development of a knowledge repository named e-GyanKosh (www.egyankosh.ac.in) in October, 2005, to store, index, preserve, distribute and share the digital learning resources developed by the ODL institutions in the country. Self-instructional print material of around 2565 courses (comprising more than forty thousand course modules) and 2389 video programmes of IGNOU have been digitised and uploaded on the repository.

Students can view/download IGNOU study material free of cost from the University website www.ignou.ac.in. To view/download IGNOU study material the student has to register at <http://www.egyankosh.ac.in/register>

SMS

SMS or short message service has emerged as a very common way of instant and short communication through the mobile phones. IGNOU has been actively using SMS as a means to reach to its distant learners. Some of the areas for which SMS is actively used by the University are:

- Admission Confirmation of online applications;
- Intimation regarding Induction Meetings;
- Receiving of Study Materials;
- Assignment related vital communication;
- Term End Examination — hall tickets & other communication; and
- Convocation related communication.

Mobile App

'IGNOU StudentApp' Mobile App is an Official Mobile App of Indira Gandhi National Open University (IGNOU), New Delhi. This app is an ICT initiative of IGNOU to provide student related information to IGNOU learners and extending Technology Enhanced Learner Support Services to them. Existing Student may login to application by entering Enrollment No., Program & Date of Birth. After Log-in student may access various IGNOU student related services such as Registration Details, Material Dispatch Status, Identity Card, Grade Card, TEE Result, Hall Ticket and various other important links in one window.

Handbooks

STRIDE has developed Handbooks on various topics such as open and distance learning, effective learning, development of self-learning material, media and technology in distance education, e-learning, opportunities for the North-east learners, and serving students with disabilities etc. All STRIDE Handbooks are available on IGNOU website: <http://www.ignou.ac.in/ignou/aboutignou/icc/stride/traning-materials>

Audio-video Programme

Audio and video programmes for each course have been prepared to support learning for the students. These Audio and video cassettes will be provided for viewing and listening. They can also hire the cassettes for viewing and listening.

Sample question papers

Sample question papers of MADE programme are given on page 43. You can download old question papers from IGNOU website: <https://webservices.ignou.ac.in/Pre-Question/>

Assignment Related Information

Assignment is an important component of your study. Each course of MADE has one compulsory assignment. The assignments carry 25% weight in the final result. Kindly note that it is compulsory for you to submit one assignment per course, else you will not be allowed to appear in the term-end examination. You can download your assignments from the IGNOU website: <https://webservices.ignou.ac.in/assignments/>

You should submit the assignment-responses to Director, STRIDE, Block 16, IGNOU, Maidan Garhi, New Delhi-110068 as per the instructions given in the assignments and the dates mentioned in the assignments. Your assignments will be evaluated at STRIDE and the grades along with the tutor comments will be sent to you by post. The grades of the assignments submitted earlier will be carried forward. This is applicable, if you extend your study year.

Guidelines for Writing Assignments

Here are some guidelines for writing the MADE assignments.

1. Preparing the First/Front Page

- Write your enrolment number, name and full address at the top right side corner of the first page of your assignment response(s).
- Write the course title, assignment number and the date of submission in capital letters in the centre at the top of the first page of your response(s).

(Leave **the top and left side corner blank** for office use.)

The top of the first page of your response(s) should look something like this:

Course	Title
Assignment Name	Enrol.No.
Date of Submission/posting	
Address	
.....	
.....	
.....	
Pin Code	
E-mail address (if any):	

(Please follow the format strictly. If you do not follow this format we may return your responses to you for re-submission. If you do not write your enrolment number and address, your assignment-responses are likely to be lost.)

2. Writing Your Answer

- Your answer should be to the point and well documented. Follow the suggestions given in the assignment itself. Your answer should be based on study materials, reference books/articles and your experience. Keep the word limit in your mind. Slight variation does not matter much. Illustrations, examples etc. should be relevant.
- Do not copy from the study materials or any book. Do not paste or attach any picture or printed articles as your answer. We have experienced these earlier. These will bring a lower grade for you. The evaluator may reject your assignment also.
- Your answer should be hand-written. If you think the evaluator will have difficulties in reading your assignments, you may send typed answer, where in every page you should mention that “written by me” and sign on every page. Do not send any Xerox copy, it will not be accepted.
- Leave at least 1½ inches margin on the left and at least 4 lines in between each answer. We have seen many learners do not keep margin as suggested. The evaluator can’t give any marginal comments in these cases. So, do not forget to keep margin.
- **Please give your enrolment number, complete postal address and mobile number on the first page of the assignment. This will help us to despatch your evaluated assignment to you.**

3. Using the right paper

Use only foolscap size paper for writing assignments. Use a standard quality paper, not a very thin and rough paper.

4. Copy of the assignments

You must keep a copy of your assignments. If these are lost in postal transit you may re-submit the copy only after taking permission from the authority.

5. Grading

The assignments are graded in the following scale:

Letter Grade	Qualitative Value	Equivalent Grade	Point Grade	Percentage Equivalence
A	Excellent	5	4.50 & Above	80% & above
B	Very Good	4	3.50 to 4.49	60% to 79.9%
C	Good	3	2.50 to 3.49	50 to 59.9%
D	Satisfactory	2	1.50 to 2.49	40 to 49.9%
E	Unsatisfactory	1	0 to 1.49	Below 40%

Note: The term-end exam answer scripts are also graded as per the above mentioned scale.

Examination Related Information

Term-end Examination

The term-end examination carries 75% weightage in the final result. The university conducts term-end examination twice a year in June and December. You are eligible to appear in the term-end examination after completion of one year. If you are a student of January session you may appear in the term-end examination in December the same year. If you are a student of July session you may appear in the term-end examination in June next year.

The Registrar, Student Evaluation Division will conduct the examination at activated examination centres for MADE.

You have to submit examination form online as per the guidelines through IGNOU website at www.ignou.ac.in

June, TEE	December, TEE	Late Fee	Submission of Exam Form
1 March to 31 March	1 Sept. To 30 Sept.	NIL	Examination forms are to be filled online.
1 April to 30 April	1 Oct. To 31 Oct.	Rs. 500/-	
1 May to 15 May	1 Nov. To 15 Nov.	Rs. 1000/-	

To avoid discrepancies in filling up examination form/hardship in appearing in the term-end examination you are advised to:

1. remain in touch with STRIDE/Regional Centre/SED for change in schedule of submission of examination form fee if any;
2. fill up the examination form for next term-end examination without waiting for the result of the previous term-end examination and also filling up the courses, for which result is awaited;
3. fill up all the particulars carefully and properly in the examination form to avoid rejection/delay in processing of the form.

University issues Examination Hall Ticket to the students at least two weeks before the commencement of Term-end Examination. The same can also be downloaded from the University's website www.ignou.ac.in. In case you fail to receive the Examination Hall Ticket within one week before the commencement of the examination, you can download the hall ticket from the website and approach the examination centre for appearing in the examination.

Re-evaluation of Answer Scripts

There is a provision for re-evaluation of answer scripts. The request for re-evaluation must be made within one month of declaration of results. The date of declaration of results will be calculated from the date on which the results are placed on the IGNOU website. Re-evaluation is not permissible for the project.

Successful Completion of the Programme

The minimum standards for completion of a course and also the MADE programme are the following:

- Minimum 'D' grade in Continuous Evaluation i.e. each assignment in each course.
- Minimum 'C' grade in the Term-End Examination in each course.
- Final grade in a course (Assignment + Term-End Examination) should be at least 'C'.

Certificate

The final completion certificate will be issued after the convocation ceremony for the year in which you complete the programme. However, immediately on completion of the programme, you will be issued a provisional certificate.

Contacts for Academic Support

We have tried to visualise your problems while you are pursuing this Programme and presented our answers and suggestions in order to overcome the programme related problems without facing any difficulties. To serve this purpose we have used this Programme Guide. It is possible that you may like to know something more from us from time to time. You are welcome to contact us either in person or through correspondence. But please note that you should contact the right persons, depending on the nature of your queries.

You are requested to contact the course coordinator(s) for any academic matter related to that particular course.

