



A Study on Educational Management and Administration System of IGNOU

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Abstract: Educational management and administration is very important activity of the educational institution. It is a key factor for the development of an organisation and there is no substitute to an efficient management and administration. The economic progress of western countries is not just due to rich material resources but because they are efficiently managed and utilised. The importance of management & administration is not fully realised in many developing countries. Management and administration system of an organisation must be analysed and efficient methods must be adopted to get success. It is a fact that the Indira Gandhi National Open University (IGNOU) has been recognized by various international organizations for its effective services throughout the world with successful growth since last three decades. This study has described some basic features of Educational Management and administration system and the pattern of governance followed of IGNOU that helped it to stand as a unique institution. Perceptions of different stakeholders of the IGNOU are also collected by direct interaction and through online questionnaires. Views of the stakeholders are studied. The merits and demerits of present system are analyzed and some practical suggestions are proposed to improve the system for benefit of the intuition as well as the stakeholders.

Key Words: Education, Management, Administration, ODL, IGNOU, Effective Governance.

1. INTRODUCTION:

In ancient times, as the villages grew and civilizations evolved, the managers too grew and evolved in the form of the priests, the kings, the ministers holding power and wealth in the society. In ancient India, Kautilya wrote his Arthashastra in about 321 B.C., the major theme of which was political, social and economic management of the State. The study of administration of the cities of Mohenjodaro and Harappa of the ancient Aryans in 2000 B. C., also provides evidence about the use of the principles of management at that time. So, management and administration system has its own existence from very beginning of the society. Proper management and administration is essential for every human, society or organisation including educational institutions. Education as a process begins at birth, developing intellectual capacity, skills, and social awareness, especially by instruction. An education system would influence both the individual and the society. As studied by Masood *et al.* (2011), the attainment of education enhances the earning potential of individuals and helps them to be out of poverty. Higher levels of education are more effective in reducing poverty. Keeping in view of current population growth, it is practically unrealistic to expect an adequate opportunity of education for all through traditional face-to-face structure. In order to meet the new and changing demands for education and training, Open and Distance Learning (ODL) is an appropriate substitute for the face-to-face methods. At present, the ODL mode is becoming more popular than the conventional mode of education. It is much more flexible and student centered in approach and opens educational opportunity to the un-reached learners by allowing them to learn in more convenient locations and times. The ODL system of India consists of Indira Gandhi National Open University (IGNOU), State Open Universities (SOUs), Distance Education Institutions (DEIs) and Universities offering education in dual mode. Effective management and administration is required for the DEIs for their existence and for catering the educational needs of the society successfully. The managers/administrators of DEIs require planning for short- range and long-range programmes, their goals, objectives and their proper implementation. Like other DEIs, IGNOU need effective management and administration in order to sustain and cater to the educational requirements of the society. IGNOU which was established by an Act of Parliament in 1985 has national and international presence having Headquarters at New Delhi. Since then, the IGNOU has undergone rapid expansion and emerged as an international institution in the field of ODL. It has tried to increase the Gross Enrolment Ratio (GER) by offering high-quality teaching through the ODL mode. Over a period of three decades, the student



strength of the University has grown rapidly and reached to the cumulative national and international student strength of more than 3.0 million. To increase the success rate of distant learners the learner support services must be strengthened. Learners must get proper counseling on distance education system in order to minimize the dropout rates. Academic counselling services of IGNOU is an important activity of learner support services which resolves learners difficulties and generate a good spirit with confidence to achieve the goal (Pravat, 2018). Over the years, IGNOU has been satisfying the country's expectations of providing education to the marginalized sections of the society. It provides free education to all jail inmates across the country. A larger number of students from SC/ST and other marginalized segments of the society are getting admission with concessional fees in various programmes of the university. In order to reach to the unreached part of the society, the University has been establishing Learners Support Centres (LSCs) in several educationally and economically backward areas with remote and rural background. The LSCs are the academic contact points for distance learners for providing support services to the heterogeneous distance learners. IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrolment, age for entry and methods of evaluation etc. The University has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio-video, tapes, broadcast on radio and educational TV Channels, teleconferencing, video conferencing and the face to face counselling at its LSCs located throughout the country. The University has also adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects without compromising necessary quality (Pravat, 2019). IGNOU makes use of the Information and Communication Technologies (ICTs) extensively for imparting education and the pattern of governance followed of IGNOU helped it to stand as a unique institution.

