



Reference Manual

(Coordinators/Programme Incharge)

Regional Centre, Shimla
Indira Gandhi National Open University

"Education is a liberating force and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances"

- INDIRA GANDHI

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Foreword

Open and distance learning (ODL) system has undergone major transformations and getting popular among aspirants of higher education worldwide. Indira Gandhi National Open University (IGNOU) was started in 1985 with the aim of democratizing and enhancing access to quality higher education through open and distance learning (ODL). Since then IGNOU is providing quality higher education, through a flexible and open distance learning system, to heterogeneous group of learners at low cost. IGNOU offers hundreds of degree, diploma, certificate and skill development programmes and making its program available to millions of its learners through a vast network of Regional Centres and Learner Support Centres (LSCs) spread all over the country. The model of Learner's Support System working in collaboration with colleges and institutions of higher learning has proved to be very successful. All these helped IGNOU grow into world's largest university.

Regional Centre Shimla is one of the oldest Regional Centres established by IGNOU in 1989. In last 25 years, we made significant contributions in popularizing higher education programmes in the state of Himachal Pradesh. In collaboration with leading higher education institutions, we have been successful in extending the reach of IGNOU to the remote corner of Himachal Pradesh. A perceptible growth in enrolment is visible – presently more than 30000 learners are enrolled with RC Shimla under different IGNOU programmes.

To keep pace with the changing needs, IGNOU is constantly upgrading and trying to put in place a better system to make ODL convenient and user friendly. To achieve the goals of providing quality higher education to the students, we attach utmost importance to our Learner Support Centres. It has been our constant endeavour to update the officials of LSCs with the recent developments in the field of open and distance learning and discuss IGNOU plans/activities with all our partners/collaborators. The publication of Coordinators/PIC Reference Manual is an effort in this direction.

There is a lot of scope to popularize IGNOU programmes in rural and remote areas of the state of Himachal Pradesh. Let us work together to build a robust and vast system of education that transform our society into a true knowledge society.


(Dr. Punam K. Singh)
Regional Director

19th November, 2015

About Us

Indira Gandhi National Open University (IGNOU) is a Central University established by an Act of Parliament in 1985 with the aim of democratizing and enhancing access to quality higher education through open and distance learning (ODL). IGNOU has one of the world's largest student support networks with 67 Regional Centres (RCs) and more than 2981 Learner Support Centres (LSCs) and more than 43,000 Academic Counsellors across the country. Today, it serves the educational aspirations of about 3 million students in India and 42 other countries.

Achievements:

- Emergence of IGNOU as the largest Open University in the world.
- Recognition as a "Centre of Excellence in Distance Education" by the Commonwealth of Learning in 1993.
- "Award of Excellence for Distance Education Material" by the Commonwealth of Learning in 1999.
- Launch of a series of 24 hours Educational Channels 'Gyan Darshan'. IGNOU is the nodal agency of these channels and regular transmissions are done from the studio at EMPC, IGNOU.
- UNESCO declared IGNOU as the "Largest Institution of Higher learning in the World" in 2010.
- Largest network of learning support system.

Regional Centre, Shimla

In the ODL system, Regional Centre (RC) occupies a central position in the delivery of programmes and act as "resource centre" in the regions. The Regional Centre is established by the University for the purpose of coordinating and supervising the work of study centres in the region, and as such act as face of the university for all practical purpose. It also performs the role of monitoring and coordinating link between the university and the institution in the region.

RC Shimla is one of the oldest Regional Centres established by IGNOU. It started functioning in October 1989 with 8 study centres located in states of Himachal Pradesh, Jammu & Kashmir, Punjab and union territory of Chandigarh. Subsequent to opening of regional centres in the adjoining areas, the jurisdiction of RC Shimla was redefined in 1991 to promote and popularize the IGNOU Programmes in the hill state of Himachal Pradesh. Since then RC Shimla has been successfully working towards implementation of IGNOU mandate in the region with strong support of 64 Learner Support Centres and more than 1400 Academic Counsellors actively engaged in the mission. Today learners living even in a remote and difficult terrain of this hilly state can access and pursue higher education through open and distance learning mode of IGNOU. With a humble start of 700 learners enrolled in 1989, today approx 30,000 learners are enrolled and they have the option to choose from more than hundred programmes being offered by Regional Centre Shimla.

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CHAPTER-1

DELIVERY OF STUDENT SUPPORT SERVICE IN LEARNER CENTRES

1.1 Introduction to Distance Education

India has had a long tradition and rich heritage of values, culture and education. In ancient times, Nalanda, Vikramshila and Takshashila were glorious centres of study of religion and philosophy. However, higher education as is prevalent in India today originated as a result of Sir Charles Wood's famous dispatch of 1854, known as the 'Magna Carta' of English Education in India, which led to the establishment of many colleges for the diffusion of western knowledge of Arts, Science, Philosophy and Literature besides study of Indian Languages. Subsequently, the study of Law, Medicine and Engineering were also included. Scope for creativity and indigenous capacity building was nevertheless limited as these colleges were basically expected to spawn manpower capable of serving the colonial political and economic system. Higher Education has made a significant contribution to economic development, social progress and political democracy in independent India. But there is serious cause for concern at this juncture. The growing demand of higher education, the impact of globalization resulting in significant increase in mobility of the skilled work force; growing internationalization of educational standards; a search for international competitiveness through emphasis on quality reliability, safety maintainability and eco-friendliness of product and reduction of product live-cycle time; and the transition to knowledge and knowledge-based industries, the role of institutions of higher education.

Education is an essential mechanism for inclusion through the creation of social opportunities. It is, therefore, essential that in addition to ensuring that no student is denied the opportunity to participate in higher education due to financial constrictions, access to education for economically and historically socially underprivileged students is enhanced in a substantially more effective manner. For providing the higher education, the Universities are performing a critical role in any economy and society. To create, impart and disseminate knowledge, the Universities must be flexible, innovative and creative. They must be able to attract the best talent whether teachers or students. They must have the ability to compete and the motivation to excel. We cannot even contemplate a transformation of our higher education system without reform in our existing Universities. University stands for humanism, for tolerance, for reason, for the adventure of the ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the Universities discharge their duties adequately then it is well with the nation and the people. The Education Commission (1964-66) rightly quoted the categorical statement of the first Prime Minister of India, Pandit Jawaharlal Nehru, who had succinctly elucidated the important role of University education in national development and welfare of society. The present era is also known for the paradigm shift of conventional system of education to distance mode of education with the change in the global education system. Changes which are far-reaching education systems all over the world are

clearly reflected in the dynamic profile of the University. The academic programmes and courses in content, structure, design and delivery, address the varying needs of a heterogeneous and diverse set of learners.

The National Knowledge Commission of India believes that a radical reform of the system of Open and Distance Learning Education is imperative to achieve the objective of expansion, inclusion and excellence in higher education. The significance is obvious. For one, more than one-fifth of the students enrolled in higher education are in the ODL stream. For another, ODL has an enormous potential to spread higher education opportunities beyond the brick and mortar world. But there are reasons for concern. First, the quality of higher education provided in large segments of ODL, particularly in correspondence courses in Universities, leaves much to be desired. Second, it is not sufficiently recognized that ODL provides educational opportunities not only to those who discontinue formal education on account of economic or social compulsions, but also to young school leavers who are simply unable to secure admission in the formal stream at Universities. Now for the better socio- economic development, it is time to address these problems. There is a clear need to improve the quality of ODL and to make it more appropriate to the needs of society. It is just as important to expend opportunities in higher education through the use of technology in ODL for the development of:

- Self-confidence and self-esteem;
- Versatility of mind to prepare for a lifetime of learning and critical appraisal;
- Courage, integrity and maturity to enable to serve humanity and its highest values;
- A strong sense of professional ethics in relation to trust, corporate operations, technology and the environment;
- A capacity of critical thinking; and
- Recognition of rights and responsibility.

Distance Education is the system of education in which education is imparted to the students from a distance. This system of education contains two basic elements; (1) the physical separation of teacher and learner; and (2) the changed role of the teacher, who may meet the student only for selected tasks such as tutoring, giving tutorials or solving student's problems. The system is heavily dependent upon the printed material or instructional material supplemented partly by electronic and telecommunication media, the radio, television, telephone, computer, teleconferencing and limited face-to-face tuition. The process of learning is not confined to the four walls of the classroom anymore. With its horizontal mobility with advance of technologies distance education transcends the barriers to time, space, and sex, creed, community and religion, therefore, the breaking the myth of elitism in conventional higher education. The few main elements in the Distance Education are:

- the quasi-permanent separation of teacher and learner throughout the length of the learning process;

- the influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services;
- the use of technical media; print, audio, video and computer, to unite teacher and learner and can carry the content of the course.
- the provision of two-way communication so that the student may benefit from or even initiate dialogue;
- the quasi-permanent absence of the learning groups throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes.
- also represents the industrialization of the educational process.

A flexible instructional system is the most important innovation of the Open University system. Since most of the Open University students are likely to be employees and housewives, and are scattered over a wide area including the interior and remote villages, they may find it inconvenient to be physically present in a classroom for face-to-face instruction at stipulated time and place. To overcome this barrier, the student requires guidance, and counselling on academic and non-academic matters. In the distance education system in addition to the print materials, the student at time requires library facilities for further reference and the ODL has adopted an integrated multimedia approach, in the form of print materials.

1.2 IGNOU: An Overview

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to build an inclusive knowledge society through inclusive education. The University tried to increase the Gross Enrollment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode. Statutory framework of the University has been stated in its Preamble. The Indira Gandhi National Open University, Act No. 50 of 1985 is an Act of Parliament. It is hereinafter referred to as IGNOU Act 1985. The extract of the preamble to this Act is, *“An Act to establish and incorporate an Open University at the National level for the introduction and promotion of Open University and Distance Education Systems in the educational pattern of the country and for the co-ordination of standards in such systems.”* This act of the parliament to establish the Open University at the national level has been passed with the provisions having the following objectives of the University:

- (i) advance and disseminate learning and knowledge by a diversity of means including the use of communication technology;
- (ii) provide opportunities for higher education to a large segment of the population and to promote the educational well being of the community generally; and
- (iii) encourage the Open University and distance education system in the educational pattern of the country; coordinate and determine the standards in such systems.

In addition to these, the other objectives are set out in the First Schedule to the Indira Gandhi National Open University. To achieve the objectives of the University, the following mandates have been framed which are:

- Provide access to higher education to all segments of the society;
- Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;
- Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and
- Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.
- To achieve the twin objectives of widening access for all sections of society and providing continual professional development and training to all sectors of the economy.

Further the formulated and main function, vision of IGNOU, keeping its objectives in focus is stated below:

- (a) The University has the following two major functions:
 - (i) To develop and produce academic courses for delivery through open learning and distance education system leading to degrees, diplomas and certificates;
 - (ii) To function as an apex body, this coordinates and monitors the functioning of the distance education system in the country.
- (b) The various activities of the University are so conceived, formulated and executed so as to emphasis on the following aspects:
 - (i) research, training and extension as inputs for development of human resources;
 - (ii) relating the selection of the academic courses and contents thereof to socially relevant and productive jobs and the employment needs of large segments of the population;
 - (iii) sensitivity to the needs of weaker sections of the society and special attention to the needs of the persons living in rural areas and remote areas and also women (specific target groups) and others with a view to equalizing opportunities as between the privileged sections of the society who received formal education and the sections which could not afford formal education;
 - (iv) imparting training for acquisition of skills in various arts and crafts and making education functional in character;
 - (v) full realization of the potential of appropriate contemporary educational and communication technology for enlargement of the coverage of the distance education programmes and enhancement of the quality of receptivity by the students;
 - (vi) commitment to high quality of education at University level;
 - (vii) flexibility in the pattern in relation to entry requirements, age, combination of subjects so as to make the pattern student friendly.

The nature of the functions of the University and its social economic environment in which it operates are such that University is unique in several

respects among the large and growing family of apex educational institutions in the country. The Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill up gradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for large-scale human resource development, required for promoting integrated national development and global understanding.

The IGNOU has made a significant mark in the areas of higher education, community education and continual professional development. The University has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it. As a world leader in distance education, it has been conferred with awards of excellence by the Commonwealth of Learning (COL), Canada, several times. In January 2010, it was listed 12th in the web metric ranking of Indian Universities, based on the caliber of its presence on the Internet.

To advance frontiers of knowledge and promote its dissemination through sustainable Open and Distance Learning systems, seamlessly accessible to all, including those hitherto unreached, from among whom the leaders and innovators of tomorrow will emerge, the University shall:

- Strengthen the development of the National Resource Centre as a proactive role model for high-quality and learner-centric Open and Distance Learning System;
- Share professional capabilities and resources to improve standards of distance education in the country;
- Periodically assess and accredit institutions of Open and Distance Learning to promote centres of excellence in the country;
- Develop networks, using emerging technologies and methods, with global reach for effective programme delivery;
- Provide an intelligent and flexible system of education to meet the challenges of access and equity, and work towards development of a knowledge society;
- work for seamless education across national boundaries to develop global collaboration and partnership;
- Take education to the hitherto unreached and promote community participation for local development through life-coping skills;
- Provide specific need-based education and training opportunities for continuous professional development and skill upgradation to in-service professionals; and
- Strive towards continuous development of methods and strategies for research and development for generation of knowledge in frontier areas, including Open and Distance Learning.

To achieve the goals and objectives of the distance education, the IGNOU has already set up a vast infrastructure to reach various services to its students. This consists of a network of Regional Centres and Learner Study Centres. Substantial resources have gone into the establishment of this

network. In IGNOU, the functions and activities of the Learner Study Centres are manifold and ever-increasing with the increase in the activities of the University. Current enrolment levels and patterns indicate the need for a review of this approach and shift towards more cost-efficient and effective methods of delivering various services to the students.

1.3 Delivery of Services through Learner Study Centers

The Study Centres of IGNOU form an important part of overall structure as University designed to provide extensive and efficient student support services to its learners effectively. The Study Centres are established to offer students a kit of communication channels to supplement contents of the course in the form of print material mailed to them and enable them to interact with academic counsellors and also to provide access to modern technology through the use of audio-visual aids. Thus, a Study Centre seeks to help the students in independent learning by means of appropriate forms of educational technologies. Study Centres have been assigned the task of providing various academic, administrative and information services to students. Regular week-end counselling takes place at Study Centres; the hands on practical exposure is also provided to learner at practical centres; interactive radio counselling and tele-conferencing at some places add to the learning methodologies.