First Year	
MDE-411	Coordinator: Prof. Rampelli Satyanarayana (rsatyanarayana@ignou.ac.in) Co-Coordinator: Dr. Ali Asgar (aliasgar@ignou.ac.in)
MDE-412	Coordinator: Prof. Basanti Pradhan (basantipradhan@ignou.ac.in)
MDE-413	Coordinator: Sh. Tata Ramakrishna (tataramakrishna@ignou.ac.in) Co-Coordinator: Dr. P. Lakshmi (p.lakshmi@ignou.ac.in)
MDE-414	Coordinator: Prof. C.R.K. Murthy (crkmurthy@ignou.ac.in) Co-Coordinator: Dr. P. Lakshmi (p.lakshmi@ignou.ac.in)
MDE-418	Coordinator: Dr. G. Mythili (gmythili@ignou.ac.in)
Second Year	
MDE-415	Coordinator: Prof. Santosh Panda (spanda.ignou@gmail.com)
MDE-416	Coordinator: Prof. Rampelli Satyanarayana (rsatyanarayana@ignou.ac.in) Co-Coordinator: Dr. Amiteshwar Ratra (amiteshwar@ignou.ac.in)
MDE-417	Coordinator: Prof. Santosh Panda (spanda.ignou@gmail.com)
MDE-419	Coordinator: Dr. Anita Priyadarshini (anitapriyadarshini@ignou.ac.in)
MDEP-420	Coordinator: Dr. Anita Priyadarshini (anitapriyadarshini@ignou.ac.in)

For any other academic matter contact:

The Director, STRIDE, Block-16, IGNOU, Maidan Garhi, New Delhi-110 068
E-mail: stride@ignou.ac.in, Telephone: (0) 91-11-29535399, Fax: 91-11-29533073

All queries related to change of address should be addressed to:

The Regional Director, IGNOU Regional Centre
(From where you sought your registration/enrolment)

The MPDD has developed a single window for all queries about the receipt/dispatch of course materials — missing page(s)/unit(s)/assignment(s), etc. which caters to the need of students visiting the IGNOU Headquarters as also providing replies to their queries via e-mail, fax and phone as given below:

Telephone No: 011-29572008 or 29572015, Fax No: 011-29535083, E-mail: mpdd@ignou.ac.in

Points to Remember

We would like to mention the followings for your benefit:

Assignments for January session will remain valid from March to September of the same year. Assignments for July session will remain valid from October to February (next year).

The successful grade in continuous evaluation for each assignment is 'D'. If you fail to make this score you can re-submit your assignment in the current year and also in the next year if you like. But you will have to collect a fresh assignment which is valid for that year. Assignments are available at 'Student Support' zone at IGNOU website. Remember, you can't sit for term-end examination in a course until you clear the assignment for that particular course.

Please regularly visit the 'Student Zone' section of IGNOU website www.ignou.ac.in. You will be able to find various student related information and you can download forms for your use from the website.

Please fill up/participate in the feedback form/student satisfaction survey conducted by STRIDE from time to time.

Please file all letters that the University sends you, and keep the programme guide carefully. A record of your progress is maintained at our SED, however, you must maintain your own record for comparisons if needed.

Do write to us if you have any difficulties or problems while working through the programme. Remember to intimate the relevant authority sufficiently in advance.

All types of communication (letters, applications, etc.) are attended to as soon as we can. It is therefore, desirable that you make your letters brief and precise. Also mention your enrolment number and present address in all your correspondence. It is mandatory.

The institute reserves the right to change the rules detailed in this Programme Guide. However, you will be informed about those changes through supplementary circulars well in advance. Browse IGNOU web site also.

In your own time-table you must make provision for unforeseen difficulties, such as illness, official duties, various social obligations, etc. By doing so, you will save yourself from unexpected delays.

The golden principle is to do it today what you have planned to do tomorrow.

Term-end Examination sample question paper

For your benefit we have included a set of sample question papers in this Programme Guide. Usually each question paper has three sections and each section carries equal weightage.

There will be essay type, short answer and practical questions. But variations in the format of the question paper may not be ruled out.

Useful References for further study

Print Materials

Course MDE-411: Growth and Philosophy of Distance Education

1. Cleveland-Innes M.F. & Garrison D.R. (2010) "An Introduction to Distance Education". Routledge Newyork & London
2. Lockwood, F. (2007) "Quality Assurance in Open, Distance and Online Social Credibility and Justice Learning: From cottage industry into the mainstream", *Learning and Teaching in Action*, vol. 3, no. 2.
3. Robinson, B. (2007) "Inside and outside the UK quality assurance box: some issues for open and distributed learning", *Learning and Teaching in Action*, vol. 3, no. 2.
4. Annual Report, Ministry of Human Resource Development, Government of India, 2006-2007.
5. Draft Report of Working Group on Higher Education for the XI Plan, Planning Commission, Government of India (2007).
6. John Leary and Zane Berge. Successful Distance Education Programmes in Sub-Saharan Africa. Turkish Online Journal of Distance Education – TOJDE. April. 2007.
7. Peter Materu. Higher Education Quality Assurance in Sub-Saharan Africa Status, Challenges, Opportunities and Promising Practices. World Bank Working Paper No.124. 2007.
8. Rodrigo, Covadonga. African virtual Campus. ICDE 2009 Papers. [www.ou.ni/docs/campagnes/icde 2009 Papers](http://www.ou.ni/docs/campagnes/icde%2009%20papers).
9. World Bank Institute. Annual Review. 2008.
10. World Development Indicators. World Bank. 2009.

Course MDE-412: Instructional Design

1. Anderson, L.W, and Krathwohl, D.R. (Eds.) (2000). *A taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives*, New York; Longman.
2. Barrell, J. (2010). *Problem-based learning: the foundation for 21st century skills*. In J. Bellanca and R. Brandt (Eds.), *21st Century Skills: rethinking how students learn*, Bloomington: Solution Tree Press.
3. Brown, Abbie, and Green, Timothy, D (2016). *The Essentials of Instructional Design* (Third ed.) Routledge, New York, NY 10017.
4. Dick, W; Carrey, L., and Carry, J.O. (2011) *The Systematic design of instruction* (7th ed.). Columbus, OH: Allyn and Bacon.
5. Gagne, R. M., Wager, W. W., Golas, K.C., & Keller, J. M. (2004). *Principles of Instructional design* (5th ed.), Belmont, CA : Wadsworth/Thomson Learning.
6. Kirkpatrick, D. (1994). *Evaluating training programmes*, San Francisco: Berrett Koehler Publishers.
7. Merrill, M. D. (2013). *First principles of instruction: Identifying and designing effective, efficient, and engaging instruction*. San Francisco: Peffer.
8. Morrison, G. R., Ross, S. M., and Kemp, J. E. (2013). *Designing effective instruction* (7th ed.) New York: John Wiley and Sons.
9. Smith, P. L; & Ragan, T. J. (2005). *Instructional design* (3rd ed.) New York: John Wiley & Sons.
10. van Merriënboer, J. G., & Kirschner, P. A. (2012). *Ten steps to complex learning: A systematic approach to four - components instructional design*, London: Routledge.

Course MDE-413: Learner Support Systems and Services

1. Harichandan, D. (2009) *Distance Education and Student Support Services*. New Delhi: Deep and Deep.
2. Srivastava, M. (2012) *Open Universities: India's Answer to Challenges in Higher Education*, New Delhi, Vikas Publishing House Pvt. Ltd.
3. Biswas, P. (2008). *Study Skills and Psychological Skills for Better Performance: A Handbook for the Learner Workshop*, IGNOU, New Delhi.
4. Kizlik, B. (2009). *Effective Study Skills*, <http://www.adprima.com/studyout.htm> (accessed on 10.08.09)

5. Christopher, E.M. and Smith, L.E. (2009). *Leadership Training*, New Delhi: Viva.
6. STRIDE Handbook 8. (2009) *E-Learning*. New Delhi: IGNOU.
7. Murahari, Bucherla & Kumar, V. Vijaya. (2008) Student Support Services in Distance Education: Quality Control-revisited. Paper presented at the 14th annual conference of the Indian Distance Education Association, Guwahati.
8. Reddy, V. & Santosh, P. (2008) Academic Counselling: Some Institutional Models & Models of Counselling. Paper presented at the 14th annual conference of the Indian Distance Education Association, Guwahati.
9. Yorke, M. (2008). *Grading Student Achievement in Higher Education*, London: Routledge.
10. Cress, U., & Kimmerle, J. (2008). A systemic and cognitive view on collaborative knowledge building with wikis. *International Journal of Computer-Supported Collaborative Learning*, 3, 105-122.