1.1. OBJECTIVES OF THE STUDY:

The objective of this study is to:

- Explain the basic features of Educational Management and administration system and the pattern of governance followed of IGNOU.
- Study on the pattern of governance followed of IGNOU that helped it to stand as a unique institution.
- Analyse the perceptions of different stakeholders of the ODL system under the IGNOU Regional centre (RC) Bhubaneswar and to propose some ideas for improvement of the system.

2. METHODOLOGY:

Survey method was used as the study technique for this study and the survey was conducted among the different stakeholders of IGNOU under RC Bhubaneswar. IGNOU profiles, various research papers, books and Journals on educational management and administration system of IGNOU are referred to study the pattern of governance followed by IGNOU. Due to the different restrictions for pandemic Covid-19, the survey through direct interview was conducted with 30 learners only. The survey was also done through online Google form for which the online questionnaire was sent to 100 counsellors, 42 coordinators and 200 learners. But, the responses were received from 32 counselors, 21 coordinators and 87 learners for the present study. The collected data are analyzed qualitatively to study merits and demerits of current educational management and administration system and some positive suggestions are proposed to improve the system for betterment of the intuition as well as the stakeholders.

2.1. Need of Educational Management and Administration:

Management can be understood as the skill of getting the work done by the people towards achieving a goal. It is concerned with the activities of setting the strategy of an organization and coordinating the efforts of its employees to accomplish its objectives through utilisation of available resources such as financial, natural, technological and human resources. Administration is a process of effectively administering the entire organization. The main function of administration is the formation of policies, plans and procedures, setting up of objectives and goals, implementing rules and regulations etc. Thus, Management is all about plans and actions, but the administration is concerned with framing policies and setting objective (MES-041, 2018). Administration is a determinative function whereas management is an executive function. Educational management operates in educational organizations. Educational management may be considered as the processes through which appropriate human and material resources are utilised effectively to achieve the purposes of education. It is centrally concerned with education and aims to strengthen the management process of educational institutions. The basic need of educational management and administration is to:

- Plan activities, guide employees in the right direction and coordinate their efforts for achieving the best results.



- Fulfil the targeted goal in time with an orderly manner.
- Communicate effectively at all levels within and outside the Organisation.
- Motivate employees and also for coordinating their efforts so as to achieve the defined objectives successfully.
- Help in achieving success, stability and prosperity of an organisation.

2.2. Importance of Educational Management & Administration:

The importance of educational management & administration is not fully realised in many developing countries. The economic progress of western countries is not merely due to abundant material resources but because they are efficiently managed and utilised. In some countries, resources are not utilised fully and properly due to lack of managerial skills. This suggests that efficient management & administration is the key factor for development of an organisation. The importance of management and administration may be pointed as below (E-Book, 2012).

- Management facilitates optimum utilisation of available human and physical resources, which leads to progress and prosperity of a business enterprise.
- This enables an organization to develop and expand its assets and profits. It develops cordial industrial relations, ensures better life and welfare to employees and raises their morale through suitable incentives.
- It motivates employees to take more interest and initiatives in the work assigned and contribute for raising productivity and profitability of the enterprise.
- It facilitates the introduction of new machines, new methods and new technology for the development of organisation.
- Society gets the benefits of efficient management in terms of organisational development, justice to different social groups, consumer satisfaction and welfare and proper discharge of social responsibilities.
- Expansion, growth and diversification of an organisation are possible through efficient management.
- Efficient management brings success, stability and prosperity to an organisation through cooperation among employees.
- It develops team spirit and raises overall efficiency of an organisation.
- A dynamic and progressive management and administration assures development of sound organisation, which can face any difficult situations with ease and confidence.

2.3. Functions of Educational Management & Administration:

In education, the management functions are essentially performed at different levels and to different degrees by the different management personnel. The essential functions of Management & Administration can be broadly described (MES-041, 2018) as:

- Planning:** It is the basic function of management and is the primary requirement of every management function. It is a process by which managers set objectives, make an overall assessment of the future and map courses of action to accomplish the short and long term objectives of an organization.
- Organising:** It is the arrangement of ways and means for the execution of a proposed plan. It provides suitable administrative structure and facilitates execution of proposed plan. It is the management function that establishes relationships between activity and authority.
- Staffing:** It begins with strategic plan for the organization that defines the different kinds of jobs people will have to do. Manpower is the most important resource of an organization. Thus, for an organization to survive and prosper; it must be able to identify, select, develop and retain qualified and motivated personnel and forecast its future manpower needs.
- Leading/Directing:** It acts as a managerial function, deals with guiding and instructing people to do the work in the right manner. It is the responsibility of managers/administrators at all levels to influence, guide, supervise and motivate the subordinates for the accomplishment of pre-determined objectives. They have to work as leaders of their subordinates. In order to achieve effective co-operation of the members of the organization it is also essential to understand their needs, nature and culture.
- Controlling:** It is necessary in the case of individuals and departments so as to avoid wrong actions and activities. It is the process that consists of verifying whether everything occurs in conformity with the plans adopted, the instructions issued and the principles established. For the smooth functioning of any control system the co-operation of all team members is must.



- vi. **Coordinating:** It is essential for a planned work of an organisation. It gives one clear-cut direction to the activities of individuals and departments and brings unity of action in the Organisation. Special efforts are necessary on the part of managers/administrators for achieving effective coordination.
- vii. **Motivating:** It is a psychological process which has great significance. Managers/administrators should encourage people to take more interest and initiative in the work assigned. Organisations grow if the employees are motivated through special efforts including provision of facilities and incentives. Motivation is actually inspiring and encouraging people to work more and contribute more to achieve organisational goals.
- viii. **Communicating:** Managers /Administrators should be good communicators. They should use major portion of their time on communication in order to direct, motivate and co-ordinate activities of their subordinates in order to lead the organisation towards success..

2.4. Skills needed by Managers and Administrators:

Management is the effective utilisation of human and material resources to achieve the organisational objectives. For effective management of the educational organisations, the managers need to have various skills. The importance of these skills varies according to the level of management in the organisation. The following important skills are needed by administrators and managers of educational institutions (MES-041, 2018).

- i. **Conceptual skills:** It refers to the ability of a person to conceptualise abstract situations to understand and coordinate the full range of institutional objectives and activities. The manager should know the rules and regulations of the institution. Success of any decision depends on the conceptual skill of the person who make the decision and how it is implemented.
- ii. **Technical Skills:** It refers to the ability of a person to carry out a specific activity. These skills are essential for supervisory level managers so that they are able to teach their subordinates the use of specific tools and techniques to perform the tasks. Technical skill involves specialised knowledge, analytical ability and use of the tools and techniques of the specific discipline.
- iii. **Human Management Skills:** It refers to the ability of a person to work well with other people in the group to lead, to motivate and to communicate with the people to accomplish certain objectives. The key objective in the management of an organisation is to provide various kinds of learning experience to its people with the objective to enhance their knowledge, skill, health and motivation for the growth of the organisation.
- iv. **Time Management Skills:** It is the process of organising and planning how to divide our time between specific activities. It helps the organisation to achieve the goal in proper time. In order to finish the targeted work in time the organisation has to set proper planning, should set short and long term goals, prioritise assignments, delegate the tasks to achieve the goal.
- v. **Administrative skills:** It refers to planning, organising, motivating, directing, controlling and coordinating. Using these skills, educational managers make efforts to attain educational goals to serve the interests of students, parents, community and the country.

2. 5. Effective Educational Management & Administration methods to lead the Higher Education Institutions successfully:

Some best methods to lead any higher education institutions may be adopted as described below:

- Participative leadership style may be adopted by the head of the institution with sharing information among the teachers/functionaries in order to can motivate them to achieve academic excellence.
- The interest of the students should be taken care of if the inputs of teachers are sought while taking decision of the institution.
- Better learning inputs should be provided to the students.
- Faculty Development Programs and workshops for the teachers must be focused for enhancing the desired skill of the faculties.
- The morale of the teachers must be taken care of. Constant motivational programs and interaction with teachers will definitely boost the morale of the teachers.
- Sound relationship with parents and community must be maintained.