For developing the network of Study Centres, the University has adopted the collaborative approach in which the host institution has provided rent-free accommodation at all places. Study Centres are located in institutes of higher education where necessary infrastructural facilities and academic expertise is available for delivery of different programmes of IGNOU. IGNOU bears all recurring and non-recurring expenditure in case of Regular Study Centres. Study Centres are headed by part-time Coordinator supported by part-time academic and non-academic staff admissible as per prescribed norms. All Study Centres are provided a library, necessary furniture and equipments and other supporting system to run the centre. The IGNOU establishes the following types of Learner Study Centres across the country:

1. Regular Study Centre
2. Programme Study Centre
3. Recognized Study Centre
4. Sub-Study Centre
5. Special Study Centre
6. Poverty Index Pattern Centres
7. Economically Educationally Backward Blocks Centres
8. Jan Shikshan Sansthan
9. Village Resource Centres/Village Knowledge Centres
10. Information-cum-Admission Centres
11. DLF
12. Mobile Study Centres

The existing concept of a Study Centre is changed in the light of; (a) increasing number of programmes and increasing enrolment; and (b) the varying needs of different technological, professional, vocational and

extension programmes. Therefore, functions and the activities of the Study Centres are manifold and ever-increasing with the increase of the activity of the University. The University began by offering two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, IGNOU today is functioning with 21 Schools of Studies and a network of 67 Regional Centres, around 2981 learner support centres. The University offers about 228 certificate, diploma, degree programmes, with strength of nearly 810/548 faculty members and academic staff at the headquarters and Regional Centres and about 43785 academic counselors from conventional institutions of higher learning, professional organisations, and industry among others. Providing effective student support services are crucial for learner's satisfaction and success. Understanding the criticality of this support to learners, IGNOU has succeeded in creating a wide network of Regional Centres (RCs) and Learner Study Centres (LSCs) across the length and breadth of the country. There is, however, a need to gear up student support services further and render it more effective. It has become particularly important, because of the growing local, regional and international competition faced by the University in the context of the World Trade Organisation (WTO) and General Agreement on Trade in Services stipulations. In the Open and Distance learning the broad strategies adopted by the IGNOU for delivery of academic programmes are:

- (a) Every student is attached to a study centre.
- (b) The study centre provides access to all learning resources, course material, A/V facilities, counseling and tutorial support, assignments and examinations etc.
- (c) Special facilities wherever required computing, laboratories and arranged with the help of Study Centres throughout the country.

With the time span, the programmes as well as students has been increased and the enrolment increased many fold, programmes multiplied and the specialized nature of facilities required began to get diversified, new issues have arisen. The process of growth has thus thrown up several new issues and concerns. These include:

- The growth in enrolment has not been uniform across all programmes; attachment of a small number of students with study centres made some of these centres non-viable.
- With the emergence of work-centre/lab/work place center, programme delivery requirements, has become necessary to deal with a multiplicity of agencies like Schools, RSD, RC, LSC, and Work-Centre etc. This leads to delays in services reaching students.
- The present learner study centre network is resource-driven, the University has to provide certain infrastructure facilities such as equipment and furniture and staff though part-time. This cost is fixed and has to be incurred whether or not there are students availing the study centre facilities.

- The study centres have to be equipped with the capacity to provide all the services even if they are not fully utilized. There is always, therefore, a gap between the provision and its utilization.
- Distances to study centres and their rigid timings have in many cases made access difficult or impossible for students.

The Learner Study Centre approach alone cannot take '*education at the door-steps*' of the students. It is, therefore, necessary to rationalize and diversify the existing learner study centre and add new channels of delivery also. The ultimate objective of the system is to support various learning activities of a learner at or near his/her place of life and work. The providers of distance education will, therefore, have to explore alternate delivery channels for reaching their products and services to the students, while the students will be looking for alternate learning channels which are suitable and convenient to their purpose.

The academic services vary in nature and scope from programme to programme. However, the management functions are common across all programmes, and are not dependent on any subject-specific requirement. It is, therefore, that it is useful and necessary to follow a multiplicity of approaches and methods in the delivery of all services, both academic and managerial, in the implementation of all IGNOU programmes. It is no longer be desirable to insist that any single approach should apply to all programmes on the other hand every programme should permit a combination of different approaches in the delivery of services. In addition to the academic services and function, the Learner Study Centre has to discharge the following managerial functions:

- (a) All the existing learner study centres may continue to provide all the student management services in respect of all programmes. It may not be necessary to insist that unless a specific programme is presented at a centre, it cannot handle the managerial functions in respect of the students enrolled on those programmes.
- (b) Managerial functions would involve such services as providing access to information, material, A/V facilities, assignment transmission, etc. All Learner Study Centres should extend these facilities to all students registered on all programmes in their jurisdiction.

1.4 Type of Study Centres

Every Study Centre is manned by part-time staff mostly drawn from the existing staff of the host institution or other institutions/ organizations. The number of persons to be appointed and at what level is determined by the type of Study Centre taking into consideration the nature and volume of work handled and number of students enrolled. A Regular Study Center is headed by a part time Coordinator who is appointed on the basis of recommendation of the host institution. The supporting staff is appointed on the basis of the current year's student enrolment. The brief detail of the types of the study centres across the country is stated below:

1.4.1 Regular Study Centres

IGNOU Study Centres are located in existing educational institutions of higher education. They function in the evenings, on holidays and during vacation and do not hinder the normal work of the host institution. These Study Centres have the following characteristics:

- Comprehensive Study Center activated for more than one programme
- Rent free accommodation by host institutions.
- Equipped with furniture and A/V equipments provided by IGNOU.
- Established under the policy of Study Centre per district.
- Manned by part-time functionaries appointed by IGNOU as per staffing norms.
- All capital and recurring expenditure to be borne by IGNOU.
- Holding counselling sessions, assignment evaluation, A/V sessions, library services, conduct of term-end examination and promotional activities.

1.4.2 Recognized Study Centres

IGNOU has established Recognized Study Centres for widening its students support services. These Study Centres are run with the support and involvement of government undertakings, voluntary organizations and other institutions interested in promoting open learning system. The main characteristics of these Study Centres are:

- Rent free accommodation by the host institutions.
- Furniture and equipments to be provided by the host institution.
- Expenditure on counselling and common and general expenditure to be borne by the host institution.
- Part-time Coordinator and Asst. Coordinator to be appointed and their remuneration paid by IGNOU.
- All other staff to be appointed and paid by the host institution.
- Host institutions to provide library facilities.
- Holding counselling sessions, A/V sessions, evaluation of assignments, conduct of term end examinations, information services and library services (LRC).

1.4.3 Programmes Study Centres

The concept of Programme Study Centres was introduced when enrolment in the programmes having large practical input increased several folds. A Study Centre established for providing necessary student support services for a particular programme like Science, Technology, Engineering, Computers, Health, Sciences, Library and information and Professional/Vocational which was intensive practical bias is called a Programme Study Centre. The main characteristics of PSCs are:

- Established for a specific academic programme.
- Headed by a Programme-in-Charge.

- Planning and Organization of all academic activities pertaining to the programme counselling, practical, demonstration, field work, assignment evaluation.
- Reporting to Regional Centre for various activities.
- Charges for use of equipments, labs etc. to be paid as per approved norms of payment.

1.4.4 Sub-Study Centres

A Sub-Study Centres is attached to the nearest Regular Study Centre. It is headed by the Assistant Coordinator.

1.4.5 Special Study Centre

A Special Study Centre is located in an institution/organization which; (A) is dedicated to the cause of a given disadvantaged group; (b) possessing necessary infrastructure facilities and expertise to serve the given group; and (c) is willing to collaborate with IGNOU for delivery of programmes to the disadvantaged by providing rent-free accommodation. A Special Study Centre is located in an institution/organization like Non-Governmental Organizations (NGO's), Voluntary Organizations, Panchayats, Cooperatives, or Government Departments and Public Institutions dedicated to the cause of a given disadvantaged group. In addition to these, Special Study Centre is to be located in the area where a particular disadvantaged groups such as rural and remote areas, SC/ST and prisons. The special provisions for specific groups are identified such as:

Prison

- Infrastructure and personnel to be arranged by the prison authorities,
- Academic Counselors for conduct of counseling sessions/contact programmes have to arrange by the Regional Centre.
- Prison Superintendent is the Ex-Officer Coordinator of the SSC.

Rural and Remote Areas

- Rural and remote area should be in rural villages/backward village/hilly areas having a cluster of villages,
- Village Panchayat should evince interest in developing facilities in the areas such as rooms for conduct of counseling sessions /contact programmes.

The following are the few main functions of the Special Study Centre:

- a) Promotion and publicity of IGNOU programmes among the disadvantaged groups.
- b) Sale and receipt of admission forms and their submission to the Regional Centre along with requisite fees for the programmes activated at the centre. Fees will be received from each student in the form of DD in favour of IGNOU and payable at the Regional Centre city.

- c) Generate bio-data of academic counselors and forward them to the Regional Centre for their appointment as part-time academic counselors.
- d) Organize Induction meetings.
- e) Organize counselling, practical sessions etc as per the requirement of the programme.
- f) Organize Audio Video Sessions.
- g) Receive assignments and get them evaluated from approach academic counsellors and provide feedback to learners and send the grade list to Regional Centre.
- h) Maintain records of admissions, accounts, stock of furniture and equipment and other activities of the centre.
- i) Maintenance of equipment supplied by the University in good working condition.
- j) Send regular feedback reports to the Regional Centre.
- k) Provide information about the promotion of IGNOU to the prospective learners.
- l) Help the University to conduct the term-end-examinations.

Special Study Centre shall have a minimum of 50 except in those for physically handicapped people.

1.5 Staffing Pattern and Remunerations

The staff strength of the Learner Centres has been regularised and revised keeping in mind the present different types of activities and expansion of programmes and increase in enrolment. The revised norms of the Regular, Programme, Special Study Centres have been circulated for the immediate implementation of the guidelines by the Director, Regional Services Division vide RSD letter No IG/RSD/SSC/2013/157 dated January 30, 2013. The contents and provisions of the rationalisation circular of the Lerner Centre Staff are, "The approval for the rationalization of staff strength at various types of Learners Support Centres and the revised norms for staff strength at Regular Study Centres, Programme Study Centres and Special Study Centres has been circulated by the Regional Services Division are hereby notified".

1.5.1 Regular Study Centres

The present scheme of staffing envisages sanctioning of part-time staff on the basis of enrolment at the Regular Study Centres with minimum provision of one Assistant, one Attendant and one Safaiwala up to an annual enrolment of 100 learners and maximum number of 5 Assistant Coordinators, 6 Assistants, 5 Attendants and 2 Safaiwala for enrolment of 1200-1500. Apart from this there is provision of Assistant Coordinator (Assignments) for Study Centres with enrolment above 500. The present enrolment limit of 1200-1500 for sanctioning part-time staff has been further extended to next levels of 1501-2000; 2001-2500 and the highest level of above 2500, as detailed below:

Student Enrolment	Coordinator	Assistant Coordinator	Assistant	Attendant	Safaiwala
Up to 100	1	-	1	1	1
100 – 250	1	1	2	2	1
250 – 350	1	1	3	2	1
350 – 500	1	2	3	3	1
500 – 850	1	4*	4	4	1
850 – 1200	1	5*	5	4	2
1200 – 1500	1	6*	6	5	2
1501 – 2000	1	6*	7	6	2
2001 – 2500	1	7*	8	7	2
Above 2500	1	8*	9	8	2

* This is inclusive of the provision of one Assistant Coordinator to look after the evaluation of assignments.

1.5.2 Programme Study Centres

The existing provisions of providing Secretarial Assistance for PSCs, in lieu of support staff have been rationalized as below:

Enrolment	PIC	APIC	Assistant	Attendant	Safaiwala
Up to 30	1	-	1	1	1
30-300	1	1	2	1	1
300-600	1	1	2	2	1
Above 600	1	1	3	2	1

This staffing pattern is applicable to all PSCs, irrespective of the programmes for which they are activated. No secretarial assistance will be admissible.

1.5.3 Special Study Centres

Presently there is no provision of part-time staff at Special Study Centres. However there is needed to make a provision of one Assistant Coordinator which has been approved at SSCs with enrolment above 300 to have a second line of academic leadership at such centres.