Course MDE-414: Management of Distance Education

1. Tucker, B. (2009). Beyond the Bubble: Technology and the Future of Student Assessment. *Education Sector Reports*. Retrieved April 07, 2009, from Web site: www.educationsector.org.
2. Ahonen, T.T. (2009). Bigger than TV, bigger than the internet: Understand mobile of 4 billion users, <http://communities-dominate.blogs.com/brands/2009/02/biggerthan-tv-bigger-than-the-internet-understand-mobile-of-4-billion-users.html> (accessed 27 May 2009)
3. Cavus, N., and Ibrahim, D. (2009). m-Learning: An experiment in using SMS to support learning new English language words. *British Journal of Educational Technology*, 40(1), 78–91.
4. Ismail, I., and Idrus, R.M. (2009). Development of SMS mobile technology for mlearning for distance learners. *International Journal of Interactive Mobile Technologies*, 3(2), 55-57. <http://online-journals.org/i-jim/article/view/724/879> (accessed 19 June 2009).
5. International Telecommunication Union (ITU) (2009). *Measuring the Information Society: The ICT Development Index*, ITU: Geneva.
6. Jones , G.M., and Edwards, G. (2009). Time to Engage? Texting to Support and Enhance First Year Undergraduate Learning. *International Journal of Interactive Mobile Technologies*, 3(2), 6–11. <http://online-journals.org/i-jim/article/view/744/872> (accessed 19 June 2009).
7. Koole, M.L. (2009). A model for framing mobile learning. In *Mobile Learning: Transforming the Delivery of Education and Training*, edited by M. Ally. Edmonton: Athabasca University Press. http://www.aupress.ca/books/120155/ebook/99Z_Mohamed_Ally_2009-Mobile_Learning.pdf (accessed 19 June 2009).
8. Mishra, Sanjaya (2009). Mobile Technologies in Open Schools, Vancouver: Commonwealth of Learning, Available at http://www.col.org/SiteCollectionDocuments/Mobile_Technologies_in_Open_Schools_web.pdf

Course MDE-415: Research for Distance Education

1. Al-Fahad, F. N. (2009) Students' Attitudes and Perceptions towards the Effectiveness of Mobile Learning in King Saud University Saudi Arabia. Online Submission
2. Al-Harthi and Aisha S. (2010) 'Learner Self-Regulation in Distance Education: A Cross-Cultural Study', *American Journal of Distance Education*, 24:3, 135 – 150.
3. Balasubramanian, K., Thamizoli, P., Umar, Abdurrahman and Kanwar, Asha. (2010) 'Using mobile phones to promote lifelong learning among rural women in Southern India', *Distance Education*, 31:2, 193 – 209.
4. Gaba, Ashok, Panda Santosh and Murthy CRK. (2011) Costing of Distance Learning: A Study of the Indian Mega Open University, *International Journal of Instructional Technology and Distance Learning*, Volume 8 Number 6, 59-75.
5. Gunawardena, Charlotte N. , Linder-VanBershot, Jennifer A. , LaPointe, Deborah K. and Rao, Lalita (2010) 'Predictors of Learner Satisfaction and Transfer of Learning in a Corporate Online Education Program', *American Journal of Distance Education*, 24:4, 207 – 226.
6. Klenowski, V. (2010) Curriculum evaluation: Approaches and methodologies. In, Peterson, P; Baker, E. and McGaw, B. (Eds.), *International Encyclopedia of Education*, Third Edition, Elsevier Pub., Volume 1. pp. 585-591.

7. Mishra, A.; Vijayashri; and Garg, S. (2009) Evaluation of the undergraduate physics programme at Indira Gandhi National Open University: A case study, *International Review of Research in Open and Distance Learning*, Vol. 10, No.- 6, December, pp. 106-123.
8. Orr, G. (2010) Review of literature in mobile learning: Affordances and constraints. *The 6th IEEE International Conference on Wireless, Mobile, and Ubiquitous Technologies in Education*, Taiwan, 107-111.
9. Peter Cowie, Mark Nichols. (2010) The Clash of Cultures: Hybrid Learning Course Development as Management of Tension, *Journal of Distance Education*, Vol. 24 No. 2.
10. Singh Shashi, Singh Ajay and Singh Kiran. (2012) Motivation levels among traditional and open learning undergraduate students in India, *The International Review of Research in Open and Distance Learning*, 13 (3).

Course MDE-416: Curriculum Development for Distance Education

1. Ravi Ayyagari and Rampelli Satyanarayana (2014). Effectiveness of video teleconferencing in teaching learning in open distance learning institution in India, *IUJ Journal of Management of* Vol. 2, No.1, May 2014, ICFAI University of Jharkhand.
2. Schulte, M. (2010). Faculty Perceptions of Technology Distance Education Transactions: Qualitative Outcomes to Inform Teaching Practices. *The Journal of Educators Online*, 7(2). Retrieved from: <http://www.thejeo.com/Archives/Volume7Number2/Schultepaper.pdf>
3. Gaible, Edmond. (2008). Survey of ICT and Education in the Caribbean: A summary report, Based on 16 Country Surveys. Washington, DC: *infoDev /World Bank*. Available at: <http://www.infodev.org/en/Publication.441.html>
4. Harishankar, V. B., Balaji, V. and Ganapuram, S. (2013). An Assessment of Individual and Institutional Readiness to Embrace Open Educational Resources in India. In Dhanrajan, Gajaraj & Porter, David (Eds.), *Open Educational Resources: An Asian Perspective*. Vancouver: CEMCA.
5. Indira Gandhi National Open University. (2012). Annual report, 2011–12. New Delhi: Indira Gandhi National Open University.
6. Kanjilal, Uma (2013). Digital Repository to Open Educational Resource Repository: IGNOU's eGyankosh. In Dhanrajan, Gajaraj & Porter, David (Eds.), *Open Educational Resources: An Asian Perspective*. Vancouver: CEMCA.
7. Kelly, T. (2010). Survey of ICT for Education in India and South Asia. Washington, DC: *infoDev World Bank & PricewaterHouseCoopers*.
8. National Knowledge Commission, Government of India. (2012). Recommendations. Available at: <http://www.knowledgecommission.gov.in/recommendations/oer.asp>
9. Snehi, Neeru. (2009). ICT in Indian Universities and Colleges: Opportunities and challenges. *Management and Change*, vol. 13, issue 2, ISSN-0972-2149.
10. UGC (2011) Higher Education in India: Strategies and Schemes during Eleventh Plan Period (2007-2012) for Universities and Colleges. New Delhi: UGC. Retrieved from <http://www.ugc.ac.in/oldpdf/pub/he/HEIstrategies.pdf>

Course MDE-417: Distance Education: Economic Perspective

1. Attwood, R. (2010). *Times Higher Education*. No 1,958, 29 July 2010 pp 10-11.
2. Bramble, W. and Panda S., (2008). *Economics of Distance and Online Learning. Theory Practice and Research*. Routledge New York.
3. Gordon, S., et al. (2009). *Online Journal of Distance Learning Administration*, Volume XII, Number III, University of West Georgia, Distance Education Center.
4. Joint Costing and Pricing Steering Group (2010) *Transparent Approach to Costing (TRAC) Guidance*. Higher Education Funding Council for England (HEFCE) <http://www.hefce.ac.uk/finance/fundinghe/trac/tdg/#report>
5. Snowball (2010). Newsletter for Associate Lecturers in the Open University 38 July.
6. Akpan, W. & Akinyoade, A. (2009). Nigeria: Higher Education and the Challenges of Access, in T.A. Volkman, J. Dassin and M. Zurbuchen (Eds). *Origins, Journeys and Returns: Social Justice in International Higher Education*. New York: Social Science Research Council.
7. National Universities Commission (2011). List of Approved Universities in Nigeria. *Monday Bulletin*, Vol. 6 (47) available from <http://www.nuc.edu.ng/nucsite/File/Monday%20Bulletin/MB%202011/MB%2021%20November%202011%20vetted.pdf>