3. GOVERNANCE SYSTEM OF IGNOU:

Like other central universities, the President of India is the Visitor of the IGNOU. He appoints the Vice-Chancellor and nominates a specified number of members for the statutory authorities. The Board of Management (BOM) is the principal decision making statutory authority of the University. According to the Structure and Governance system of IGNOU (ES-314, 2017), the status of senior officers and the structure of the University is described as below:

- **Vice-Chancellor (VC)**-The VC is the chief academic and executive officer of the university who is appointed by the Visitor from a panel of not less than three persons prepared by a Search Committee. The VC is the Chairman of the BOM, the Academic Council, the Planning Board and the Finance Committee. It is the duty of the VC to see that the Act, the statutes, the ordinances and the regulations are duly followed in the day to day working of the university.
- **Pro-Vice-Chancellor (PVC)**-The VC chooses his/her own team of Pro-Vice-Chancellors and the whole team goes out of office when the Vice-Chancellor himself/herself leaves. Each PVC is assigned with specific areas of work like Schools of Studies, Student Support Services, Technology Applications, etc.
- **Directors**- Directors are a category of senior officers of the University who are drawn from the academic as well as the professional/technical/administrative streams and ranked next to the PVC in the hierarchy of the University. All the Schools of Studies are headed by Directors and there are several other Divisions, which are also headed by Directors. According to the Act, every Director must be appointed by BOM, on the recommendation of the Vice-Chancellor. The Directors of Schools and Divisions exercise both administrative and financial powers.
- **Registrar**- According to the IGNOU Act, the Registrar is appointed by the BOM on the recommendation of 2 Selection Committee. The Registrar is the custodian of the university's records and properties, and provides Secretarial support (issuing notices, convening meetings, preparing agenda and minutes) of all the university bodies. He/She represents the university in its dealings with all external agencies and organisations. He/She is also the disciplinary authority for secretarial and ministerial staff.
- **Finance Officer**- The Finance Officer is appointed by the BOM on the recommendation of a Selection Committee. He/She holds and manages the properties and investments of the university, advises the university on its financial policies and ensures that the limits fixed by the Finance Committee for recurring and non-recurring expenditure for a year are not exceeded. He/She is also responsible for the preparation of the annual budget and keeps a constant watch on the cash and expenditure of the university.

4. STRUCTURE OF IGNOU

Structure of the University is mainly categorised into two parts like:

- A. Statutory Structure
- B. Organisational Structure

A. Statutory Structure of IGNOU

The Universities are corporate bodies. The important policy making bodies of the University are known as Authorities and in IGNOU they are (IGNOU profile):

- **Board of Management (BOM)**-The Board of Management is the principal executive body of the university. It is a 15 member body, chaired by the VC, and consisting of 4 members drawn from inside, and 10 from outside. Generally, all the major decisions relating to organisation of the programmes and activities of the university, namely infrastructure development, establishment of delivery systems, cooperation and collaboration with external agencies, and all matters relating to the development of the distance education system are taken by the BOM.
- **Academic Council (AC)**-Academic Council is the principal academic body of the university. It is responsible for the university's academic policies and the maintenance of standards of instruction and evaluation of student performance in the university. A majority of its members are drawn from among the academics at the university; ten external members are selected by the Academic Council itself.
- **Research Council**-IGNOU has a Research Council which regulates all research programmes of the University. It is the nodal unit of IGNOU for the conduct of research programmes of the University. IGNOU conducts MPhil and PhD programme in regular mode in compliance of UGC Regulations as amended from time to time.



- **Planning Board**-The Planning Board is the principal planning body of the university. It has the responsibility to design and formulate appropriate programmes and activities of the university. It has a right to advise the BOM and the AC. The Planning Board is chaired by the VC and has four members selected from the academics at the University and five members each nominated by the Visitor and the BOM from different fields.
- **Schools of Studies**-The Schools of Studies perform the core functions of the University like prescribing the programmes of study, formulating the courses, determining their content and structure, with development and production of the learning materials. Every School has a School Board which is responsible for designing courses, determining their content and structure and developing the course material. It formulates proposals for the orientation programmes of counsellors and course writers as well as lays down general guidelines for counselling students.
- **Finance Committee**- The important powers and functions of this committee are to prepare the annual budgets, examine the accounts and scrutinise the expenditure, examine the proposals relating to revision of grades, upgradation of scales, etc. before they are considered by the BOM.