Enrolment	Coordinator	Assistant Coordinator	Assistant	Attendant	Safaiwala
Up to 300	1	-	-	-	-
Above 300	1	1	-	-	-

1.6 Remuneration Norms of the Staff

The part time staff of the Study Centres are being paid monthly remuneration as revised by the University from time to time. The present rate of remunerations has been approved by the University and conveyed by the Director, Regional Services Division which is depicted below:

Sr. No.	Particulars	Amount ₹
1.	Honorarium to Head of the Institute (p.m.)	4500
2.	Honorarium to the Coordinator (p.m.)	6000
3.	Honorarium to the Programme-in charge (PIC) (p.m.)	4500
4.	Honorarium to the Assistant Coordinator (p.m.)	4200
5.	Honorarium to Assistant (p.m.)	3600
6.	Honorarium to Attendant (p.m.)	2400
7.	Honorarium to Safaiwala (p.m.)	2000
8.	Conveyance/ Transportation charges to the study Centre functionaries on actual per month per centre subject to max. of	1000

Therefore, based on the above notification, the strength of the part time staff of the LSC's has to be regularized by the Regional Centres for the best delivery of the student support system in the LSCs. The appointment and renewal of the Coordinator/ Programme Incharge / Assistant Coordinators and Part Time Staffs of the Learner Centres are based on the current enrolment of the centre and the term will be renewed on the basis of the enrolment. The performa relating to the appointment and renewal of the Coordinators and part time staff in the Study Centres are mentioned below:

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
REGIONAL CENTRE**

**PERFORMA FOR APPOINTMENT OF PART-TIME STAFF/ASSISTANT
COORDINATOR**

GENERAL DETAILS		
1	Name of the Study Centre	
2	Code Number	
3	Programmes for Which Activated	
4	Total Enrolment of the Current Year (Previous Years) Enrolment Need Not be Mentioned	
5	Present Position of Staff at the Study Centre	
	POST	NUMBER
I)	Asstt. Coordinator	
II)	Assistant	
III)	Attendent	
IV)	Sweeper	

PARTICULARS OF THE PROPOSAL		
1	Post:	
2	Name of Person:	
3	Age:	
4	Qualification:	
5	Employment Status	
I)	Employed:	
II)	Unemployed:	
III)	Retired:	
6	If Employed	
I)	Name of the Institution	
II)	Post Held:	
7	Remuneration Recommended:	
8	The Date from which Appointment is Recommended:	
9	The Reason for Appointment if a Replacement Indicates the Name of Person in whose Place the Appointment is being Proposed. Date and Termination etc.:	

Coordinator

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
REGIONAL CENTRE**

**PROFORMA FOR APPOINTMENT OF PART-TIME CO-ORDINATOR/
PROGRAMME INCHARGE**

1. **Name (Block Letters)** :
2. **Designation** :
3. **Address (Residence)** :
Address (Office) :
4. **Date of Birth** :
5. **Pay Scale/ Pay Allowances** :
6. **Academic Qualification** :

Degree	Subject	University	Year	Division
Doctoral Degree				
Masters Degree				
Bachelor Degree				
Any other (Pl Specify				

7. **Experience** :
- a. Total Teaching Experience at UG/PG Level
- b. Details of teaching experience during the last 5 years :

Particulars	Subject	Years with Date	
		From	To
Research level			
PG Level			
UG Level			
Any other (PL specify)			

c.	Administrative/ Supervisory Experience	:	
d.	Experience of work connected with IGNOU activities such as Course Writing, Counselling, Assistant Coordinator etc.	:	
e.	Research Experience	:	

Research projects/ Studies undertaken (Pl. Specify)

Signature of the Candidate

Name _____

Recommendations of the Principal/ Head of the Host Institution

Signature of the Principal/

Head of the Host Institution

Name _____

To be filled by Regional Director

Based on the self-attested photocopies of the received documents the credentials of _____ stand verified. He/ She is recommended for appointment as Part-time Coordinator/ PIC at IGNOU SC _____/ the proposed centre.

Signature of Regional Director

1.7 Role of the Coordinator

Each Study Centre is headed by a Coordinator who is appointed from among the senior academics of the institutions on the recommendation of the Principal of the institution. He plays a vital role in the work of the University as link between students and the Regional centre. He is the head of the Study Centre and is the public relation officer of the University, and responsible for the activities of the centre. He renders local help to the students by advising them about general and non-academic issues like University regulations, problems connected with the supply of printed course material, payment of fees, submission of assignments etc. He is responsible for drawing up the time table and intimating both the counselors and the students about the counseling sessions. He coordinates the work of the Centre. In short, the Coordinator is responsible for all the activities of the Study Centre and acts as a Liaison Officer between the University, Regional Centre and Study Centres. He is, in other words, the eyes of the University.

1.8 Duties of Coordinator

The Coordinator of the Learner Study Centres is having the following duties assigned by the University:

1. The Coordinator has to approach the head of the institution where the centre is located and take possession of the accommodation provided for the Study Centre. At present, the IGNOU Study Centre is mainly located in the educational institutions, colleges and Universities. The host institution where the Centre is established provides sufficient accommodation free of cost for office, library, audio-video equipment etc. This accommodation, usually a set of three rooms is entirely at the disposal of the Study Centre for all time. The additional class room accommodation is also available outside the normal working hours of the host institutions. The University, as a matter of policy, does not invest in real estate so far as the Study Centres are concerned. However, the responsibility for subsequent maintenance of premises rests with the Study Centre.
2. The Coordinator's work commences with taking possession of the premises provided by the host institution. He has to furnish rooms provided and activate the centre at the earliest. Take delivery of furniture, office equipment, Computer, Printer, TV, VCR etc. supplied by the Regional Centre from standard firms approved by the headquarters. Receive library books, print material and audio-video cassettes supplied from headquarters. Maintenance of premises rests with the Coordinator also. In spite of cost-free accommodation and Coordinator being the member of the host institution, IGNOU retains its separate identity and freedom of functioning.
3. In consultation with the head of institution he has to send the panel of Assistant Coordinator, a list of class III and Class IV staff to be appointed on part-time basis to assist him in maintaining the Study Centre, library, accounts and other administrative matters and they are being paid as per norms of the University every month.

4. The Coordinator ensures that the counselling and audio/video sessions are held as per schedule. In fact many other activities may be described as supportive functions which have to be undertaken to make the counselling sessions a success. The effectiveness of counselling depend on many factors such as student motivation and preparation, counselors full time presence with a well prepared work plan, availability of audio-video aids in proper working order and other physical facilities. In view of this, the Coordinator ought to prepare counselling schedule for the whole session and copies thereof to all the students and counselor's attached to the Study Centre. One common problem faced by Coordinators is the absence of the counselor during the scheduled session. This undoubtedly causes embarrassment to the counsellor vis-à-vis students who have reported according to the properly notified schedule.
5. In addition to the conduct of terminal examinations, Study Centres have now been entrusted with the additional responsibility for entrance tests and continuous evaluation. This imposes heavy burden on the Coordinators. Accommodation at Study Centres is obviously not adequate for the conduct of terminal and entrance tests. Terminal examinations are held on working days and generally the host institutions cannot release its rooms. It is now well-known that teachers are not interested in examination supervision, and they are not free either during working time. Effective supervision is a necessary pre-condition for maintaining the integrity of the system. Coordinator has to exercise personal influence to prevail upon to get suitable accommodation and person to accept examination assignment etc.
6. Learner is required to submit their assignment (TMAs) to Study Centres and it is for the Coordinator to maintain records of assignments, allocate them to respective counselors for evaluation, follow up and arrange to send the awards/assignments to Regional Centre. Many students send their assignments by post and expect an acknowledgement. Feedback or clarification thereon is essentially the responsibility of the counsellor, however, handling and monitoring of assignment evaluation including feedback is the responsibility of Coordinator.
7. The Coordinator is responsible for all the financial matters at the Study Centre. He has to make sure that the funds received from the University are utilized for specified purpose and the accounts are maintained on prescribed forms and in accordance with prescribed procedure. It is necessary that proper procedure is followed for all purchases – large or small, bills are promptly paid and the centre has all the time enough funds to meet its day-do-day obligations.
8. The Study Centre should not unduly retain the bills. These may be sent to the Regional Centre once a fortnight if not weekly. At present the funds available with the Coordinator under Imprest system are limited, but as the activities increases so it is the financial responsibility of the Coordinator to clear all the financial liabilities well in time. He cannot do everything himself; he has to

depend on his office assistant on various financial matters. For this reason, alone the office staff must be of Coordinator's choice- persons in whom he has full faith and whose integrity does not question. Proper records have to be maintained in regard to other property of the Centre-furniture, Computers, Printers, Cassette Recorder, VCR, TV, Audio-Video Cassettes and last but not the least, books and other print material reference books received from the University. The conduct of physical verification at regular intervals will be an effective check on any attempt at misappropriation or any other malpractices in the part of the Study Centre.

1.9 Functions of a Programme Incharge

A programme study centre is headed by a Programme Incharge who performs the following major functions:

- Organisation of Counselling and Audio-Video Sessions:
- Identify course-specific academic counsellors.
- Prepare schedules of Counselling/Practicals/Clinical Sessions in consultation with the head of the host institution.
- Oversee conduct of Counselling/Practicals/Clinical sessions and maintain a record of attendance.
- Arrange periodic meetings with the counsellors and students to review progress of the programme.
- Assignment Handling:
 - Receive assignments, arrange for their evaluation from approved academic counsellors. Provide feedback to the students and submit the award list to the Regional Centre as per schedule prepared by the University.
- Feedback and quality control:
 - Give programme specific information to the prospective and the enrolled students.
 - Send monthly feedback reports on counselling, audio-video and practical sessions conducted and student response to the programme.
 - Maintain session-wise record of practical work and prepare an evaluation report of students in consultation with Counsellors/Supervisors.
- Finance and Accounts:
 - Pay hire charges to the host institution of the work centre towards the use of laboratories/equipment/consumables as per the approved norms of the University.
 - Pay remuneration to the personnel approved by the University working at the Work Centre as per the approved norms of the University.
 - Furnish monthly statement of accounts and recoupment bills of imprest to the Regional Centre.
- Ensure availability of necessary infrastructure facilities (as detailed below) in consultation with head of the host institution.
- Space for counselling and audio-video sessions.

- Laboratories/Hospitals/public health centre/industries/ libraries/ computes as and when required.
- Equipment/apparatus/instruments etc. and maintenance of these in proper working condition.
- Proper consumables as well as other materials required for practicals.
- Demonstrative access to workshop apparatus/computers/site equipments/drawing board/technical library.
- Conduct of practicals/fields sessions and term-end examinations as per schedule.
- Perform such other duties as are assigned by the University from time to time for effective functioning of the Study Centre.

1.10 Timings for Learner Study Centre Functionaries

In view of the streamlining the functioning of Learner Study Centres, it was considered necessary to evolve clear policy guidelines in respect of timings of IGNOU Study Centres as well as working hours of part-time staff of study centres. The issue was examined in detail at the Headquarters and the following guidelines regarding timings of Study Centres and working hours of part-time functionaries of Study Centres has been laid down with the approval of the Vice-Chancellor and circulated to the Regional Centres for the implementation of the guidelines by the Director, Regional Service Division vide letter No. RSD/2-72/Mix./Admn. /88/1887 dated 26/04/1993. The contents of the guidelines are appended below:

- i) The working hours of Study Centres can be fixed as follows:
 - (a) **Sunday :** 8 to 9 hours
 - (b) **Thursday, Fridays:** 3 to 4 hours each day preferably in the Saturdays evening or outside normal working hours of the host institution.
- ii) The total working hours of part-time functionaries of the Study Centre should not exceed 20 hours in a week.
- iii) All part-time functionaries including Assistants and Attendants should necessarily be drawn from amongst the regular employees of the host institution or any other sister institutions in the same place. In case adequate number of employed persons is not available from the host institution, even retired persons could be considered for this job.
- iv) By the nature of job, part-time employees are not entitled to any leave. However, if they are regular employees of the host institutions, they will be governed by the leave rules of their parent institution as far as the regular working days are concerned. If a person is on long leave in that institution (minimum 30 days or more) then the Coordinator may engage a substitute. In such case the part-time employee will not be entitled to any remuneration for the period of leave.
- v) Other part-time employees will not be entitled to any leave and their salary will be deducted for the days on which they remain absent at the Study Centres during their allotted working hours.

1.11 Library Facilities

All Regional Centre and Study Centres established by the University have been provided with relevant course material, reference books, audio-visual aids integrated with the course material. The Study Centre arranges to extend these facilities to all the learners attached to it on specific days decided by the Coordinator. The students can come to the Study Centre make use of the books on the spot or listen to the audio cassette or watch a video cassette. Since the Learner Study Centre is provided with basic reference books and text books required for the different courses offered by the University, therefore, the required assistance is provided to the students by the Study Centre so as to help them to take the maximum benefit of these facilities. However, reference books are common for all the Study Centres but the course books are depending on the choice of academic programmes selected by the students attached to each Study Centre. All the Regional Centre and Learner Study Centres are provided with an Accession Register (Stock Register). As soon as a consignment of books is received by a Regional Centre and Study Centre, Semi Professional Assistant in the Regional Centre and Part Time staff at the Learner Centre has to check them with the list enclosed in the parcel and any discrepancy should be immediately brought to the notice of the Central Library at headquarters. Regional Director or Coordinator also has to send an acknowledgement to the Central Library that the books have been received in good condition and as per the list in the parcel. Further all the books received are to be immediately entered in the accession register and are to be stamped with the Regional Centre or Study Centre's name. The Regional Centre and Study Centre are also provided with a card catalogue cabinet and the cards received in a consignment have to be inserted simultaneously while shelving the books. As per the present policy of the University, books are to be used in the premises of the Regional Centre and Study Centre and should not be taken out of the premises.

1.12 Delivery of Student Support Services

In the distance education system, the student support services is a major important component, therefore, a flexible instructional system is also important innovation of the Open University system. Since, most of the Open University students are likely to be employees and housewives, and are scattered over a wide area including the interior remote and tribal villages, they may find it convenient to be physically present in a classroom for face to face instruction at stipulated time and place. To overcome this barrier, the student requires guidance, and counseling occasionally on academic and non academic matters. In addition to the print materials, the student at time requires library facilities for further reference. The IGNOU being a unique in the distance education has adopted and integrated multimedia approaches, in the form of print materials, broadcasting interactive radio counseling, tele-counseling, teleconferencing, email and web technologies etc. The objective of Student Support Services is to:

- provide academic, administrative and informative support to the learner through various contact channels to break isolation.

- deliver self-learning course material and supplementary learning aids like audio, video, teleconferencing, interactive radio counseling etc.
- provide opportunities to the learners for enhancing though contact programmes

1.13 Conduct of Induction Meeting

In the IGNOU support system the Induction meeting is introductory sessions which are organized for the new students. Before the commencement of the new academic session, the Study Centre, should take a lead role and organize Induction meets through face-to-face. The idea is to make them familiar about IGNOU, their programme and their role as a learner. In addition, the Regional Centre is organizing face to face meeting at Study Centre/Programme Study Centres as they give them first exposure to see their Study Centre, which is their college for all practical purposes, their counselors, and functionaries of Study Centre/Programme Study Centre besides co-learners. In this meeting, Coordinator of the centre are expected to give an introduction to the Open University system, instructional system adopted for course delivery, support services offered to learner's and roles and responsibilities of distance learners, counselors and functionaries of Study Centers. In addition academics counselors of the Study Centres also explains them as how they should study expressively written and designed interactive self-study course units (SLM). The academic counselling and practical's, audio and video programmes, television radio broadcasts, teleconferencing ,interactive radio broadcasts, teleconferencing, interactive radio counselling, assignment responses, library facilities etc. may be brief during the introductory meets to the learners.