8. Jung, Insung (2008). Costing virtual university. In W.J. Bramble and S. Panda (Eds), *Economics of Distance and Online Learning*. New York: Routledge.
9. Panda, S. & Gaba, A. (2008). Funding distance education: a regional perspective. In W.J. Bramble & Santosh Panda (Eds.) *Economics of Distance and Online Learning: Theory, Practice and Research*. New York: Routledge.
10. Smith, J.M. and Bramble, W. (2008). Funding of distance and online learning in the United States. In Bramble, W. and Panda, S. (Eds.) *Economics of Distance and Online Learning*. New York: Routledge

MDE-418: Educational Communication Technologies

1. Mishra, Sanjaya (2009). E-Learning in India, *International Journal on E-Learning*, 8 (4), 549-560.
2. Cavus, N., and Ibrahim, D. (2009). m-Learning: An experiment in using SMS to support learning new English language words. *British Journal of Educational Technology*, 40(1), 78–91.
3. Mishra, Sanjaya (2009). Mobile Technologies in Open Schools, Vancouver: Commonwealth of Learning, Available at http://www.col.org/SiteCollectionDocuments/Mobile_Technologies_in_Open_Schools_web.pdf
4. Huber, D.M., & Runstein, R.E. (2010). *Modern Recording Techniques*, Oxford: Focal Press
5. Aguilar, E. (2009). Blogs gives students an audience, Available at <http://www.edutopia.org/student-blogging-classroom-tips>
6. Anderson, T. (2009). Social Networking, in Mishra, Sanjaya (2009). *E-Learning* (STRIDE Handbook 8), New Delhi: IGNOU
7. Cole, M. (2009). Using Wiki Technology to Support Student Engagement: Lessons from the Trenches. *Computers & Education*. 52(1), 141-146.
8. Mishra, Sanjaya (2009). *E-Learning* (STRIDE Handbook 8), New Delhi: IGNOU
9. Douch, R., Attewell, J., & Dwason, D. (2010). *Games technologies for learning: More than just toys*, London: LSN.
10. Whitton, N. (2010). *Learning with Digital Games*, New York: Routledge

MDE-419: Staff Training and Development in Distance Education

1. Hurteau, M., Moule, S. & Mongiat, S. (2009). How legitimate and justified are judgements in program evaluation? *Evaluation*. 15(3), 307-319.
2. Hurteau, M., Moule, S. & Mongiat, S. (2009). How legitimate and justified are judgements in program evaluation? *Evaluation*. 15(3), 307-319.
3. Sener, J. (2010). Effectively Evaluating Online Learning Programs. eLearn: in Depth Tutorials. Retrieved on 31st July, 2010 from <http://www.elearnmag.org/subpage.cfm?section=tutorials&article=23-1>
4. Cress, U. & Kimmerle, J. (2008). A systemic and cognitive view on collaborative knowledge building with wikis. *International Journal of Computer-Supported Collaborative Learning*, 3, 105-122.
5. Daley, L.K., Spalla, T.L., Arndt, M.J., & Warnes, A. (2008). Videoconferencing and web-based conferencing to enhance learning communities, *Journal of Nursing Education*, 47 (2), 78-81.
6. Koehler, M.J. & Mishra, P. (2008). What is technological pedagogical content knowledge (TPCK)? In AACTE-CIT (ed), *Handbook of technological pedagogical content knowledge (TPCK) for educators*. New York: Routledge.
7. Panda, S. & Juwah, C. (2006). Professional development of online facilitators in enhancing interactions and engagement: a framework. In C. Juwah (ed), *Interactions in Online Education*. London: Routledge.
8. Stafford, T.F. & Lindsey, K.L. (2007). IP teleconferencing in the wired classroom: Gratifications for distance education, *Journal of Information Systems Education*, 18 (2), 227-232.
9. Tsai, J.P., Lee, R.S., & Wang, Y.Z. (2006). University/college cooperation in course development: synchronous collaborative teaching/learning in advanced engineering in Taiwan, *International Journal of Mechanical Engineering Education*, 34 (4), 273-290.

STRIDE Handbooks

1. Handbook-1 : Open and Distance Education
2. Handbook-2 : Effective Learning
3. Handbook-3 : Academic Counselling in Open and Distance Learning
4. Handbook-4 : Assessment and Evaluation in Distance Learning
5. Handbook-5 : Development and Revision of Self-Learning Materials
6. Handbook-6 : Editing in Distance Education
7. Handbook-7 : Media and Technology in Distance Education
8. Handbook-8 : e-Learning
9. Handbook-9 : Learner Support Services in Distance Education
10. Handbook-10 : Planning and Management of Distance Education
11. Handbook-11 : Cost Analysis in Open and Distance Learning
12. Handbook-12 : Programme Evaluation in Open and Distance Education
13. Handbook-14 : Psychological Skills for Open and Distance Learning
14. Handbook-15 : Staff Training and Development in Open and Distance Education
15. Handbook-16 : Distance Education: Opportunities for the Northeast Learners
16. Handbook-17 : Serving Students with Disabilities in Distance Education

AUDIO

1.	ES311-1-07ZE (95)	Study Skills – Basic Process	17.35 Mins.
2.	ES311&2-1&3-06ZE (95)	Distance Education – A Discipline	19.45 Mins.
3.	ES311-1-15ZE (95)	Open Learning	21.45 Mins.
4.	ES311-2-01ZE (88)	Multi-Media and Self Study in Distance Education	18.30 Mins.
5.	ES311-1-2-03ZE (95)	The Concept of Distance Education	18.40 Mins.
6.	ES-08ZE (88)	Project Report – A Few Issues	15.00 Mins.
7.	ES-09ZE (88)	Project Work – DE Expectations and Possibilities	14.36 Mins.
8.	ES-10ZE (88)	Project Work – Cost of DE	10.00 Mins.
9.	ES-11ZE (88)	Project Work – De in Regional Perspective	12.30 Mins.
10.	ES-12ZE (88)	Project Work – Learner's Concern	15.00 Mins.
11.	ES-13ZE (88)	Project Work – Functioning of Distance Education System	14.30 Mins.
12.	ES-14ZE (88)	Project Work – Developing Instructional Material	16.00 Mins.
13.	ES-319-01ZE (03)	Staff Development in Distance Education	14.19 Mins.
14.	ES-319-02ZE (03)	Research Priorities in Distance Education	12.51 Mins.
15.	MADE & MAAE	Principles of Paulo Friere's Pedagogy	16.04 Mins.
16.	ES-318-18ZE (04)	Internet for Distance Education Pt. I	15.11 Mins.
17.	ES-318-19ZE (04)	Internet For Distance Education Pt. II	17.54 Mins.
18.	ES-318-20ZE (04)	Audio Script Writing and Presentation	17.46 Mins.
19.	ES-24ZE (05)	Course Design for Distance Learning	13.29 Mins.
20.	ES-312-25ZE (05)	Operational Problems in Course Production	11.52 Mins.
21.	ES-312-23ZE (05)	Quality Assurance in Open And Distance Learning	13.48 Mins.
22.	ES-313-21ZE (05)	Learner Support in Distance Education Part II	12.46 Mins.
23.	ES-313-22ZE (05)	Learning Support in Distance Education Part I	14.33 Mins.

24.	ES-313-16ZE (04)	Rogerian Counselling	15.51 Mins.
25.	ES-313-17ZE (04)	Web Based Learner Support	22.33 Mins.
26.	ES311-02ZE (88)	Need for Distance Education	20.00 Mins.
27.	MADE	How to Learn Effectively	16.09 Mins.
28.	MADE	Changing Role of Distance Education	12.47 Mins.