B. Organisational Structure of IGNOU

The management of IGNOU is modelled on the basis of self-governing corporate structures. These structures are referred to as the statutory authorities. Any modification of these structures cannot be done by the university management on its own without the proper approval of the Visitor. Organising, involves much more than the structure of governance. It involves determination of the tasks to be done, decisions about who does what and who reports to whom, and how the tasks are carried out with efficiency and effectiveness. Let us now describe how the organisational structure of IGNOU evolved over a period of more than three decades and how each of the major subsystems was organised during the period. The open learning system of IGNOU comprises of four major sub-systems. These are:

1. **Course Design, Development and Preparation**- Schools of Studies are responsible for the core academic functions of the University. Every programme of study has a Programme Coordinator and every course has a Course Coordinator. For designing the programmes and courses, the schools constitute Expert Committees and develop the programmes/courses. The media packages are developed and produced by the Electronic Media Production Centre in collaboration with the Schools.
2. **Material Production and Distribution**- The material distribution function consists mainly of the despatch of study materials to students. The university is despatching study materials to all students centrally. The printed materials are despatched to the individual students and the audio/video materials are despatched only to the study centres and the regional centres. The soft copies of the materials are also available in e-Gyankosh link (<http://egyankosh.ac.in/>) of the university.
3. **Provision of Student Support Services**- In a distance teaching system, students have to be provided with a wide range of support services. In order to have direct link with the learners for different support services, the IGNOU Act provides the establishment of a network of LSCs. LSCs are the main providers of support services in the ODL system which are housed in existing educational institutions of higher learning such as universities and colleges; non-governmental organizations etc. Each LSC is headed by a part-time coordinator. The coordinator coordinates the work of the counsellors/tutors and acts as a link between the university, the RC and the LSC. The major activities performed at the LSCs are student guidance and counselling (both theory and practical), evaluation of assignments, conduction of examinations etc. RCs are established in order to coordinate and supervise the work of LSCs. RCs are mostly located in the state capitals which are headed by Regional Directors. They maintain effective link between the different Schools and Divisions of the University and LSCs, between IGNOU and respective State Governments and between IGNOU and the general stakeholders.
4. **Administrative and Financial support Services**- IGNOU is funded by the Ministry of Education (MoE), Govt. of India. The amount of grants received directly from the government sources was over 90% of the total revenue in 1987-88, which was the first year of IGNOU's academic operation. However, as the University expanded and its enrolment increased, the university began to earn substantial revenues, and the proportion of government grants in the revenue expenditure came down significantly. Ten years after its establishment, 80% of its annual revenue expenditure was being met by the University from its own fee income while the government grants progressively declined to just about 20 percent or so. All the capital expenditure of the university is fully provided by the Central Government. The administrative support to the University is managed by following important Divisions with other Units/Cells/Centres which are as described below.



- **Academic Co-ordination Division (ACD)** - The Academic Coordination Division is engaged with the management of the affairs of the Teachers and Academics and facilitation of policy formulation of all academic matters of the University in accordance with the provisions of the Act, Statutes and Ordinances of the IGNOU Act. The ACD also coordinates all matters related to Academic Council and its Standing Committees. It is entrusted with the responsibilities of establishment, administration and other service matters pertaining to the **Teachers** (Professors, Associate Professors and Assistant Professors working in various Schools of Studies and Directors of Schools) and **Academics** (Directors, Deputy Directors, Assistant Directors, Assistant Regional Directors, Sr. Analyst, Analyst, Producers, Research Officer, Assistant Librarian and Documentation Officer).
- **Administration Division (AD)**-The primary function of Administration in a University system is to provide administrative support to the University for fulfilment of its objectives. The other major responsibility is to provide support to all functional and operational divisions. The AD is responsible for planning, staffing and management of the administrative and technical staff. It deals with processes and procedures for selection of staff, their promotion and transfer, salary fixation, leave records etc.
- **Planning & Development Division (PDD)**- This division is principal Planning unit engaged in formulating short-term and long-term plans, policies, and procedures to operationalise various programmes and activities of the University. It not only evaluates and reports the status of various aspects of the development of the university at a particular point of time, but also provides perspective and strategic plans for the future. It periodically reviews and monitors the performance of all the schemes and activities of the University. The division acts as secretariat for the Planning Board (PB), a statutory body of the University, and its Standing Committee i.e. the Academic Programme Committee (APC).
- **Finance and Accounts Division (FAD)**- The University is funded partly by grant-in-aid from Ministry of Education in respect of its development activities. This division is responsible for preparation of Budget Estimates, Collection of Revenue/Receipts, Processing and payment of Bills, Internal Audit of accounts of RCs/LSCs, Divisions and Schools etc.
- **International Division (ID)**- This Division is the nodal agency to cater to the needs of Overseas Students as well as Foreign Students Residing in India (FSRI). The division also functions as the coordinating agency for Overseas Study Centres located in select countries across the globe. This division offers selected Academic Programmes of IGNOU to FSRI (through RCs in India) and to Overseas Students (through Overseas LSCs of the University).
- **Computer Division (CD)**- It is the prime IT services Hub and is the backbone of the university for providing various computing and network services through Information & Communication Technologies (ICTs). The division offers services to learners, staff and faculties at the Hqrs, RCs, LSCs and partner institutions across India and abroad through ICTs. The website of IGNOU is used for the extensive student support services in virtual mode and managed by this unit.
- **Regional Services Division (RSD)**- This division was operationalized in 1986, with the mandate of developing policies, systems and procedures, establishing and managing student support system of the university comprising RCs and LSCs. The main responsibilities and functions assigned to this division is to regulate funding and expenditure control of RCs and LSCs, organise and administer the national network of RCs and LSCs, coordinate Student Support Services between the Schools and Divisions in the Headquarters and between the RCs and LSCs.
- **Student Registration Division (SRD)**- It serves as a single window platform for all matters related to student registration, re-registration, re-admission, credit transfer etc. in a simple, easy and learner friendly manner using technology. The SRD is mainly responsible for developing policies and procedures for admission, managing the processes of admission of learners into various academic programmes offered by the University;
- **Student Evaluation Division (SED)**- It is entrusted with the responsibility of monitoring evaluation of the performance of the students in Term-End Examinations, assignments, projects, practical examinations, dissertations, viva-voce, campus extension programmes, field work, etc. and award of Degrees/Diplomas/certificates. Primary responsibilities of SED are conduct of the examinations and confer the degrees & diplomas to the successful candidates.