The conduct of the induction meeting in the learner Centres with the start of new session and after getting the students lists from the Regional Centre, the Coordinator should plan for the Induction meeting in the centre. The detail guidelines for the conduct of Induction meeting has been circulated by the Director, Regional Services Division vide letter No. RSD/ F&A/ Induct. Meet/ 96/ 4646 dated 06/18/11/1996. The content of the letter is placed below:

“Every year admission cycle at the commencement of new academic session Learner Study Centres conduct Induction Meetings to induct the new learners into distance and open mode of education and to acquaint them into IGNOU's procedure and guidelines for providing student support services. Earlier the guidelines for organizing induction meetings were circulated in 1992, in which every detail regarding conduct of the meetings was given. At many Learner Centres, the meetings are organized religiously as per the guidelines provided. However, it is also noticed that the programme is organized with grandeur inviting a lot member of people and dignitaries. This has resulted in over-spending on the programme at some of the study centres. In order to control the expenditure, norms for incurring expenditure on induction meeting are introduced and circulated the detail guidelines which are given below:

1. Expenditure to be incurred at learner centres towards conduct of Induction Meeting will be @ Rs.10/- per (Revised Rates) student enrolled at the study centre during the academic year.
2. The nature of Induction Meetings should be academic rather than festive.
3. The study centre should submit a proposal for conduct for the meetings to Regional Director.
4. The Induction Meetings will be conducted only after the proposal is approved by the Regional Director and sanction order received to incur the expenditure on the basis of students enrolled.”

Since, the Induction meeting is organized at the Study Centres to acquaint the fresh enrolled learners about organization, structure and functioning of IGNOU, Open and Distance learning system of learning, facilities available to a learner of IGNOU and the role and responsibilities of a learner of IGNOU. This is a very important event and learners should be encouraged to attend the induction meeting at their respective Study Centres. It can be organized after receipt of list of enrolled learners at the Study Centres. Coordinators/Programmes Incharges of the Study Centres should inform the learners about the date and timings of the programme well in advance.

(i) Pre-Programme Activities :

- Invitation to students & counsellors: specify date, time, venue and location of study centre
- Invitation for representative from Regional Centre
- Invitation to guests and chief guest
- Press release in local newspaper

(ii) Programme:

- The induction meeting is an occasion for the learners to know about
- The University – its organization & structure
- Open and distance learning
- Facilities available to a learner of IGNOU
- Their Study Centres
- Importance of counselling sessions
- Importance of Assignments in learning process
- Schedule of counselling sessions, assignment submission etc.
- Their role and responsibilities as a learner of IGNOU

1.13.1 Guidelines for holding induction meetings

- Induction meeting at a Study Centre has to be convened by the Coordinator/Programme Incharges
- The Coordinators/Programme Incharges will issue invitation letters to the students concerned and will also invite the academic counsellors and other teachers of the institution
- There should be display on banner inside and outside the hall

- The identity cards, study material are to be distributed on the day of the learners/displayed in the Study Centre Notice Board. It would be advisable to get the programme covered by the local media, both print and electronic.
- The Coordinator/PIC should arrange for light refreshments. Expenditure to be incurred @ Rs. 10/- per student for the whole function (for arranging banners, leaflets, public address system, floral presentation to dignitaries etc.)

The schedule for the Programme will be as under:

Welcome Address	:	By Coordinator/Programme Incharge
Special Addresses on different aspects of Learner Support Services (counselling, assignment, project etc. and information services)	:	By two Resource Person from Regional Centres and senior academic counsellors
Address by the Chief Guest	:	Preferably a local dignitary of high academic credential
Introduction to the part-time staff members of the Study Centre	:	By Coordinator/Programme Incharge
Presidential Address	:	Preferably by the Head of the host institution
Expression of gratitude	:	Assistant Coordinator

1.14 Academic Counseling

The basic concept of the Study Centre is to provide opportunity to the learners for face-to-face interaction with teachers by means of organizing counselling sessions as per a schedule prepared by the University. Besides, a Study Centre can also provide pre-entry counselling to prospective learners. It can also organize intensive contact programmes for learners in remote areas. Counselling is the skilled and principled use of relationship to facilitate self-knowledge, emotional acceptance, growth and the optimal development of personal resources. The overall aim of the counseling is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counselling relationships have to vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others. The intent of academic counselling is to enhance student engagement in the learning process, encourage higher levels of academic performance, further critical thinking skills, and promote student self-authorship in the classroom. It is aim to help students assess existing learning strategies and implement new ones. Academic support offers special services designed to help learners experiencing academic problems and tried to solve this by providing necessary support.

The basic concept of the learner study centre is to provide opportunity to the learner for face-to-face interaction with teachers by means of

organizing counseling sessions as per a norms prepared by the University. Beside, a learner study centre can also provide pre-entry counseling to prospective learners and it can be also organize intensive contact programme for learners in remote areas. Distance Learners are located away from the teacher and get very little opportunity to interact with them in face to face situation. For most of IGNOU programmes, attendance in counseling sessions at study centres is also not compulsory except in practical sessions. Learners attending counseling sessions are deprived of any interaction with the counselors. Therefore, the role and responsibility of the academic counsellors are important to provide better support at the entry point.

Counseling in IGNOU is not a compulsory component, but a learner can avail the facility of counseling sessions held at Learner Centres on weekends (Sundays). To break the isolation of distance learner and to provide academic support to the learners, university provide counseling through — face to face counseling, counseling through Teleconferencing, counseling through Edusat, Counselling through Radio (IRC), Counseling through DD-Gyandarshan, Counselling through Gyanvani Stations, Counselling through DD-1 Network and Counselling through Phone, e.mail and Letters etc. Normally, one counseling is admissible for one credit e.g. 4+1 counselling sessions (2.30 hours) are admissible for 4 credit course and 8+2 counselling sessions of same duration are admissible for 8 credit course.

Following aspect may be kept in mind while preparing the counseling schedule:

- (a) The counseling sessions should be organized only for Sundays and holidays so that the maximum number of learners, particularly those who are working are able to take benefit of these sessions.
- (b) The counselling schedule should be prepared and sent to the learners sufficiently in advance so that the learners may make necessary arrangement to attend them.
- (c) Only approved Academic Counsellors may be engaged for the purpose of counseling and evaluation activities.
- (d) Proper record of the learners attending the counseling sessions be maintained scrupulously.
- (e) The Counselling schedule may be displayed on the notice board.

The Study Centre established by the University is provided with relevant courses material, reference books, audio-visual aids integrated with the courses material. The students can come to the Study Center and make use of the books on the spot or listen to the audio cassette or watch a video cassette. The required assistance is provided to the students by the Study Centres so as to help them take the maximum benefit of these facilities.

1.15 Assignments at Learner Centres

This is one of the important functions of the Study Centre. Assignment handling needs a lot of care and accuracy. The handling of assignment is a time-bound task. Learner Study Centre receives assignment from the students; they are arranged in serial order, and then sent to the evaluators, evaluated assignment are received back along with the grade lists and sent

back to the respective students as feedback. 2% of evaluated assignment is sent to the Regional Centre for monitoring, and the grade lists are dispatched to the Regional Centre. Programme-wise record of assignment is to be maintained at the study centre in the prescribed format. Since the assignments are the important activities in the distance learning system, so the Tutor Marked Assignments (TMA) are submitted by learners at learner Centres. Every Learner Centre should identify one person who would be in charge of all matters pertaining to assignments. In case of large numbers of programmes/courses or students the responsibility may be given to two or more persons. The person in charge should look after the following functions:

- i) Receipt of assignments from learners.
- ii) Distribution to concerned counselors.
- iii) Collecting evaluated assignments back from counselor's alongwith grades on a prescribed proforma.
- iv) Returning back evaluated assignments to learners.
- v) Consolidate and send the grades to Regional Centre only twice in a year.
- vi) Providing fresh set of assignments to previous year students in case they approach them.
- vii) Processing the assignment evaluation bills of the evaluators and releasing the payments as per norms. The specimen of the bill format for evaluation of assignment is appended below:



इन्दिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय

INDIRA GANDHI NATIONAL OPEN UNIVERSIT

Regional Centre

REMUNERATION BILL FOR EVALUATION OF ASSIGNMENTS/HANDLING CHARGES

PROGRAMME _____

COURSE _____

NAME OF COUNSELLOR _____ PAN No. _____

ADDRESS _____

Details of Assignments/Scripts Assessed/Evaluated:

Batch	Course No.	Assignment Number	No. of Assignments	Rate per Script		Amount	
				Rs.	P.	Rs.	P.

Total _____

(Rupees _____)

Certified that I have assessed/evaluated above detailed assignments/scripts and sent the 'awards' vide award list No. _____ dated _____ to the Co-ordinator, IGNOU, SC, _____

Dated: _____

Signature of Evaluator

VERIFIED/PASSED FOR PAYMENT OF Rs. _____ (Rs. _____)

Certified that the evaluation report on above assignments has been forwarded to Regional Centre wide letter No. _____ dated _____.

Date: _____

Signature of Co-ordinator

Received a sum of Rs. _____ (Rupees _____) by cash/

Cheque No. _____ dated _____

Date: _____

Affix
Revenue
Stamp

Signature of Evaluator

(FOR USE IN EVALUATION BRANCH)

Entered in Control Register on Page _____

Sl. No. _____

In such a situation, two-way communication and distance teaching through assignments assumes considerable significance. In fact, these play an important role in teaching learning process. In addition assignments also form a part of evaluation. Generally, in IGNOU, assignments carry 25%-30% weightage towards the final grades (in most of the programmes it is 30%). As per the present policy of the University, there should be one assignment for every course. The instructions to candidates about the nature and type of assignments and the schedule for their submission is prescribed in the relevant programme guide and/or in the course itself.

1.16 Evaluation of Assignments

The student's evaluation in IGNOU comprises two components, viz, Assignments and Term-End Examination. The weightage of continuous component varies in the range 20-30% and the term-end component carries 70-80% weightage.

As a part of continuous evaluation, the learners are required to submit the assignment as per the schedule indicated therein, at their respective study centres, which gets it evaluated from approved academic counselors, and return it to the learners with their comments so that they could improve upon. The weightage of continuous component varies in the range 20-30% and the term-end examination component carries 70-80% weightage. The study centre enters the grades of the assignment in the prescribed award lists and submits them to the Regional Centre for data entry and onward transmission to Students Evaluation Division for reflection of assignment grades in the grade cards of the learners. It is desired that the award lists should be properly prepared, particularly with regard to the enrolment number, name, courses and awards of the learners. Further, the term-end examination or session to which they pertain to must be mentioned on the award lists for proper reflection of awards.

1.16.1 Evaluation of Assignments: Tutor Comments

The learners Support Centers are also to undertake a number of evaluation activities. These include the Term End Practical, Practical Evaluation and also the Assignments responses Evaluation. All these activities very important as the feedback is to be provided to the learners for continuous improvement in their performance. Here the Coordinators or the In Charge of the Centre has to pay special attention to the Assignment evaluating as these constitute a very tool for interaction between the learners to break the isolation. In assignments evaluations the TUTOR COMMENTS has special significance.

1.16.2 Types of Comments:

- (a) **Marginal comment** – Comments made in the margins of the scripts - responses
- (b) **Global Comments** – Comments made on the Comment sheet of the responses

1.16.3 Nature of Comments:

- a) **Tutor Type** (*The comments which promotes rapport between the teacher and the learner*)
- b) **Non Tutor Type** (*The comments which are not able clear communication*)

1.16.4 Description of Comments:

While writing the comment the main idea behind this exercise is to convey the strengths and weaknesses of the learner. The learners are also assigned the Grades or scores and it broadly classified in five Grades A B C D E which denotes Excellent, Good, Average Satisfactory, and unsatisfactory respectively.

The comments which are normally written are classified as under:

1.16.5 Non-Tutor Type:

- **Harmful Comments:** Such comments are rude and they fail to bring any purposeful results in the communication. The statements such as horrible, nonsense, funny are stated to be the harmful comments.
- **Hollow comments:** the words like read the answer and attempt it again or strike out all irrelevant portions are usually not appreciated as they do not pin point the actual message that is to be conveyed to the learner. Such words need to be avoided.
- **Misleading Comments:** Some of the comments that the teacher may write could also mislead the learner and he may take different course. Usually sentences like read the lesson again and write the answer or consult some more books are something that the learner may not specifically pick to work on.
- **Null comments** are those observations which may be verbally comprehensible but they at a distance they do not convey anything such as crossing, rounding, question marks and so forth. They may not be sending the message that the tutor might have intended, hence need to be avoided.
- **Negative Comments** are those statements which may fully put the learner at a distance giving them the impression that he is not able to understand the core of the context. The words like you are not clear, too brief, expand it or likewise are the statements which may not be at all used as they may again create wedge between the learner and that tutor.

1.16.6 Tutor Type:

- **Positive Comments** are those comments which approve the attempt and also further encourage improving it so as to achieve better score or awards.
- **Constructive Comments** are both negative and positive and can work much better ;if they are lucidly and enthusiastically constructed with words likeyou can also include these p1 2 3 4 points or you can further consultbook foretc.
- **Global Comments** are usually given on the body of the Comment sheet which has parameters to comprehensively evaluate the learners on spellings, syntax, coverage, adequacy and legibility etc.
- **Personal Comments** means such wording that undoes the isolation which the Distance learner normally suffers. But a caution to the academic counselor must be given that they should have a very high degree of patience and linguistic sophistication.

In nutshell, the assignments response evaluation is an important task to be performed by the Academic counselors and they must take every care that this proves a tool in bridging the gap and the communication becomes supplemental as well as promotional to the learners in all respects. Care may also be taken to ensure that the language is simple and communicative. The grades are awarded in conformity with the comments and the global comment besides, as per the marking scheme supplied to them. The modern concept of evaluation has assumed wider meaning and scope than the traditional role of evaluation that was concerned only with the end of the course measurement of the quantum of learning possess by the learners. The modern role of evaluation encompasses a wider scope in the whole educational programme. Any educational programme consists of three components; i) Evaluation Procedures ii) Learning Experience and iii) Educational Objectives. All these three components must support one another to achieve the desired effectiveness. What is evaluated is not only the learner's academic achievement but also the effectiveness of the whole programme. Based on the continuous feed-back received by the planners of the programme, the planners can modify the programmes objectives that is the educational objectives, or the programme activities that is the learning experiences or even both, for achieving improved effectiveness of the programme. IGNOU has adopted this modern concept of evaluation.