VIDEO

1.	ES 315 (10)	Transition from DL to ODL	32.48 Mins.
2.	ES-317 -06VE (09)	Cost Structures in Distance Education	32.11 Mins.
3.	ES-317 -05VE (09)	Economics of Distance Education	45.00 Mins.
4.	ES-319 -02VE (09)	Distance Teaching and Distance Teacher	38.24 Mins.
5.	ES-319 -04VE (09)	Online Professional Development	43.07 Mins.
6.	ES-319 -03VE (09)	Copyright and OER in Distance Education	34.13 Mins.
7.	ES-01VE (07)	Differently Abled	39:40 Mins.
8.	ES (10)	Research in Distance Education – Status and Trends	37.48 Mins.
9.	ES1-1-01VE (95)	Socio-Economic Relevance	27.00 Mins.
10.	ES2-3-04VE (95)	Communication Across the Distance	22.15 Mins.
11.	ES4-3-08VE (95)	Unit Design	32.23 Mins.
12.	ES311-15VE(95)	The Autonomous Learner: Reflections	30.00 Mins.
13.	ES314-16VE (95)	Educational Management Changing Dimensions	28.00 Mins.
14.	ES-312-22VE (2000)	Revision of Course Material for Distance Learning	27.08 Mins.
15.	ES-314-23VE (2000)	Management of DEI's	29.09 Mins.
16.	ES-311-18VE (2000)	Reaching the Unreached: Distance Education in South Africa	29.00 Mins.
17.	ES-318-19VE (2000)	Use of Technology for Staff Development	28.40 Mins.
18.	ES-314-21VE (2000)	IGNOU's Unique Mandate (Panel Discussion Format)	33.15 Mins.
19.	ES-28VE (01)	Open and Distance Learning and its Lessons of Success Pt. I	23.31 Mins.
20.	ES-29VE (01)	Distance and Open Learning with its Global and Regional Impact Pt. II	25.36 Mins.
21.	ES 314-26VE (01)	Strategic Planning and Management – An Interview with Prof. S.W. Tom (Hong Kong)	29.35 Mins.
22.	ES313-27VE (01)	Learner Concerns and Support Services	28.53 Mins.
23.	ES-311&318-30VE (03)	Digital Divide in Cultural Distance Open Learning in the Post September 11 World	28.00 Mins.
24.	ES-318-31VE(03)	Recent Trends in Multimedia Applications	17.30 Mins.
25.	ES-318-32VE(03)	Reflections on Media in Distance Education	27.50 Mins.
26.	ES-33VE (06)	History of Satellites	28.15 Mins.
27.	ES-313-39VE (07)	Counselling in Open & Distance Education: Theories & Practices	42.58 Mins.
28.	ES-313-45VE (07)	Role of Support Services for Educationally & Physically Disadvantaged Learners in Distance Education	41.48 Mins.
29.	ES-313-40VE (07)	Role of Academic Counsellors in Distance Education Part-1 Importance of Learner Support	24.20 Mins.
30.	ES-313-41VE (07)	Role of Academic Counsellor in Distance Education Part-II: PCP and Academic Counselling	22.50 Mins.

31.	ES-313-42VE (07)	Role of Academic Counsellor in Distance Education Part-III: Technology and Training for Academic Counsellors	19.02 Mins.
32.	ES-313-43VE (07)	Role of Academic Counsellor In Distance Education Part-IV: Mediated Learner Support	22.11 Mins.
33.	ES-313-44VE (07)	Role of Academic Counsellor in Distance Education Part-V: Quality of Academic Counselling and Convergence	20.11 Mins.
34.	ES-312-50VE (07)	Access Devices in Print Material for Open & Distance Learning	39.37 Mins.
35.	ES-314-34VE (06)	Changing Organisational Structure of IGNOU	41.08 Mins.
36.	ES-37VE (06)	Problems and Issues in PGDDE	37.17 Mins.
37.	ES-312-49VE (00)	Teaching Through Assignments	43.13 Mins.
38.	ES-313-46VE (07)	Student Support for Learning Skills Development	45.19 Mins.
39.	ES-314-48VE (08)	Quality in Distance Education	41.03 Mins.
40.	ES-318 - 35VE (06)	The Language of Television	20.22 Mins.
41.	ES - 36VE (06)	Programme Evaluation in ODE	37.54 Mins.
42.	ES-47VE (07)	Programme Evaluation of Distance Education: Its Strategy and Outcome	43.14 Mins.
43.	ES-315-24VE (2000)	Research in Open Learning Institution	29.25 Mins.
44.	ES-315-25VE (2000)	Research Priorities for Open Distance Learning	22.10 Mins.
45.	ES-316-20VE (2000)	Programme Evaluation: Need and Procedure	27.20 Mins.
46.	ES-319- (04)	"Globalisation and Education"	24.47 Mins.
47.	ES-319-35VE(04)	"Open and Distance Learning in Focus"	11.54 Mins.
48.	ES-319-VTM (04)	"Globalisation, Education and Commercialization" (Tamil)	26.42 Mins.
49.	ES-319-VE (04)	"Globalisation and Global Tension"	19.45 Mins.
50.	ES-312-38VE (06)	Research Studies on Assignment in Open Distance Education	41.50 Mins.
51.	MADE	Inaugural Session of International Seminar on "Skill Development Through ODeL: Innovations, Entrepreneurship for Inclusive and Sustainable Livelihoods" A Report	24.26 Mins.
52.	MADE	Technology, Open Distance Learning and Skill Development: Challenges and Possibilities	25.44 Mins.
53.	MADE	Empowering Women Through Policy and Training	
54.	MADE	Changing Roles and Characteristics of Open Universities Under the Influence of Technology	29.05 Mins.
55.	MADE	Skill Development Programmes Through Open Schooling	16.06 Mins.
56.	MADE	Skill Development Programmes in India	20.00 Mins.
57.	MADE	Status of OER Development in Bangladesh: Advocacy, Policy and Practice	23.09 Mins.
58.	MADE	Engineering Effective Learning Skill for the Distance Education Learner: Theory, Practice and a Programme	23.09 Mins.
59.	MADE	Future and Changing Roles of Staff in Distance Education: A Study to Identify Training and Continuous Professional Development (CPD) Needs	20.38 Mins.
60.	ES 313 & MDE 413	Academic Counselling in ODL	27.16 Mins.
61.	MDE 415	Pogramme Evaluation in ODL	27.49 Mins.

62.	MDE 414	Planning and Management in DE	31.03 Mins.
63.	MDE 412	Development and Revision of SLM	28.09 Mins.
64.	MDE 412	Learner Support Services in DE	26.51 Mins.
65.	MDE 412	Editing in DE	27.41 Mins.
66.	MDE 411	Open and Distance Education Today	30.03 Mins.
67.	MDE 412	Quality Assurance and Other Issues in ODL	25.49 Mins.

Video Programmes (available at YouTube-egyankosh IGNOU's channel)

1.	Changing Organisational Structure of IGNOU Part 1a (13 min 14 sec)
2.	Changing Organisational Structure of IGNOU Part 1b (13 min 14 sec)
3.	Changing Organisational Structure of IGNOU Part 1c (13 min 13 sec)
4.	Pedagogy of Teleconference Part 1b (14 min 23 sec)
5.	Pretesting or Developmental Testing of Self instruction Material Part 1a (12 min 20 sec)
6.	Pretesting or Developmental Testing of Self instruction Material Part 1b (14 min 23 sec)
7.	Pedagogy of Teleconference Part 1b (14 min 23 sec)
8.	History of Satellites Part 1a (13 min 15 sec)
9.	History of Satellites Part 1b (13 min 15 sec)
10.	Basic of Teleconference Part 1b (14 min 11 sec)
11.	Basic of Teleconference Part 1a (14 min 12 sec)
12.	Role of Academic Counsellor in Distance Education Part 1a (12 min 25 sec)
13.	Role of Academic Counsellor in Distance Education Part 1b (12 min 33 sec)
14.	Role of Academic Counsellor in Distance Education Part 2a (11 min 34 sec)
15.	Role of Academic Counsellor in Distance Education Part 2b (11 min 38 sec)
16.	Role of Academic Counsellor in Distance Education Part 3a (9 min 34 sec)
17.	Role of Academic Counsellor in Distance Education Part 3b (9 min 43 sec)
18.	Role of Academic Counsellor in Distance Education Part 4a (11 min 9 sec)
19.	Role of Academic Counsellor in Distance Education Part 4b (11 min 15 sec)
20.	Role of Academic Counsellor in Distance Education Part 5a (10 min 24 sec)
21.	Role of Academic Counsellor in Distance Education Part 5b (10 min 28 sec)

Sample Question Papers

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-411: GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION

Time: 3 hours

Maximum Weightage: 75%

Note: i) Attempt all the three questions.
ii) All the three questions carry equal weightage.