- **Material Production & Distribution Division (MPDD)**- This Division handles the production and distribution of self-instructional material for various programmes and courses of the University. It is responsible for timely printing and dispatch of study material to the learners as well as to RCs/LSCs of IGNOU. It also undertakes the activity of synchronisation of production of materials/assignments, printing the required number of these materials, storing and inventory control of these materials and despatching them to the individual students, RCs/LSCs through the postal system.
- **Other important Cells/Units/Centres of IGNOU**- Some other important cells/unit/centres of the University with different functions as per their nomenclatures are Campus Placement Cell (CPC), Centre for Internal Quality Assurance (CIQA), Centre for Online Education (COE), Electronic Media Production Centre (EMPC), Hindi Cell (HC), Horticulture Cell (HC), National Centre for Disability Studies (NCDS), National Centre for Innovations in Distance Education (NCIDE), National ODL Centre for Local Governance (NOCLG), Public Information Unit (PIU), Research Unit (RU), Security Department (SD), Staff Training and Research Institute of Distance Education (STRIDE), Vigilance Cell (VC) and Student Service Centre (SSC).

5. PERCEPTIONS OF STAKEHOLDERS ON MANAGEMENT AND ADMINISTRATION SYSTEM OF IGNOU:

The feedbacks collected from different IGNOU learners admitted for different programmes under RC, Bhubaneswar are analyzed and their views on the present management and administration system are as pointed below:

1. Most of the times, the helpline contact numbers are found either busy or unanswered. E-mail queries of learners are not replied on time. The student support system should be managed effectively by IGNOU.
2. The functionaries at the student support counters of IGNOU never give satisfactory answers to the queries. Some functionaries are not well-trained and providing false information to the learners.
3. Study materials are not reached to the learners on time and sometimes learners receive study materials 4/5 days before the Term-End-Examination (TEE).
4. Some TEE answer sheets are not evaluated properly as a result of which some good learners secure poor marks/grades.
5. Some assignment answer sheets are returned to the learners with marks/grades without any comments of the evaluators. Assignment marks/grades are also not updated timely in the grade cards.
6. Some learners complained that there are learners who buy readymade assignment answers and complete their programmes but, IGNOU doesn't filter those cases to take proper action.
7. As remarked by some learners, it is the best option to pursue Management Programme (MP) in IGNOU due to the cost effectiveness and recognition of its degrees everywhere.
8. Some learners opined that IGNOU programmes/courses are not accepted outside India by some universities or organisations. If someone applies for immigrating to any other country, they don't accept the degrees of IGNOU. So IGNOU administration should take proper step in this regard.
9. Some learners feel like the teachers/counsellors do not bother about learners' problems and they don't even know how to help learners for assignments/project works.
10. Some learners discontinued their study from IGNOU due to lack of laboratory course management and improper guidance for completion of project work.
11. Some learners accepted that IGNOU is having very flexible system, catering the needs of learners with nominal fees and providing best quality study materials.
12. Some learners opined that they have secured good marks with proper utilisation of the study materials. They used to watch You-Tube and other online platforms to understand concepts when they face difficulty in understanding the courses. Sometimes, some doubts about some topics could not even be cleared by the counsellors which made them really disappointed.
13. Most of the IGNOU programmes are restricted to English or Hindi medium only which makes difficult for some learners to complete a programme.