The assignments received from the students must be passed on the counselors for respective courses at the earliest opportunity but not later than two weeks. At many times availability of counselors poses a problem. Counselors who receive assignments from learner study centres must adhere to a time frame for evaluating and providing tutor comments. Timely evaluation is very important because if their comments don't reach students in time the whole purpose of the exercise gets defeated. The comment sheet is depicted below:

The University has adopted a system of grading for assessing the performance of the learners. The final grades obtained by the learners are reflected in the grade cards issued on the completion of the programme. The evaluators concerned will assess the assignments and awards the grades/marks according to their judicious evaluation of the learner's performance in the assignments. It is expected that the assessment will be accurate, objective and consistent in conformity with the norms laid down by the University. The grading/ marking may be done in accordance with the scheme or solution to the problems, if provided by the school concerned or else the evaluators would evolve their own marking scheme in order to be fair and uniform in their judgment. The grades/marks will be awarded against each question of a given assignment and suitable comments written on the margin to enable the student know the strengths and weaknesses of the answer. The over-all grades obtained in an assignments i.e., the total grade based on the awards to different questions therein, will be reflected on the prescribed assessment sheet supplied to evaluators by the Coordinator of the Study Centre.

The evaluator should prepare an awards list in triplicate and submit it to the Coordinator of the concern Learner Centre for onward transmission to the Regional Centre after signing the awards. These three copies of the awards are; one original copy for the submission to the Regional Centre for onward transmission to SED by making data entry in the online package; second one is for the evaluation bill as a supporting document of the bill; and third one is for the Learner Centre record for future reference as and when required.

To put the role of assignments in proper perspective, the counselors be provided with orientation and training related to assignments. Besides, a write up in this regard should also be prepared to provide orientation and training to all newly appointed and existing counselors. This would always help them in their job even if they have undergone a face to face interaction during the orientation programmes. This is very important because our experience has shown that it is very difficult to reach every counselor in a face to face orientation. The specimen copy of the awards is as under:



SL. No.....

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

AWARD LIST FOR ASSIGNMENTS

(To be filled in Triplicate)

Programme_____

Session: June/Dec.

Course Code_____

Study Centre_____

Assignment No._____

Place_____

Maximum Marks_____

Please arrange Enrolment Nos. in ascending order only and write complete and correct enrolment number in nine digits.

S. No.	Enrolment No.	Name of the Candidate	Award (TMA)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Signature of Coordinator_____

Signature of Evaluator_____

Date_____

Date_____

Office Stamp

Name & Address_____

1.17 Project

A number of academic programmes have been provided with project work as a compulsory component of the programme generally as a separate course. Basically this component is to provide as experience of group realities in the field of academic programme which a learner has chosen. The Coordinator/PIC of the SC/PSC should guide students and academic counselors as how they should pursue the project work. Necessary details about the project works given in the project guide of the programme supplied to the learners along with study material. Thus course on Project Work requires the student to work on a theme in his/her choice within the frame work of the contents of the programme, which are required as per the course content. Students are expected to prepare the abstract/ synopsis using the guideline given by the school concerned and same should be forwarded to the project coordinator of the school concerned for approval. The project of MCA, BCA, M. Ed and MA education etc. are to the concern Regional Centre as the project work of these programmes has been decentralized to Regional Centre. On receiving of approval for proposed abstract/ synopsis, the students could proceeds in collecting the data and preparing the project dissertation and on completion it should be submitted to the Registrar, SED Division.

1.18 Extended Contact Programme (ECP)

Another important and compulsory component which is considered for evaluation of student's academic performance is the Extended Contact Programme (ECP). However, at present, one academic programme i.e. PGDHE (Post Graduate Diploma in Higher Education) is provided with this ECP. Extended Contact Programme is a series of activities devoted to lectures, discussions, small group work, and workshop, practical in communication skills or individual work spread over few days with specific activities earmarked on each day. One major component of the ECP is a set of several sessions, involving work in small groups categorized according to the subject-area devoted to course design.

Substantively, the ECP covers various aspect related to all the courses of the PGDHE. The main assumption in the ECP is that the students would have gone through all the four courses and are familiar with the idea of Project Work before coming for the ECP. Hence as an academic Counselor, it should prepare the students through such activities which would enable her/him to undertake assigned aspects of the actual ECP. The techniques, forms, methodologies, etc. adopted for ECP should be clearly made known to students. To familiarize the learner regarding the actual skills, methodologies, theories and practical's are required for a teacher /tutor of higher education.

The extended contact programme is conducted at the Regional Centre therefore the Regional Centers informs all students and study centres regarding the date and venue where ECP is to be held. However, one aspect of importance is that not all regions may be identified for ECP, and at times for 2-3 regions together ECP is held at one Regional Centre. This is subject to be sufficient number of students attending the ECP. More information regarding ECP is detailed out in the Student's Handbook which is provided

alongwith the study materials. There will be a few sessions devoted to tests. The ECP involves some individual and or some group projects (apart from Courses 5) to be completed by the students during the ECP. Since it is a compulsory to successfully complete PGDHE programme, student's participation and performance in the various activities needs to be evaluated as their project work. In order to make it convent to tutors/experts to be invited for sessions, the student performance in ECP, this University as far as possible identifies a time frame when the colleges in the region have their vacations for successful completion of ECP.

1.19 Seminars

In the IGNOU Programmes there is a seminar work in the Master of Library and Information Sciences Programme (M.LISc.) and courses within built component of seminars. Apart from important role as an evaluator of students and learning over the subject matter, academic counsellors being a tutor in the programme are to assist the Coordinator/PIC of PSC in the organizing of the seminars. The academic counselors in the following matters are discharging main role:

- Identification of topics for seminar discussion, commensurate with the relevance and development in the fields of course subject matter; the number of topics could be based on the student enrollment, say for every twelve student's one topic.
- Dividing the total number of students in batches of 25 students each for a seminar session of four hours.
- Dividing each topic into at least four narrower areas each narrower area will be allotted to a sub group of three students for intensive preparation.
- Scheduling the dated, timing, venue, for conduct of seminar as there would be many students who need to travel from outside town and informing well in advance.
- Informing student about the topic of seminar discussion and also providing them with resources preparing themselves to deliver best of theirs.
- Help students to come out with shot write-up on the specific areas of the topic which will be consolidated into a single presentation repost by the group with its group leader.
- The PIC may chair and moderate the seminar discussion but it is a counselors who shall be acting as an observer and provide help in the evaluation and marking of students' performance both in the preparation stage, as well as in the seminar.

On the completion of seminar, respective groups to present the report of the discussion that took place in the seminar. The report should be brief and should indicate the deliberation of the seminar not exceeding in 1500 words. As far as possible, it should be brief and compact. This will be evaluated jointly by PIC and the academic counselors. On the conduct of seminar the entitled remuneration per seminar in the claim format as payment for conduct of seminar is paid by the Lerner Centre as per admissible norms.

1.20 Workshop

In the B. Ed programme of the University, there is a compulsory workshop based activities and these work shop has to organize at the Programme Study Centre. The workshop activities is spread over 12 days and each day will have 6 working hours and thus, the total number of working hours of workshop activities is 72. The Programme Study Centre is to provide all the facilities, personnel, equipments, etc., required for organizing the workshop. The facilities, equipments, etc., required to be provided by the Programme Study Centre:

- a) Library facilities.
- b) Laboratory facilities.
- c) Psycho lab.
- d) Audio-visual/educational technology room.
- e) TV, VCR, Overhead Projector, Blackboard, etc., if these are not available at the Programme Study Centre they need to be hired from elsewhere.
- f) Sufficient rooms for conduct of workshop atleast 5 rooms (4 rooms +1 hall). Each room should have the capacity to accommodate at least 20 students and the big hall should have the capacity to accommodate at least 80students.
- g) Residential facilities for the students which are of course optional at the choice of the students.
- h) A school identified and accepted by Programme Study Centre for giving demonstration.
- a) The staff required at the Programme Study Centre for organizing the workshop. To successfully completion of the work shop, the services of the staff are required for organizing the workshop at the Programme Study Centre such as; Head of the Institution; Programme Incharge; APIC; PTF; Academic Counsellors; the Resource Persons in the area of Education; Technical Staff and Support staff.

In this work shop the attending of the students are compulsory and must to attend practical workshop to successfully complete the B.Ed. Programme. Besides, audio-video programmes are also used as support material. In the workshop the students participate, individually as well as in groups, in various activities and improve their teaching competency. Activities such as preparation and presentation of model lesson plan, preparation of audio-visual aids (Charts, Models, Science Kits, Transparencies, Slides, etc.,) simulated tutorial/ group/cooperative teaching, problem solving learning, role play, narration, etc., is taken up during the workshop. Skills necessary for organizing development activities in community will also be taken up. One teaching workshop of 12 days is organized at selected venues all over the country. The workshop has pre and post workshop activities. To conduct teaching workshop successfully, the cooperation from various teacher educators in personal capacity and also from teachers training institution are sought. The teacher educators have to thoroughly orient in organizing and conducting the workshop.

In addition to the workshop in the programme there are practical/application-oriented assignments and school based practicals. Working on the assignment is compulsory for all the distance learners. Some practical/application oriented assignment, questions in the areas such as project work, model lesson/unit plan, case studies, action research, etc. is given to them to work on. The assignment responses are commented and evaluated within specified time and feedback has to be provided to the students promptly. The evaluation of these assignments has to be done which would be part of the evaluation of the concerned theory courses. As the working untrained teacher is enrolled in the B.Ed Programme, they have to undertake some activities during their routine school work. Administration of psychological tests/tools, organizing health education activities, sports and debates, preparation of school time-table, construction of question papers alongwith their scoring procedure selection and use of different-resources (e.g., Library, Laboratory, Media and Materials to achieve Learning Objectives), etc. are to be taken by the students. Depending on their subject area, they also participate in science, language or social studies, clubs in the school. The school based activities is too performed by the teacher-trainee at the school where (s) he is employed. There are two members, one for each subject, and a head teacher who will monitor these activities at the school level. Both mentors and head teacher are from the faculty of the school where the student is employed.

1.21 Term-End Examination

IGNOU's Term-End Examinations are conducted twice a year, in the months of June and December.

The Regional Centre identifies the Examination Centres and forwards the proposals to Students Evaluation Division. The question papers as well as the requisite examination stationery/material are sent to the examination centres by the Registrar (SED).

In order to take term-end examination, the eligible students are required to submit the examination form along with examination fee @ Rs. 60/- per course to the Regional Centre as per the schedule given below:

For TEE June	Late Fee	For TEE December	Late Fee
1 st March to 31 st March	Nil	1 st Sep. to 30 th September	Nil
1 st April to 20 th April	Rs. 300/-	1 st Oct. to 20 th October	Rs. 300/-
21 st April to 30 th April	Rs. 500/-	21 Oct. to 31 st October	Rs. 500/-
1 st May to 15 th May	Rs. 1000/-	1 st Nov. to 15 th November	Rs. 1000/-

The hall tickets, indicating, inter alia, the courses applied by the learners as well as the examination centre details are issued to the eligible learners by the Registrar (SED). The Regional Centre appoints external observers to oversee the conduct of examination at the Exam Centre. The IGNOU Headquarters also supervise the conduct of examination through web conferencing.

The results are declared by the Registrar (SED), in most of the cases, within 45 days. The results are declared on the IGNOU website, viz., www.ignou.ac.in.

1.22 Need of Effective Monitoring

Monitoring of the Learner Support Centres performance is a very important function in the distance education system. Monitoring is done through a system of periodically by collecting critical information about quantitative and qualitative performance, and comparing that information with the pre-determined standards by the University. In this context, the important considerations must be borne in mind that monitoring process is an enabling tool to the activities of the centres. The part time staff and other academics in the centres should also participate in the discharge of the Learner Support Centre's function to achieve the target and objective fixed by the University for the dissemination of the distance education and to provide efficient student support services. Enhancing quality at the LSC level is a holistic process. The synergistic relationship among the learners, counsellors, and other functionaries of the LSC is essential to achieve an enduring multiplier effect on quality enhancement. Quality assurance and accreditation in distance education defines as systematic management and assessment of procedures adopted by distance education institution or system to monitor performance and to ensure achievement of quality improvement.

The University emphasizes to provide quality education with a dynamic curriculum, which brings knowledge and skill to equip them to meet the global needs and challenges through distance mode of education. To fulfill the objectives of the University, the quality management has to adopt in the LSC to enable the integration of all functions and processes within a better educational environment to achieve the target and for the improvement of the function to provide better quality oriented support services to the learners. Therefore, at the LSC level, the needs of quality in the various support services such as to provide counselling, evaluation of the assignments and participation in academic matters, methods of student evaluation and assessment, developing skills and knowledge for the distance learners is required for making the distance education more relevant to social and economic needs and widening access to distance education in the rural, tribal and far flung areas of the country.