- 1) Discuss any one of the following in about **1200** words:
 - a) What is the present status of Open Distance Learning (ODL) in India? Suggest the ways and means of improving it in terms of quantity and quality with examples and illustrations.
 - b) Discuss the possibilities of convergence of face to face and open distance learning systems to achieve better educational outcomes with the help of the latest communicational technologies, including social media.
- 2) Answer any four of the following questions in about **300** words each:
 - a) Write a note on the limitations faced by dual mode institutions in India.
 - b) Explain the meaning of 'Distance' in the context of open distance learning.
 - c) What are the practical difficulties in handling Assignments as teaching tools in ODL in countries like India?
 - d) Comment on Didactic, Two-Way Communication propounded by Holmberg.
 - e) Discuss any three differences between ODL in the developed World and ODL in the developing World.
 - f) Why is staff development important for Distance Teachers?
- 3) Answer one of the following questions in about **1200** words:
 - a) Discuss any **three** theories of Distance Education and their applications in the present context.

OR

- b) Discuss the challenges faced by Distance Education in achieving parity of esteem with face to face system.

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-412: INSTRUCTIONAL DESIGN

Time: 3 hours

Maximum Weightage: 75%

Note: i) Attempt all the three questions.
ii) All the three questions carry equal weightage.

- 1) Answer any one of the following questions in about **1200** words:
 - a) Do you think the multimedia approach to learning will help in catering to the differing learning styles of the learners? Substantiate your answer with illustrations.
 - b) Discuss the various types of assessment and suggest the ways to improve the validity and reliability of assessment.
- 2) Write any four of the following questions in about **300** words each:
 - a) Describe the typical characteristics of a learner, who adopts the 'deep approach' to learning.
 - b) Discuss Piaget's contribution towards the theory of learning.
 - c) Explain the instructional design model of Smith and Ragan.
 - d) What is meant by story bonding in the context of instructional design?
 - e) What is elaboration theory of instruction? List its components.
 - f) Explain the implications of multiple intelligencies theory for instructional design in the ODL context.
- 3) Answer any one of the following questions within **1200** words:
 - a) How do you describe e-learning? Discuss the different types of e-learning and the steps involved in designing e-learning materials.
 - b) Suppose that you have been given an opportunity to design a Bachelor's Degree Programme in your discipline for distance learners. Which of the ID models would you select and why?

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-413: LEARNER SUPPORT SYSTEMS AND SERVICES

Time: 3 hours

Maximum Weightage: 75%

-
- Note:** i) Attempt all the three questions.
ii) All the three questions carry equal weightage.
-

- 1) Answer any one of the following questions in about **1200** words:
 - a) Critically analyse the problems associated with the learners in Open and Distance Learning (ODL) institutions. What kind of support services do you suggest to meet these problems?
 - b) Explain the importance of academic counselling in distance education. How will you organise a counselling session for distance learners on a topic of your choice?
- 2) Answer any four of the following questions in about **300** words each:
 - a) What is 'Flexi study'? Discuss briefly its purpose in distance education.
 - b) Explain the role and importance of study skills in distance learning.
 - c) Do all learners seek counselling? What are the factors that dissuade some learners from seeking counselling?
 - d) What is a study centre? Describe its major functions.
 - e) Discuss different measures to reduce student's attrition in distance education system.
 - f) Write a short note on global tutor comments with appropriate examples.
- 3) Answer any one of the following:
 - a) What is assessment? Discuss different types of assessment in the context of open and distance learning system in about 1200 words.
 - b) The following is an excerpt from an actual assignment response (see Appendix-I). Write your marginal comments in the margin provided and global comments on the assessment sheet enclosed. Award a grade on the assignment response on five-point scale, using letter grade A, B, C, D and E. The national correlates of these letter grades respectively are Excellent, Very Good, Good, Satisfactory and Unsatisfactory. After evaluation attach the evaluated script and the 'Assessment sheet' with your examination answer sheet. Award a grade in the box provided and also write the global comments on the assessment sheet.

**(Note: PLEASE TEAR OFF THIS APPENDIX (ASSIGNMENT RESPONSE)
AND ATTACH IT TO YOUR ANSWER SHEET WITH ASSESSMENT SHEET)**

Enrolment No:

Grade:

APPENDIX-I

MDE-413: LEARNER SUPPORT SERVICES AND SYSTEMS

Space for comments	Assignment-Response
	<p>Question:</p> <p>Discuss the major steps involved in script writing process for a video programme.</p> <p>Answer:</p> <p>The script is the most important part of the audio and video production process. It is the blue print for carrying out the production. It is also the medium for transmitting the message. Script writing is a highly skilful activity. It is in fact the creative process of putting thoughts into visuals. Script writing is largely a co-operative activity. We can see as a sort of dialogue between the script writer, producer and other members of the production team. This begins with the final programme idea which is collaborative in nature. Hence, video scripts are evolved step by step. Creativity, imagination and co-operative efforts are some of the key features in script writing. Script writing for television has gone through certain steps which may or may not be sequential from one another. These steps or stages sometimes overlapped. By knowingly or unknowingly the script writers follow some steps. To be specific it can be said that the basic structure of script writing remains always same.</p> <p>The different stages and steps in script writing are as follows:</p> <p>Programme Idea</p> <p>One need to have an idea which suits the media selection criteria, whatever idea is reflected should be compatible with the appropriate media format available. If it is so then it can be finalized and accepted.</p> <p>Programme Brief/Outline</p> <p>Programme brief is the first written statement which forms the basis of a script. The programme idea should be developed into a programme brief or programme outline through a synopsis. A programme brief contains the objectives, time duration, title, target audience and content outline. Hear research is on target audience and topic. One needs to gather the maximum information available on the topic. Various appropriate visuals and other support materials. Important journals, books, government reports and other literature can be studied for more clarity.</p>

Space for comments	Assignment-Response
	<p>Draft Script</p> <p>It is a full length script with complete description, visuals, music, dialogue and other components. The script should be discussed with other team members to get their reaction and criticisms. So that, the draft script can be improved further by incorporating the new ideas evolved.</p> <p>Selection of Materials</p> <p>In the development of a script, programme objectives are most important. The materials of relevant resources should be located or collected. Which can fulfil the objectives to the optimum? The extra content which is less important or which can be eliminated should be removed. Keeping the length of the programme in mind, sufficient content should be prepared to make the final programme.</p> <p>Programme Design Strategy/Message Planning</p> <p>Message planning is the most decisive and creative steps of programme development. Programme design and presentation strategies are quite essential. The interests of the audience should be given priority and the programme should be designed accordingly. To fulfil the programme objectives the visual possibility or the audio sound should be placed in such a way which the available medium can offer. Certain features like presentation format, program style, pace and approach, information size and emphasis, media possibilities, visual analogies, attention getting devices, humour, repetition of key ideas, use of graphics, animation and other production resources should be considered while developing a script.</p> <p>Programme Structure and Visual Treatment</p> <p>This stage basically deals with shaping of the programme. There should be a sequence in the presentation. The beginning should be made interesting, which can create anxiety or eagerness in the viewers mind. Keeping the objectives and time frame in the mind, the content should be presented in a logistic manner with the help of appropriate visual and audio aids. There should be an interlinkage in the themes and continuity should be maintained. At the same time, the ending of a script is equally important. It should come up with a summary or clear message which can reflect the programme objectives.</p> <p>Story Board Making</p> <p>Story board means a detailed, shot by shot description of the programme on a sheet of a paper divided into two vertical columns. The rectangular boxes (3:4) in the left hand columns are used for drawing pictures/sketches with shot size described on each and the right hand column is used for writing supporting words, sound effects and music. Some important advantages of story board making are that, it is easily possible to study the</p>

Space for comments	Assignment-Response
	<p>overall development and progression of the script with use of the story boards. It is possible and advisable to make script changes, if any by adding, deleting, shifting or reshaping of thoughts and sequences.</p> <p>Along with the above-mentioned steps, there are three stages of script development.</p> <p>Final Script</p> <p>After the incorporation of new ideas and suggestions, the final script is prepared. In this stage it goes to the producers. A producer has to work out the camera script and he should begin the production. During the process there will be a close co-operation and exchange of views will be there between the producers and the script writers.</p> <p>Camera Script</p> <p>This is the crucial and critical phase of script development. The final script is developed into a camera script for the use of producer and his team members. Camera script represents the interrelationship of all programme elements and resources including music, effect and dialogue.</p> <p>Testing of the Script</p> <p>The last stage of script development is the testing of its effectiveness. After taking the feedback from the target audience, necessary changes can be made to make the programme more effective. Finally it can be said that the script testing is a formative evaluation which helps to develop a qualitative and useful script.</p>

ASSESSMENT SHEET
(To be filled in Duplicate)*

Enrolment No. _____ Programme _____

Student's Name _____ Course _____

Assignment No. _____

Assessment Grade:

Evaluator's Comments

If the space is not sufficient, please use back paper.