6. SUGGESTIONS:

After analysis of the feedbacks received from different stakeholders of IGNOU, following few suggestions are proposed to make the management and administration system of IGNOU more effective.



1. By adopting participative leadership style and freely sharing information with the all functionaries of IGNOU, the institution should motivate and encourage them to achieve academic excellence.
2. The interest of the learners should be taken care of by seeking inputs of academics while taking any decision for the growth of the institution.
3. Faculty Development Programs and workshops for the teachers/counsellors must be arranged for enhancing the desired skills.
4. Effective communication with rapport building is essential for better governance of the system.
5. IGNOU must take care of the morale of the teachers/academics. Constant motivational programs, interaction with teachers/academics will definitely boost the morale to work for the development of the institution.
6. Exposure to modern technological devices and modern technologies may be made compulsory for all IGNOU functionaries to provide better support service to the learners and for proper management of the University.
7. The LSCs may be permitted to engage part time psychologists to study the psychological characteristics of learners having very positive and negative attitude about IGNOU programmes.
8. Proper attention should be given to the practical/project component courses like theoretical courses.
9. Peer cooperation and coordination may be enhanced by arranging suitable programmes in a periodic manner
10. All study activities of any programme should be made compulsory for the learners to enhance learners' participation in all activities.
11. The LSCs should be furnished with all the infrastructure facilities helping student teachers to enhance their teaching efficacy
12. A special training or intensive training is often to be conducted by the IGNOU authorities exclusively for the counsellors working in IGNOU to handle the courses of the programme effectively.
13. The learners/counsellor should be motivated in the beginning by means of periodic induction / orientation programmes.
14. The non-performing learners/counsellors should be concentrated intensively in order to find out the real cause for their poor achievement.
15. It has been observed from different views, the language restriction of IGNOU makes many programme difficult for the learners to complete. Hence major regional languages such as Odia, Tamil, Malayalam, Bengali and other languages may be permitted as the medium of instruction depending upon the competency of the learners which will ultimately make the programmes of IGNOU more effective and useful.
16. Since most of the evaluators of IGNOU are from conventional educational colleges/institutions, they should be oriented timely about the IGNOU examination/evaluation pattern.
17. TEE answer sheets should be evaluated properly and thoroughly so that all learners secure proper marks/grades. Evaluators should put proper tutor comments in assignment responses in order to encourage the distance learners (Pravat, 2019).
18. The convocation is done once in a year, but it would be better if the convocation can be done twice in a year.
19. To avoid the cancelation of counselling classes due to absence of counselor, more number of counselors should be empanelled for each course. Web based video camera can be used for online monitoring of counseling services conducted at LSCs (Pravat, 2018).
20. Appropriate monitoring mechanism can also be developed and designed by the Schools, the RCs and the RSD with a view to seek proper feedback from the students, the analysis of which would prove to be useful for improvement in the counselling services.
21. IGNOU provides one of the best platforms in the country to fulfil the desire of education of an individual. More improvisation on technical courses can definitely help the learners.

7. CONCLUSIONS:

In ODL system, friendly response to the learner's difficulties can generate a good spirit and confidence to achieve the goal. The responsibility of management and administration of the university is to assist the one in trouble whether that difficulty stems from physical, mental, social or emotional causes. The persons who are in the management and administration position of the university must be familiar with the aims and objective of the university. They must take the initiative in establishing a one-to-one relationship and encourage participative



management method which can inspire the staff members to complete a difficult task and eventually achieve the targeted goal of the university. Moreover, they must enjoy dealing with people and their emotions. Proper management and administration should infuse confidence in the minds of distance learners as well as the IGNOU fraternity to achieve the goal successfully without any hurdle. It is a fact that the IGNOU has been recognized by various international organizations for its effective services throughout the world. However a more effective educational management and administration will certainly lead the institution to achieve a great success. A more detailed study on management and administration system of IGNOU in comparison with other ODL system is required for further improvement.

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