1.22.1 Student Support Services/Facilities etc.

(Compiled as on 21st August, 2014)

S.N	Activity/SSS/Facility	Fee (Charges)	Format/ Application	Date/Schedule
1.	Change of Programme i) Bachelor Degree: (BA to B.Com./BTS or B.Com to BA/BTS or B.Sc. to BA/B.Com)	Rs. 500/- + (Rs. 300/- per 2/4 credit course & Rs. 600/- per 6/8 credit course.)	Prescribed Format + Fee DD in favour of IGNOU Shimla	1st Year of Study (within 30 days from the receipt of first set of course material)
	ii) Master Degree: MEG/MHD/MPS/M AH/ MPA/MSO/MEC/MA RD/M.Com)	Full fee of new Programme & Return of received Course Material	-do-	1st Year of Study
2.	Change of Medium i) <u>For UG Course</u>	Rs. 300/- + (Rs. 300/- per 2/4 credit course & Rs. 600/- per 6/8 credit course.)	-do-	1st Year of Study (within 30 days from the receipt of first set of course material)
	ii) For PG/Master Degree	Rs. 300/- + (Rs. 500/- per 2/4 credit course & Rs. 1000/- per 6/8 credit course.)	-do-	1st Year of Study
3.	Change of Elective/Course i) For UG Course	Rs. 300/- For 2/4 Credit Course Rs. 600/- For 6/8 credit course	-do-	Change is permitted within 30 days from the receipt of first set of course material.
	ii) For PG/Master Degree Courses	Rs. 500/- For 2/4 Credit Course Rs. 1000/- For 6/8 credit course	-do-	Change is permitted within 30 days from the receipt of first set of course material
	iii) MP & MPB Programmes	Rs. 1500/- Per Course	-do-	-do-
4.	Issue of Duplicate Student Identity Card.	Rs. 200/-	Application, copy of FIR & Affidavit (DD in favour of IGNOU, payable at Shimla)	-

5.	Migration Certificate	Rs. 400/-	Prescribed Format and Attested copy of Degree/Diploma (DD in favour of IGNOU, payable at Shimla)	-
6.	Credit Transfer/Credit Exemption	Rs. 200/- Pre Course for UG, Certificate & Diploma Programmes. Rs. 400/- Per Courses for PG and Master Degree Programmes.	Prescribed Format. Confirmation Letter of New Programme, Identity Card & Result Card of Old Programme	After Confirmation of Admission. Fee DD in favour of IGNOU payable at Delhi and complete documents will be addressed to The Registrar (SRD) IGNOU, N. Delhi.
7.	Left Over Courses (Allowed for the 1st Year under new Enrolment No. against the left over courses of 2 nd and/or 3 rd year, subject to maximum of 32 credits) Students is required to s	Rs. 300/- per 2/4 Credit Course & Rs. 600/- per course for above 4 credits	Prescribed format & Fee Draft.	Fee [DD in favour of IGNOU payable at Delhi] alongwith all documents addressed to the Registrar (SRD) IGNOU, New Delhi.
8.	Re-Admission (Student can take re-admission of any leftover courses after the expiry of maximum a duration of Study) Time allowed for Master Degree Programmes = 2 Years Bachelor Degree Programmes = 2 Years Diploma & PG Diploma Programmes = 1 Year Certificate Programmes = 6 Months	Pro-rata Fee (Given in the Annexure of Re-admission Form or IGNOU Website)	Application in the Prescribed Format along with Fee [DD in favour of IGNOU payable at Delhi to the Registrar (SRD)]	Between 1st August to 31 st October and 1st Feb to 30 th April
9.	Re-Evaluation (Only for Theory Papers, not for Practical, Project, Workshop, Assignments, Seminars etc.)	Rs. 500/- Per Courses	Application in the Prescribed Format along with Fee [Draft in favour of IGNOU, payable at Lucknow] to the Dy. Registrar, Evaluation Centre, IGNOU	Within one month of the declaration of results i.e. the date on which the results are made available on the University's website.

			Regional Centre. B-1/33, Sector- H, Aliganj, Lucknow- 226024	
10.	Improvement in Division/ Class <i>(Only for Theory Papers, not for Practical, Project, Workshop, Assignments, Seminars etc.)</i> (2% marks to secure 2 nd and 1st Division for the students of Bachelor Master Degree Programmes AND 2% Marks to secure overall 55% marks for the Master's Degree Programme)	Rs 500/- Per Courses	Application in the Prescribed format along with Fee [Draft in favour of IGNOU, payable at Delhi] to the Registrar (SED), Delhi	Improvement is permissible only after the completion of Programme. 1st to 30 th April for TEE June AND 1st to 31 st October for TEE December.
11.	Early Declaration of Result	Rs.700/- Per Courses	Application in the Prescribed format along with Fee [DD in favour of IGNOU, payable at Lucknow] to the Dy. Registrar, Evaluation Centre, IGNOU Regional Centre, B-1/33 Sector-H, Aliganj, Lucknow- 226024	Before the commencement of TEE i.e. Before 1st June and 1st December respectively, <i>(Result may be declared within a month time from the date of conduct of Examination)</i>
12.	Photocopy of the Evaluated Answer Script	Rs. 100/- Per Courses	Application in the Prescribed format along with Fee [DD in favour of IGNOU, payable at Lucknow] to the Dy. Registrar, Evaluation Centre, IGNOU Regional Centre, B-1/33 Sector-H, Aliganj, Lucknow- 226024	Within one months of declaration of result.

13.	Change of Region	No Fee	Apply to the Regional Centre concerned	Any time during the maximum period of study, However, students has to obtain NOC from the RC/SC where change is sought, if Practical component is involved in the Programme e.g., BCA/MCA, B.Sc. Programmes.
14.	Change/Correction of Address and Study Centre	No Fee	Request Application to the Regional Centre concerned.	At any time during the maximum period of study.
15.	Change of Name	Rs. 400/- DD in favour of IGNOU payable at Delhi along with all documents to The Registrar (SRD) IGNOU, New Delhi.	Application, Affidavit and Fee Draft.	At any time during the period of Study.
16.	Duplicate Grade Card	Rs. 150/-	Application in the prescribed format along with Fee (Draft in favour of IGNOU payable at Delhi) to the Registrar, SRD, IGNOU Delhi.	
17.	Degree Registration Fee	Rs. 400/-	Application in the prescribed format along with Fee (Draft in favour of IGNOU payable at Delhi) to the Registrar, SRD, IGNOU Delhi.	Before OR After the University Convocation as and where held.
18.	Duplicate Degree	Rs. 500/-	Application in the prescribed format along with Fee (Draft in favour of	-

			IGNOU payab33339999l e at Delhi) to the Registrar, SED, IGNOU Delhi	
19.	Official Transcript	Rs. 200/- + 400/- for dispatch to Overseas	Application along with Fee (Draft in favour of IGNOU payable at Delhi) to the Registrar, SED, IGNOU Delhi.	
20.	Verification of Mark Sheet/Degree	Rs. 300/- Non-Govt. Offices AND Rs. 100/- for other than Govt. Offices. NIL for Central Govt. Deptts.	Application along with Fee(Draft in favour of IGNOU payable at Delhi) to the Registrar, SED, IGNOU, Delhi- 68	

Therefore, the designing an effective and suitable learner support system is one of the most important responsibilities of the distance education institutions. In distance education support is concerned with a range of human and non-human resources to guide and facilitate the educational transaction. The teacher is only one of such resource that the learner can access and the teacher's role is that of a facilitator linking learners to other resources such as library facilities, various media and software programmes, etc., and providing adequate support to empower the learner to exercise control over the learning experience.

1.23 Need of Counselling Admissibility Statement and Consolidated Abstract of Counselling

For the development of the proper and effective monitoring system of the working of the LSC, the counselling admissibility statement and consolidated abstract of counselling conducted on monthly basis for both theory and practical sessions along with the monthly monitoring reports should be obtain for which the specimen Performa has been developed and depicted below:

Counselling Admissibility Statement
LSC Name -----
Code-----

Sr. No	Name of Counsellor deployed for the Counselling	Course Code	No. of Students Attended		Counselling Session taken		Counseling Session Admissible		Status of Academic Counsellor	PAN No. of Academic Counsellor
			Theory	Practical	Theory	Practical	Theory	Practical		

Certified that the above counseling has been taken by the Counselor Dr./Sh. ----- in accordance with the admissibility norms of the IGNOU and he/she is an approved Academic Counselor of IGNOU duly renewed his/her term. The payments if found incorrect any stage or in-admissible, the same may be recovered from the concern or Study Centre to avoid audit objections.

Signature of Coordinator/Programme In charge

Consolidated Abstract of Counselling Conducted

LSC Name -----

Code-----

Sr. No	Name of Programme	Course Code	No. of Credit	Total No. of Counselling Session Allowed		Total No. of Counseling Session Held		No. of Counselors Approved in the Course	No. of Counsellors Deputed for the Course	Remarks
				Theory	Practical	Theory	Practical			

Certified that the counselling has been conducted in the LSC as per the norms of the University

Signature of Coordinator/Programme Incharge

Further, with the increase of the rates of counselling and other support services related charges, there is need to have an effective, qualitative performance of the academic counsellors in the Learner Support Centres. If the support services in the centre and performance of the academic counselors are effective and up to the mark, the majority of the learner will attend the counseling session regularly. The attendance of the maximum numbers of the learners depend up on the services being provided to the learners in the centre and if it is not up to the satisfaction level of the learners ,the attendance in the counseling session will be low. Therefore, to monitor the performance of the Learner Support Centre a regular student attendance sheets on monthly basis along with the counselling reports is required. To work out the ratio of the learner turning up for the counselling in the Learner Centre and further to assess the payments to the counsellors and other support services being released will also be monitor by analyzing the students turn up in the counselling session, rather the theory counselling is not compulsory. This will also help to work out the overall performance of the LSC also. The Performa of the attendance chart of the learners has been developed and depicted as under:

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Regional Centre: _____

Attendance Sheet of the Learners Attended in the Counselling

LSC Name -----

Code-----

Sr. No.	Name & Address of Learners	Enrolment No.	Programme	Course Code	Theory/ Practical	Date	Time	Student Mob. No.	Student e-mail ID	Student Signature

Signature of Counsellor

Signature of Coordinator/Programme Incharge

1.24 Need of Feed Back from the Learners

The obtaining feedback from the learners and collection of needed data are the tool for the measurements of the efficiency of the academic counsellors and the functionaries of the LSC. In the distance education system, the feedback is one of the most powerful influences on learning process and to achieve the objectives of the University, but this impact can be either positive or negative. The feedback is among the major influences according to the type of feedback and the way it is given can be differentially effective. For analyzes of the performance , there is a need of feedback from the Learners to identify the particular properties and circumstances that make it effective including the timing of feedback and this feedback can be used to enhance the effectiveness in counselling sessions and working of the Learners Support Centres across the country. Therefore, the feedback from the learners is to be obtain for the improvement of support services system. The delivery point of the distance education is Learner Support Centre and these LSCs are providing all types of student support services including counselling and evaluation of the assignments etc. Hence, this type of feedback from the learners will also provide input to the University for the development of better environment for strengthens the LSCs. The learners are the receiving end and therefore, the feedback from the learners are important for further strengthen the support service system. The data collection and analysis will be the best method for the monitoring and management of the LSC. The feedback form should be circulated to the learners during the Induction Meeting or on the first day of day of the counselling session and direct them to fill it up and send it to the Regional Centre directly and it will be treated as confidential report and will not be disclosed to the LSC and to the counsellor. The Regional Centre will then analyze the feedback Learner Support Centre wise and prepare a report and then communicate the performances of the academic counsellors to the LSC. The Regional Centre should also send a report to the RSD for making region wise policy strategy on the basis of learner's feedback. The feedback Performa has been developed in this regard and depicted below:

Feedback from the Learners

(Fill up this feed Back form and post it to the Regional Centre directly by Post)

Name of the Learner

: _____

Enrolment No of the Learner

: _____

Study Centre Code

: _____

Programme

: _____

Course Code attended for counselling:

Date of Counselling

: _____

Please tick (☐) mark the following:

Whether counselling schedule received by post from the LSC?

Yes

☐

No

☐

Is the preparation of the Academic Counsellor for counselling is sufficient to define the content, objectives of the programme/ course along with teaching language?

Yes

☐

No

☐

Is the counsellor is having knowledge of the background of the courses and explicitly linking concepts with making clear links between students' past learning process and new concepts?

Yes

☐

No

☐

Is the counsellor having the new and different strategies for the counselling session?

Yes

☐

No

☐

The interaction and discussion is the part of the counselling. Are the counsellor is providing frequent opportunities for interaction and discussion on the course content.

Yes

☐

No

☐

Is the academic counsellor aware the teaching methodology of the distance education system?

Yes

☐

No

☐

The time frame fixed for the counselling is sufficient for discussion and interaction to the learner or not.

Yes

☐

No

☐

The Learner Support Centre functionaries are proving good support services to the learners and cooperation are extending to the learners in the expected manner.

Yes

☐

No

☐

The preparation and counselling language clearly define the course contents effectively.

Yes

☐

No

☐

Is academic counsellor is providing comprehensible input by using a variety of techniques to make content concepts clear?

Yes

☐

No

☐

Is academic counsellor is developing the method through Approach, Design and Procedure, for delivery of teaching materials and activities ,techniques and practices employed in the counselling session?

Yes

☐

No

☐

Is counselors is making review of the assignment by giving the feedback to learners on their output?

Yes

☐

No

☐

Involvement of the counsellors with the learner is sufficient or not?

Yes

☐

No

☐

Is counsellors is committed towards his/ her assignment and punctual to his/ her work?

Yes

☐

No

☐

Are the evaluated assignment are receiving back in time from the LSC?

Yes

☐

No

☐

Is the evaluation of the assignments has been made with the learners satisfaction?

Yes

☐

No

☐

1.25 Miscellaneous Information

- **Change of Programme/Medium/Electives and Registration for Left Out Course(s):** Since a large number of requests are sent to SRE for these option. With the decentralization these services are assigned to Regional Center and the learners may be informed to forward these to Regional Center as per the Schedule and with the Requisite Fee. (some Forms are given in the appendices to these notes).
- **Early Declaration of Result:** The learners now can avail the facility of early declaration of result for completing their programme. They are required to apply at least 15 days in advance to the commencement of their TEE along with the requisite fee to the Registrar SRE.
- **Supply of copies of evaluated answer scripts:** The University, as a measure of ensuring transparency, has allowed the supply of copies of evaluated answer scripts of term-end examinations. The learners are required to make an application, in the prescribed form, along with the requisite fee, to the Registrar(SED), IGNOU, Maidan Garhi, New Delhi.
- **Re evaluation procedure:** The University has also introduced the scheme for re evaluation of scripts within 30 days of the declaration of the result. The requisite fee has to be sent to Registrar along with the prescribed Performa.
- **Improvement in Divisions / Awards:** It has also been allowed now to learns to improve the Awards / Divisions wherever it is applicable i.e. 2% less to 50, 55 and 60%. The learners are required to apply for the fresh examination by paying prescribed per course. This provision, however, is applicable only within the maximum time of the programme or within the Re Admission period.
- **Change of programme/courses/medium:** The change of programme/courses/medium has also been delegated to the Regional Centre. A learner is required to make an application along with the prescribed fee to the Regional Director, requesting for the change as per norms of the university.
- **Issue of Migration Certificates:** With the new decentralized procedure the migration certificated are to be issue from the Regional Centre only. The learners are required to submit the [prescribed form with requisite fee of Rs. 300/ to the Regional Centre only.