Please tick ✓ in the relevant box below

CONTENT			STRUCTURE AND PRESENTATION		
Accurate Information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Inaccurate Information	Well Planned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Inadequately Planned
Adequate Coverage	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Inadequate Coverage	Concise	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Too long or Too short
Good Conceptual Analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Poor Conceptual Analysis	Clearly Expressed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Not Clearly Expressed

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-414: MANAGEMENT OF DISTANCE EDUCATION

Time: 3 hours

Maximum Weightage: 75%

Note: i) Attempt all the three questions.
ii) All the three questions carry equal weightage.

- 1) Answer any one of the following questions in about **1200** words:
- a) “The university in the 21st century is no more the ‘ivory tower’ that it was. The modern university is an open system”. Elaborate and justify your answer.

OR

- b) Describe the key elements in the organisation of Open and Distance Education System.
- 2) Answer any four of the following questions in about **300** words each:
- a) What makes planning a dynamic process in an educational institution?
- b) Write a short note on decentralisation.
- c) What are the regional imbalances in Gross Enrolment Ratio?
- d) Comment on the changing nature of universities in a globalized world.
- e) What are the major components of expenditure of an educational institution?
- f) Write a short note on dual mode universities.
- 3) Answer any one of the following in about **1200** words:
- a) Describe the statement - graduates produced by Higher Education Institutions fail the test of “fitness for purpose” - Explain giving examples.

OR

- b) Identify the achievements and failures in respect to access, equity and quality in higher education.

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-415: RESEARCH FOR DISTANCE EDUCATION

Time: 3 hours

Maximum Weightage: 75%

-
- Note: i) Attempt all the three questions.
ii) All the three questions carry equal weightage.
-

- 1) Answer any one of the following questions in about **1200** words:
 - a) Discuss how research in open and distance learning can be categorised into different areas. Describe any four broad areas of research with one example of each.
 - b) Describe the purposes of hypothesis in research for distance education. Enumerate the three types of hypothesis with suitable examples.
- 2) Answer any four of the following questions in about **300** words each:
 - a) Differentiate between purposive and quota sampling techniques.
 - b) Describe the needs for literature review in research.
 - c) Discuss the use of ratio and interval scales in research with examples.
 - d) Explain the basic steps involved in data analysis using SPSS (Statistical Package for Social Sciences). Support your answer with examples while discussing its applications in research.
 - e) Discuss critically the levels of theorising in research for distance education.
 - f) Enumerate the advantages and limitations of questionnaire as a tool of research.
- 3) Answer any one of the following questions in about 1200 words:
 - a) Select a research problem from the field of open and distance learning and state the purpose for selecting this specific research problem within 200 words. Prepare a research proposal consisting of all the components within 1200 words.
 - b) What are the main features of empirical research? Discuss the steps involved in carrying out empirical research in open and distance education.

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-416: CURRICULUM DEVELOPMENT FOR DISTANCE EDUCATION

Time: 3 hours

Maximum Weightage: 75%

Note: i) Attempt all three questions.
ii) All the three questions carry equal weightage.

- 1) Answer any one of the following questions in about **1200** words.
 - a) Explain the meaning of Curriculum Design. Differentiate between the subject centered design with learner centered design.
 - b) Describe the future trends in the development of curriculum.
- 2) Answer any four of the following in about **300** words each:
 - a) Write a short note on essentialism.
 - b) Explain any four criteria which influence the selection of content.
 - c) Describe curriculum planning at national level.
 - d) Explain the ORC curriculum implementation model.
 - e) Write a short note on personalized system of instruction.
 - f) State the characteristics of distance learning materials.
- 3) Answer any one of the following in about **1200** words:
 - a) List the various types of evaluation. Explain programme evaluation in open and distance education institution.
 - b) Describe the principles of construction of evaluation tools.

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-417: DISTANCE EDUCATION: ECONOMIC PERSPECTIVES

Time: 3 hours

Maximum Weightage: 75%

Note: i) Attempt all the three questions.
ii) All the three questions carry equal weightage.

1. Answer any one of the following questions in about **1200** words:
 - a) Distinguish between economic growth and economic development. Critically examine in what ways distance education contributes to economic growth/development of a country.
 - b) What do you mean by economy of scale and break-even point in cost analysis? Discuss, with the help of suitable examples, how can a distance teaching/open university achieve economy of scale.
2. Answer any four of the following in about **300** words each:
 - a) Distinguish between fixed and variable costs in distance education.
 - b) How does distance education contribute to human resource development?
 - c) What is the place of distance education in the educational planning of a country? Give a suitable example from your own country.
 - d) In what ways distance education can achieve cost-efficiency?
 - e) What different aspects are caused in the area of 'economics of distance education'?
3. Answer any one of the following in about **1200** words:
 - a) How are open universities funded? Compare at least OUs of two countries, and establish similarities and differences.
 - b) How are learning and earning possible to be pursued together? Critically examine how distance education contributes to lifelong learning in any given profession.

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-418: EDUCATIONAL COMMUNICATION TECHNOLOGIES

Time: 3 hours

Maximum Weightage: 75%

Note: i) Attempt all the three questions.
ii) All the three questions carry equal weight.

- 1) Answer any two of the following in about **600** words each:
 - a) Describe the barriers towards effective communication in distance education.
 - b) Examine the use of webcasting in the open and distance learning system.
 - c) List out communication tools used for e-learning and explain each tool with examples.
- 2) Answer any four of the following in about **300** words each:
 - a) Explain learning by designing in the context of distance education.
 - b) Discuss advantages and limitations of teleconferencing.
 - c) Describe the typical characteristics of e-learning solutions.
 - d) Differentiate between Video Chatting and Web Conferencing.
 - e) What are the reusable learning objects in distance education?
 - f) Explain different types of audio formats which are used for audio packages.
- 3) Answer any two of the following in about **600** words each:
 - a) Explain the principles of designing educational multimedia and describe the advantages of multimedia.
 - b) Analyse the factors affecting management of technological changes in Open and Distance Learning (ODL).
 - c) Describe the principles of graphic design and explain different types of graphic formats.

MASTER OF ARTS IN DISTANCE EDUCATION

Term-End Examination

MDE-419: STAFF TRAINING AND DEVELOPMENT IN DISTANCE EDUCATION

Time: 3 hours

Maximum Weightage: 75%

Note: i) Attempt all the three questions.
ii) All the three questions carry equal weightage.

- 1) Answer one of the following in about **1200** words:
 - a) Describe the three levels of need analysis. Discuss the contribution of each for training.
 - b) Discuss critically any two training methods you may use in the context of distance education.
- 2) Answer any four of the following in about **300** words each:
 - a) What are the purposes of evaluation of a training programme?
 - b) List the tools for e-learning environment.
 - c) Discuss interview as a method of evaluation of a training programme.
 - d) Who are called pro-active trainers? Give examples in the context of distance education.
 - e) Write in brief about 'interaction' and 'collaboration' tools used in online environment.
 - f) Briefly discuss portfolio approach.
- 3) Answer one of the following in about **1200** words:
 - a) Discuss with examples Learning Management System (LSM).
 - b) If you are asked to plan and organize a 3-day training programme for the course writers in distance education, how do you plan and organize the programme? Prepare a schedule of the training programme.