CHAPTER-2

FINANCIAL ADMINISTRATION OF LEARNER SUPPORT CENTRES

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CHAPTER-2

FINANCIAL ADMINISTRATION OF LEARNER SUPPORT CENTRES

2.1 Introduction

The financial administration vests in the authorities and officers specified in the Acts, Statutes, and Ordinances of the University and as per the function assigned to them respectively. The Board of Management plays a key role in financial decision making and administration. Besides statutory authorities established under the Act and Statute, the Board of Management shall be advised by Non-Statutory Advisory Committee, like Buildings and Works Committee, Library Committee, Investment Committee, Provident Fund Committee, Public Advisory Committee and the composition and functions of these committees shall be specified by the Board of Management. The Finance Committee of the University advises the Board of Management and makes recommendation on all financial matters. The annual accounts and the financial estimates of the University prepared by the Finance Officer are laid before the Finance Committee for consideration and comments, and thereafter submitted to the Board of Management, within the overall ceiling fixed by the committee. The Finance Committee shall fix the limits for the total recurring and non-recurring expenditure which shall be incurred by the University in excess of the limits so fixed. For the efficient working of the various Divisions, the Board of Management has authorized decentralization of financial functions, where necessary. For this purpose, the Directors and Heads of Administrative Divisions have been vested with appropriate financial powers by the Board of Management vide Rule 2(1) of Chapter IX. The exercise of these powers is subject to the availability of the budget provision and subject to the expenditure conforming to the norms/scales wherever prescribed.

The University for the sound and better financial administration and providing better learner support services, the Director, Regional Services Division, Regional Directors in the Regions and Coordinators/ Programme In Charges of the learner study centres are delegated the financial powers so that they can provide better Learner Support Services in the respective Learners Study Centres by way of giving funds, budget, under Plan & Non-Plan grants to Regional Centers under the control of RSD and in the shape of imprest amount and other type of advances to Study Centres. The exercise of these powers is subject to the availability of budgetary provisions and subject to the expenditure conforming to the norms/ scales, wherever prescribed by the University.

The functions and financial activities of the Regional Centres have been decentralized. Therefore, the autonomy has been made to its Regional Centres with the decentralization of the Finance and Accounts w. e. f. 01-04-1996 and the norms and procedures along with related formats has also been circulated by the Director, Regional Services Division vide letter no. RSD/ F&A/ 96/2149 dated 4/6/1996 to the Regional Centres for adopting the proper financial administration of the Regional Centres and its Study Centre.

Accordingly, the Regional Services Division has been authorized as the overall controlling authority and Regional Directors has been declared as approving authority of all the transactions of the Regional Centre and Learners Study Centres within the delegated powers and Assistant Registrars of the Regional Centre has been declared Drawing and Disbursing Officers vide office order no 12, letter no RSD/RC/Gen/99/2006 dated 25/10/200 for proper functioning and timely disposal of all the administrative and financial matters in the region. With the decentralization of the financial activities of the Regional Centre, they have to prepare annual budget in respect of their Regional Centre and Study Centres of the region and submit to Director (RSD), who will review and send a consolidated Regional Services Division budget indicating Regional Centre-wise requirements to F&A Division for necessary action to be taken. Funds will be provided to the Regional Centres for incurring expenditure on the budget heads indicated in the budget allocated. This also includes salaries of Regional Centre Staff and remuneration to Study Centre functionaries, counselling charges, evaluation of assignments, administrative and academic heads of account.

At present, the Regional Centres are being provided quarterly grants of funds at the beginning of each financial year on the basis of approved budget allocation of the Regional Centre and the beginning of the next quarter the grants for the quarter are being sent after taking into account and adjusting the unspent balance at the end of the last working day of the previous quarter. Regional Directors are to exercise the control over expenditure of all Study Centres and Programme Study Centres and are responsible for proper accounting of funds. Director (RS) exercise overall control of expenditure and have a powers for re-appropriation of budget/funds under Plan and Non Plan head of account whenever required. Accordingly, all Regional Centres has been provided with Plan and Non-Plan Grants. Besides the expenditures have to be classified with reference to scheme, viz. Plan & Non-Plan under which different programmes and courses are grouped. To facilitate proper accounting of Plan & Non-Plan funding, all the Regional Centres have to operate two separate accounts i.e. Plan & Non-Plan. Further, they have to maintain two Cash Books for Plan & Non-Plan in addition to the Fee Cash Book. Likewise separate ledgers are to be maintained for all heads of accounts under Plan & Non-Plan and the vouchers pertaining to Plan & Non-Plan are to be kept/ maintained separately in the Regional Centre. Like this, the expenditure of Learner Study Centres which is funded from Non-Plan will have to be incorporated in the Receipt & Payments Account of the Regional Centres under Non-Plan. Similarly, the expenditure of Plan Study Centre has to be funded from Plan Fund and the expenditure booked accordingly. Therefore, the Regional Centres have to classify the expenditure under Plan or Non-Plan as per the provisions made in the budget of Regional Centres.

2.2 Finance and Accounts Procedures

University education plays a vital role in the national development and welfare of society. Hence expenditure on education is considered as an investment on human resources development and education expenditure has

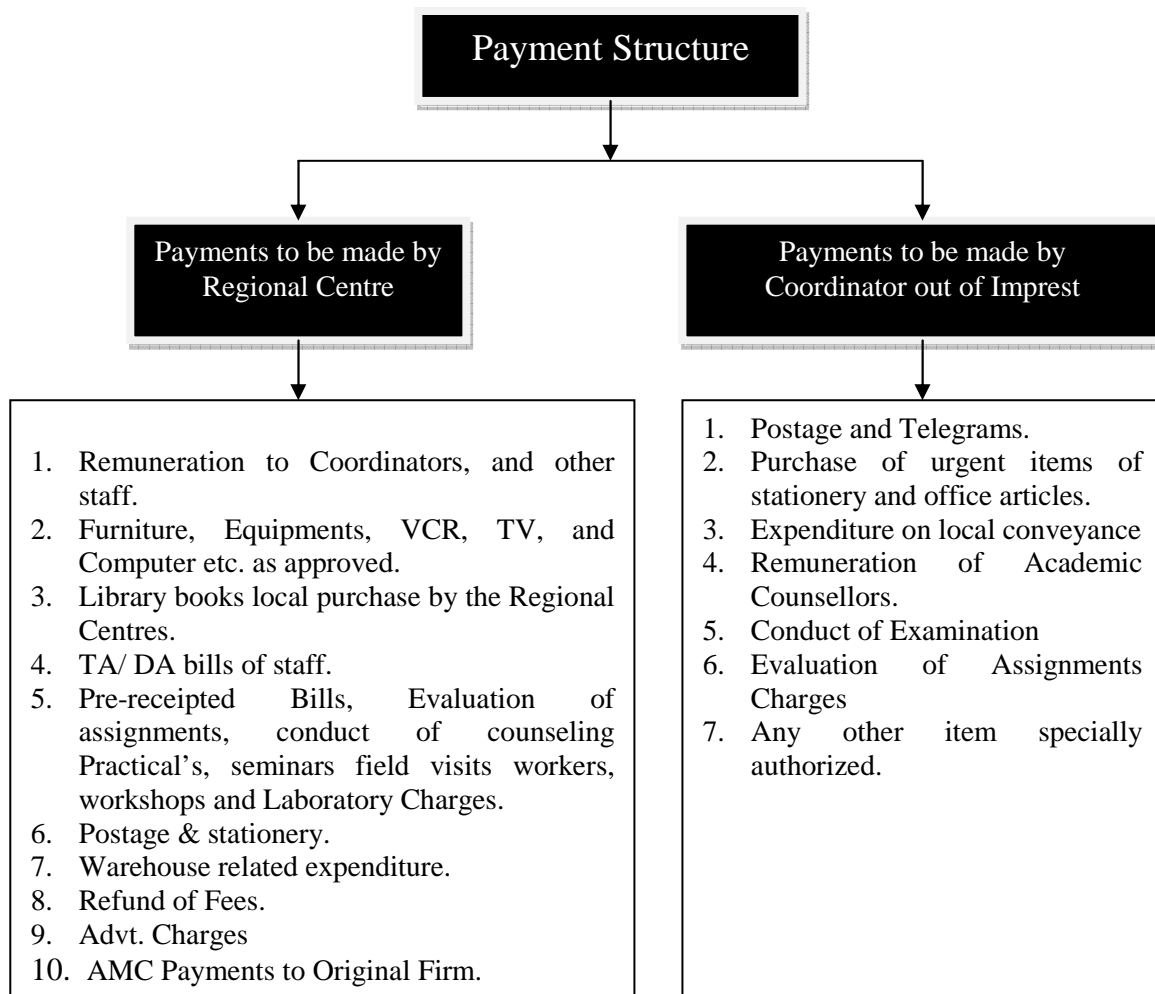
been increasing faster over years since independence. University being a non-trading organization devoted to the cause of higher education and research, provisions of adequate finance is the first and foremost factor influencing its effectiveness. Though, the University is a corporate organization by its administrative procedures, therefore, it mostly depends on funds from government and its own resources. Management of accounts is concerned with the provisions and use of accounting information to the organizations for its better development. The managerial accounting is the process of measuring and reporting information about economic and financial activities within the organisations to be used in planning, performance evaluation and operational control.

In the present decentralized set-up, Regional Centres and Learners Study Centres are expected to shoulder the added responsibilities of financial functions. The IGNOU accounting procedures are different from that of government accounting for the compilation of accounts and finance. The officials in the accounting unit are expected to have some basic knowledge about the accounting principles. There is on the assumption that officials working in the different Learners Support Centres are also familiar with basic accounting procedures. In order to build-up the basic accounting system, account records/ books are to be maintained on regular basis as per norms provided by the IGNOU. The entire IGNOU accounts are divided into two major heads i.e. Plan and Non-Plan. Non-Plan account represents the expenditure incurred on regular basis as per the provisions of the budget. On the other hand, Plan expenditure represents the expenditure incurred for development purposes and towards acquisition of capital items. Besides, the courses which are under conception stage and the courses which are not five years old are also covered under Plan. In IGNOU, there are Regional Centres, Study Centres and course categorized under Plan and Non-Plan; hence, the Regional Centres are to maintain separate Plan and Non-Plan ledgers for all the heads of accounts operated by them for Regional Centres. Under this set-up, there are Plan Learner Study Centres coming under Non-Plan Regional Centre and vice-versa. As the Study Centres are not expected to maintain their account separately for Plan and Non-Plan account, therefore, the booking of their imprest vouchers at the Regional Centre level requires some adjustments between Plan and Non-Plan. No expenditure is incurred by the learners centre in excess of the limits of total recurring expenditure and total non recurring expenditure and no expenditure other than provided in the budget is permitted to be incurred without the sanction from the competent authority. The Regional Centres are responsible for the following financial activities:

- Collection of Revenue/ Receipts fees on behalf of the University;
- Payment of staff members towards Salary, TA/DA and Medical etc;
- Payment to outside parties for supply of material and services rendered;
- Preparation of Budget Estimates, Review of Receipts and Expenditure and to facilitate the Management Information System with periodic inputs;
- Preparation of Annual Accounts;
- Internal Audit of Accounts of the Learners Centres;

- Conduct of Performance Audit and Regular Audit of Accounts by CAG/ AG of the respective states;
- Release of Imprest and other advance to the Learner Centre and recoupment thereof.
- AMC payments to its Original firms.
- Other activities as delegated to the Regional Centre's.

The brief payment structure of the Regional Centre and Learner Centre has been depicted in the below mentioned chart:



2.3 Financial Activities of Study Centres

In the light of the delegation of the financial activities to the Regional Centres, Regional Director has to perform multifarious roles which, besides academic and administrative functions, include maintenance of account records and financial management of the region. Regional Directors shall follow the procedures/instructions lay down in the Financial Code/Accounts Code of the University, GFR and other general/special instructions issued by the competent authorities from time to time. The proper guidelines and instructions have been circulated to all Regional Centres from time to time from Schools, RSD, F&A and Administration Divisions and it should be followed scrupulously. It is of utmost importance that in the discharge of

official business there should be no avoidable delay. At the same time, it is necessary to keep a regular and necessary record of all expenditure and the authority thereof. Broadly, the Learner Study Centres perform two major functions. These are (a) management of University-student relationship, and (b) provisions and delivery of academic services. The management function involves the Learner Study Centres functioning as an access point for information, materials, A/V facilities, computing, submission of assignments and centres for examinations. The delivery of academic services provided by the study centres includes academic counselling, tutorials, practicals and experiments, and evaluation of assignments etc. Further, the Learner Study Centers has been provided the detail guidelines by the authorities of the University for the Identification, orientation and involvement of counsellors engaged for the counselling's of the learners in the Learner Centres as per schedule. The few important aspects in this regard are:

- i) Considerations to be kept in mind while identifying the counsellors in the Learner Study Centre:
 - Personality
 - Communication/teaching skills
 - Commitment
 - Availability of time
 - Subject expertise/experience
 - Identification process

The University based on these aspects and for the better performance and delivery of the academic support services to the learners, the Regional Centre and H/Q is providing orientation programmes to the counsellors by providing background information, -distance education methodology, format for course specific alongwith the role of counsellor from time to time and other aspects such as duration, venue and need for re-orientation etc. which has been developed and implemented from time to time at H/Q, Regional Centres and Study Centres. Involvement of counsellor is required perfect manner for the delivery of the better services to the learners and counsellor should having clarity about: tutoring/ counselling activities, week-end counselling/ extended contact programmes, importance of assignments/evaluation, IGNOU's policies/ procedures system which helps in developing their involvement through, periodic meetings with counsellors at study centres dissemination of general information , sharing useful feedback and other important need of counsellor for the proper delivery of the University programmes. It has also been seen that there are low turnover of attendance in counseling and the Coordinator should find out the ways to improve it such as:

- Regular mailing of counselling schedules.
- Organizing Induction meetings.
- Motivating the students who do not find counseling useful & interesting by using different techniques.
- Constraints for holding counselling sessions regularly, if any,

The holding of counseling successfully at the Study Centre is the responsibility of the Coordinator and if it is not, the reasons thereof and ways & means to overcome the situation may be explored by taking steps such as;

regular watching the performance of counsellors and too low attendance, damping counsellors enthusiasm also by utilizing services of un-approved counselors by submitting their bio-data to the Regional Centre etc. The Learner Study Centre are also facing few difficulties and problems with regards to the evaluation of the assignments as the Counsellors reluctance to perform evaluation work; delay in evaluation of the assignments by counsellors due to pre-occupation and other reason. Feasibility of spot evaluation; teaching & evaluation purpose of assignment not understood fully; quality of assignment evaluation & effectiveness or random checking of assignments at Learner Study Centres/ Regional Centres; delay in submission of assessment sheets/grade list to Regional Centre etc. These problems are common in the Centres; therefore, the Coordinator should solve the problem with the Regional Centre to overcome this situation by making best efforts to improve it.