Appendices

Appendix-I

WHOM TO CONTACT FOR WHAT

1.	Identity Card, Fee Receipt, Bonafide Certificate, Migration, Certificate, Change of name, Scholarship Forms, correction of name/address	Concerned Regional Centre
2.	Non-receipt of study material and assignments	Registrar (MPDD), IGNOU, Maidan Garhi, New Delhi-110068
3.	Change of Elective/Medium/opting of left over electives/Deletion of excess credits	Concerned Regional Centre
4.	Re-admission and Credit Transfer	Student Registration Division, Block No. 1 & 3, IGNOU, Maidan Garhi, New Delhi-110068
5.	Purchase of Audio/Video CDs	Marketing Unit, EMPC, IGNOU, Maidan Garhi, New Delhi-110068
6.	Academic Content	Director of the School concerned
7.	Approval of a Project Synopsis	Project Co-ordinator in the Concerned School
8.	Student Support Services and Student Grievances, pre-admission Inquiry of various Programmes in IGNOU	Director, Student Service Centre, IGNOU, Maidan Garhi, New Delhi-110068, E-mail: ssc@ignou.ac.in, Tel.Nos.: 29572514
9.	International Students residing in India should contact	Director, International Division, IGNOU, Block-15, Section K, Maidan Garhi, New Delhi, Tel. Nos.: 29533987; 29571684 E-mail: internationaldivision@ignou.ac.in

Sl. No.	Issues related	Contact No.	Controlling Officer & Phone No.	E-mail ID
1.	Issue of Degree/Diploma Certificate/Despatch of returned Degrees/Verification of Degrees/Convocation	011-29572213 011-29535438	Asstt. Registrar 011-29572224	convocation@ignou.ac.in
2.	Issue of Hall Ticket/Correction in the hall ticket for handicapped students/Non- receipt of hall tickets for term-end-examination & Entrance Test/Entrance, Test Results/Queries related to dispatch of attendance, list of examinees etc./writer	011-29572209 011-29572202	Asstt. Registrar 011-29535064	sgoswami@ignou.ac.in, jitenderkr@ignou.ac.in
3.	Declaration of results of Masters & Bachelors degree level programme/ Issue of grade card and provisional certificate of Masters and Bachelor degree level programmes/Practical marks of all programmes	011-29572212	Section Officer 011-29536103	mdresult@ignou.ac.in, bdresult@ignou.ac.in
4.	Declaration of results of Masters, Bachelor and Diploma programme/ Issue of grade card and provisional certificate of Masters, Bachelor and Diploma level programme	011-29572211	Section Officer 011-29536743	bdresult@ignou.ac.in, dpresult@ignou.ac.in
5.	Declaration of results of DPE and Certificate programme/Issue of grade card and provisional certificate of DPE & Certificate level programme	011-29572208	Section Officer 011-29536405	cpresult@ignou.ac.in

Sl. No.	Issues related	Contact No.	Controlling Officer & Phone No.	E-mail ID
6.	Verification of genuineness of provisional certificate and grade card/Issue of Transcript	011-29572210	Section Officer 011-29536405	gcverification@ignou.ac.in
7.	Queries related to UFM cases	011-29572208 011-29576405	Section Officer	ufmgroup@ignou.ac.in
8.	Status of Project Report of all Programmes/Dissertation and Viva marks	011-29571324 011-29571321	Asstt. Registrar 011-29532294	projects@ignou.ac.in
9.	Queries related to Assignment Marks	011-29571325 011-29571319	Asstt. Registrar 011-29571313	assignment@ignou.ac.in
10.	Students general enquiries and grievances/Issue of duplicate mark sheet/Discrepancy in grade card, non-updation of grade/ marks programmes wise in the grade card etc.	011-29572218 011-29571313 011-29572215 011-29572219	Asstt. Registrar Dy. Director/ Asstt. Director	sedgrievance@ignou.ac.in, garora@ignou.ac.in

IGNOU Policy Regarding Sexual Harassment at the Workplace

In compliance with the guidelines of the Supreme Court, IGNOU has adopted a policy that aims to prevent/prohibit/punish sexual harassment of women at the workplace. Academic/non-academic staff and students of this University come under its purview.

Information on this policy, rules and procedures can be accessed on the IGNOU website (www.ignou.ac.in). Incidents of sexual harassment may be reported to the Regional Director of the Regional Centre you are attached to or to any of the persons below:

I. REGIONAL SERVICES DIVISION COMMITTEE AGAINST SEXUAL HARASSMENT (RSDCASH)		
Dr. Hema Pant, Deputy Director, RSD, Chairperson	011-29572409	rsdcash@ignou.ac.in
Dr. Moni Sahay, Assistant Director, RSD	011-29572403	monisahay@ignou.ac.in
Dr. Bijayalaxmi Mishra, Deputy Director, RU	011-29571998	bijayalakshmi@ignou.ac.in
Ms. Azra Arshad, Maintenance Engineer, EMPC (Continuing Member)	011-29573261	aarshad@ignou.ac.in
Ms. Jancy Srinivas, PS (Admn.)	011-29571402	jancys@ignou.ac.in
Dr. Radhika Menon, Assistant Professor, Mata Sundari College, Delhi University		

II. IGNOU Committee against Sexual Harassment (ICASH)		
Prof. Neeti Agrawal, SOMS, Chairperson ICASH	011-29573020	cash@ignou.ac.in
Dr. Shubhangi Vaidya, Associate Professor, SOITS	011-29573377	svaidya@ignou.ac.in
Dr. Gurmeet Kaur, Associate Professor, SOL (continuing member)	011-29572984	gurmeetkaur@ignou.ac.in
Dr. Paramita Saklavaidya, Associate Professor, SOTHSM	011-29571755	paramitaz@ignou.ac.in
Dr. Neha Garg, Assistant Professor, SOS	011-29572806	nehagarg@ignou.ac.in
Mr. P.T. Raveendran, AR, F&A (continuing member)	011-29571211	ptraveendran@ignou.ac.in
Ms. Anita Dhall, Asst. Director, SRD	011-29571309	anitadhall@ignou.ac.in
Ms. Rajni Gupta, SO, Admin.	011-29571422	rajnigupta@ignou.ac.in
Ms. Vidya Anand, PS, SOHS	011-29572802	vidyaanand@ignou.ac.in
Ms. Bhavna Saroha, Ph.D Scholar in Hindi, SOH		
Dr. Neerja Singh, Associate Professor, in History Satyawati College, University of Delhi		neerja17oct@gmail.com
Dr. Bani Bora, Social and Development Research and Action Group (SADRAG), NOIDA, UP		

III. IGNOU APEX COMMITTEE AGAINST SEXUAL HARASSMENT (ACASH)		
Prof. Anu Aneja, SOGDS	011-29572050	anuaneja@ignou.ac.in
Dr. Pema Eden Sandup, Associate Prof. SOH	011-29572770	psamdud@ignou.ac.in
Ms. Lalita Sharma, AR, ACD	011-29571825	lalitasharma@ignou.ac.in
Prof. Jyantika Dutta, Lady Irwin College		
Ms. Harshita Raghuvan, Advocate High Court of Delhi/Supreme Court		

Staff Training and Research Institute of Distance Education Faculty

Sl. No.		Name	Email id
1.		Prof. Rampelli Satyanarayana	rsatyanarayana@ignou.ac.in
2.		Prof. Santosh Panda	spanda.ignou@gmail.com
3.		Prof. Manjulika Srivastava	manjulika@ignou.ac.in
4.		Prof. Basanti Pradhan	basantipradhan@ignou.ac.in
5.		Prof. C.R.K. Murthy	crkmurthy@ignou.ac.in
7.		Prof. Madhu Parhar (on Deputation)	mparhar@ignou.ac.in
8.		Dr. Anita Priyadarshini, Associate Professor	anitapriyadarshini@ignou.ac.in
9.		Dr. G. Mythili, Dy. Director	gmythili@ignou.ac.in
10.		Dr. Amiteshwar Ratra, Associate Professor	amiteshwar@ignou.ac.in
11.		Sh. Tata Ramakrishna, Assistant Professor	tataramakrishna@ignou.ac.in
12.		Dr. Ali Asgar, Assistant Professor	aliasgar@ignou.ac.in
13.		Dr. Pulla Lakshmi, Assistant Professor	p.lakshmi@ignou.ac.in