2.4 Delegation of Financial Powers

Like Learner Support Centres which is a common name used for indicating Regular Study Centres, Programme Study Centres, Special Study Centres and Study Centres (NB) collectively, the term Coordinator is the common name used for mentioning the head, in charge of the Regular Study Centres, Programme-in-Charge etc. The Coordinators of the Study Centres has been delegated the powers by the University for day to day activities in the Centre for its smooth functioning. The Programme-in-Charge is also delegated with the same financial powers as those of the Coordinators. The instructions for incurring of various types of expenditure by the Learner Study Centre, their record in the imprest register, procedures for purchase of stores etc. have been incorporated in Chapter IV of Manual to Coordinators of Study Centres. The same procedures have been adopted *mutatis mutadis* by the Regional Centres.

However, there has been considerable increase in the activities both the Regional Centres and Study Centres and the scope of expenditure has widened. The Regional Centres have to organize orientation programmes, Coordinator meetings, Convocations etc, Similarly, Study Centre is making payment to the counselors, arranging purchases within the power delegated to them, besides disbursal of payment of part-time staff. The amount of imprest is held largely in the bank account and only small amounts are withdrawn to meet day to day expenses. As a prelude to decentralization of functions to the Regional Centres and further delegation of powers to them, it has been decided that all Regional Centres has to maintain a regular Cash Book with effect from 1.4.1989. The same procedure has also been followed by the Study Centres. The delegation of the financial powers delegated to the RSD functionaries including Study Centers has been appended below:

IGNOU RSD

Delegation of financial powers Revised vide RSD Letter no. 2755 dated 10/10/2009

S. No	Item of Expenditure	PVC	Director, RSD	RD	Coordinator	Remarks
1	2	3	4	5	6	7
Delegation of financial powers of the RD for release of share money to SSC						
1	Release of Share money (lump sum Grant) to SSC	-	Full powers	Full powers	-	The payment of share money to SSC for the students attached with the SSC will be released in terms of the provisions mentioned in the MOU signed between host institution and IGNOU for each program
Delegation of financial powers of the RD for purchase of furniture and Equipments for RC, Warehouse, SC/PSC/SSC						
1	i) Purchase of furniture and fixture	Full powers	Full powers for standard items specified & approved for each of the RC, warehouse, LSCs & RCs.	i) Upto ₹ 1 Lakh in each case only for standard items specified & approved by Hqrs for each regional ware house, LSCs & RC after following GFR and on the recommendations of the purchase Committee at the RC.	-	i) Purchase of Air Conditioner will require the approval of the Vice-Chancellor. ii) All the items will only be purchased by the RC subject to availability of funds in the concerned budget head provided by the University for this purpose and as per norms and specifications of each of the items approved by the University following GFR-2005
	ii) Equipments for Regional warehouse like Computers, Printers, UPS, Telephone, Franking Machine,	Upto Rs. 5 Lacs in each case for the standard items approved for Regional warehouse, LSCs & RCs after call of open tender and on	Upto Rs. 2 lacs for the standard items specified & approved for each of the Regional warehouse, LSCs & RCs Upto Rs. 50000/- in other case.	Upto Rs. 1 lacs in each case only for the standard items specified and approved by the Hqrs for Regional ware house, LSCs & RCs after following the provision as mentioned in the GFR-	-	i) All the items will only be purchased subject to availability of funds in the concerned budget head provided by the University for this purpose and as per norms and specifications of each of the items approved by the University following GFR- 2005

S. No	Item of Expenditure	PVC	Director, RSD	RD	Coordinator	Remarks
1	trolley, Weighing Machine, Strapping Machine, Fire fighting equipments, ladder, etc. & approved equipments for LSCs & RCs iii) Repair & Maintenance	3	4	5	6	7
		the recommendation of a Purchase Committee.		2005 and on the recommendations of the Purchase Committee constituted at the Regional Centre Upto Rs. 10000/- in other case.		ii) All cases involving expenditure exceeding Rs. 5 lacs will be reported to the Board of Management.
		Full powers	Full powers	Upto Rs. 5000/- in each case for the RC warehouse	Upto ₹ 1500/- in each case.	
Revised Schedule of Delegation of financial powers for Regional Services Division						
1	Advertisement Charges	Full powers	Full Powers for advertisements approved by VC/Committee appointed for the purpose	i) As in column 4 ii) Up to ₹ 15000/- in each in other cases	-	Powers shall be subject to size, content. Number of insertions and name of the Newspapers being decided by the PVC/Committee appointed for the purpose
2	Books/Journals/Academic periodical/Newspapers	Upto ₹ 10000/- P.A. for each centre	Upto ₹ 5000/- p.a. for each centre	Upto ₹ 5000/- p.a.	Upto ₹ 2000/- p.a.	Subject to general instructions issued from University Library
3	Local Conveyance Charges i) Reimbursement of conveyance charges ii) Hiring of Taxies & other modes of conveyance	Full powers subject to the limit prescribed from time to time Full Powers	As in column 3 Upto a monthly ceiling of ₹ 15000/-	As in Column 3 Upto a monthly ceiling of ₹ 10000/- & ₹ 1000/- in each case	i) Upto ₹ 300/- P.M. for Assistant Coordinators ii) Upto ₹ 150/- P.M. for other functionaries	- Hiring of Taxies will be resorted to only on special occasions.
4	Electricity and water charges	Full Powers	Full Powers	Full Powers	i) Full Powers where regulated by separate meter	Where Charges are payable on pro-rata basis on the recommendation of RD. The

S. No	Item of Expenditure	PVC	Director, RSD	RD	Coordinator	Remarks
1	2	3	4	5	6	7
5	i) Fixture & Furniture (including purchase of fans. Heater coolers etc. ii) Repair & Maintenance	Full powers Full powers	Full powers for standard items approved for each centre. Upto Rs. 10000/- in other cases. Full Powers	Upto Rs. 50,000/- in each case for standard items approved for each centre. Upto Rs. 5000/- in other cases. Upto Rs. 5000/- in each case for the RC & SCs in his region.	- Upto Rs. 1000/- in each case	Purchase of Air Conditioner will require approval of VC -
6	i) Freight charges ii) Demurrage charges	Full Powers Full Powers	Full Powers Full Powers	Full Powers Full Powers	Full Powers Full Powers	Demurrage charges Rs. 500/- will require concurrence of the FO
7	Motor Vehicle i) Repairs & Maintenance ii) Cost of POL	Full Powers subject to monetary limits fixed from time to time Full powers	As in column 3 Full powers upto the limits prescribed in Staff Car Rules.	Upto Rs. 10000/- in each case Upto Rs. 10000/-per month	- -	Subject to instructions regarding maintenance of Log book, history sheets & limits of expenditure issued from time to time -
8	Post & Telegraph charges	Full powers	Full powers	Full powers	Full powers	-
9	Printing & binding	Upto Rs. 20000/- in each case	Upto Rs. 15000/- in each case	Upto Rs. 10000/- in each case	Upto Rs. 1000/- in case but not exceeding Rs. 1500/- p.m.	-
10	Staff paid from contingencies	Upto 89 days at a time, not exceeding 200 days in a calendar year	Upto 89 days at a time not exceeding 200 days in a calendar year	i) Upto 89 days at a time, not exceeding 200 days in a calendar year in short-term vacancies ii) Upto Rs. 1000/- for approved long-terms	-	-

S. No	Item of Expenditure	PVC	Director, RSD	RD	Coordinator	Remarks
1	2	3	4	5	6	7
11	Stationery (Store)	Full Power	Upto Rs. 20000/- in each case	contact programmes Upto Rs. 10000/- in each case	Upto Rs. 1500/- in each case not exceeding Rs. 2000/- in a month	-
12	i) Store and equipments for RC/SCs such as VCR, ACR, TV & office equipments, satellite receivers etc. ii) Repair & Maintenance of the equipments	Full Power for standard items approved for each centre	Full Power for standard items approved for each centre	Upto Rs. 20000/- for each centre subject to scales approved for each centre	-	The purchase will be as per guidelines approved by the VC from time to time
13	Computers i) Stationery, peripherals, Floppies, Tapes, Ribbons, Ink Cartridges etc. ii) Maintenance of Computer hardware iii) Software packages/engagement of outside agencies for specified jobs	Upto Rs. 1 lac on each occasion by following prescribed procedures Full Power	Upto Rs. 20000/- in each case Rs. 50000/- on the recommendation of purchase committee Upto Rs. 20000/- in each case Upto Rs. 10000/- in each emergent case	Upto Rs. 10000/- in each case by following prescribed procedures Upto Rs. 10000/- in each case -	Upto Rs. 1000/- in each case Upto Rs. 1500/- in each case not exceeding Rs. 2000/- in a month -	The RDs are empowered to have AMCs with the same firm who has supplied the equipment otherwise approval of PVC is required with the concurrence of FO - The RDs are empowered to have AMCs with the same firm who has supplied the equipment otherwise approval of PVC is required with the concurrence of FO i) Software to be acquired on recommendation of Director Computer Division. ii) Engagement of outside agency shall require prior approval of Competent Authority
14	Telephone, Telex, Fax Charges	Full powers for payment of rent and call	Full powers for payment of rent and call	Full powers for payment of rent and call	Full power for payment of rent and 250 local calls per month	i) Subject to instructions issued from time to time regarding limits on prescribed no. of calls for residential telephone.

S. No	Item of Expenditure	PVC	Director, RSD	RD	Coordinator	Remarks
1	2	3	4	5	6	7
15	Expenditure on entertainment i) Conference, Workshop, Orientation Programme Seminar etc. ii) Entertainment at official meeting	Full powers subject to budgetary provision for each course Upto Rs. 5000/- in each case	Upto Rs. 2000/- per programme subject to prescribed limits per head from time to time Upto Rs. 3000/- in each case subject to prescribed rate limits from time to time	Based on the budget under specific sanction for each programme. The Regional Director can draw money from the grants placed with them Upto Rs. 2000/- in each case subject to prescribed rate limits from time to time Upto Rs. 1000/- on each occasion	- No. of limit per student month upto 250 250/- 251-350 350/- above 350 500/- Upto Rs. 3000/- on each occasion	- Subject to general economy instructions issued by Govt. of India from time to time. These powers can be exercise can be exercise if can advance has not been received
16	Expenditure in connection with conduct of examination	Full powers	-			
17	Honorarium to resource persons invited to give lectures i) Course lectures ii) Extension lecture	Full powers Full powers	Full powers Full powers	Full powers Full powers	- -	At the rates approved by BOM and programmes approved by PVC/VC
18	Fees to Counselors	Full powers	Full powers	Full powers	Full powers	At the rates and instructions issued by Head Quarter from time to time
19	Uniforms & liveries to staff	Full powers at the scales authorized from time to time	Full powers at scales authorized from time to time	Full powers at scales authorized from time to time	-	-
20	Other Contingencies	Recurring Rs. 10000/- p.a. in	Rs. 10000/- p.a. in	Rs. 10000/- p.a. in each		

S. No	Item of Expenditure	PVC	Director, RSD	RD	Coordinator	Remarks
1	2	3	4	5	6	7
	running the centers not specified above	each	each			
		Non recurring Rs. 5000/- in each case.	Rs. 5000/- in each case.	Rs. 5000/- in each case.	Rs. 1000/- in each case	The coordinator can exercise these powers for payment of photocopying charges.
21	Payment of TA/DA etc. to participants in seminars/workshop	Full powers	Full powers	Full powers	-	As per approved rates for the approved programmes
22	Remuneration in connection with longer contact programme, TA, Hiring of Halls, local conveyance etc.	Full powers	Full powers	As per the budget approved for each of the programme	-	-
23	Advance for TA in emergent case to Coordinators etc.	Full powers	Full powers	Full powers including advance to self	-	-
24	Remuneration for evaluation of assignments	Full powers	Full powers	Full powers	Full powers subject to i) appointment of evaluators is approved by the University and at rates approved by BOM from time to time for different courses	-
25	Refund of Programme Fee of in eligible applicants	Full powers	Full powers	Full powers	-	Processing fee of Rs. 100/- to be deducted
26	Salary for the Regular RC (other academic & non academics) staff	Full powers	Full powers	Full powers	As per the guidelines issued by F&A Division.	-
27	Salary for part	Full powers	Full powers	Full powers	As per the guidelines issued	

S. No	Item of Expenditure	PVC	Director, RSD	RD	Coordinator	Remarks
1	2 time staff of study centre under each Regional Centre	3	4	5	6 from time to time.	7
Advances (Non-Interest Bearing)						
28	LTC Advance	-	Full powers in respect of RDs	Full powers in respect of staff at Regional Centre	-	-
29	Transfer TA Advance	-	Full powers in respect of RDs	Full powers in respect of staff at Regional Centre	-	-
30	Advance in official Tour	-	Full powers in respect of RDs	Full powers in respect of staff at Regional Centre	-	-
31	Festival Advance	-	Full powers in respect of RDs	Full powers in respect of staff at Regional Centre	-	-
Powers As Controlling Officers						
32	LTC Final Bills	Full powers	Full powers in respect of RDs	Full powers in respect of staff of RCs	-	-
33	Tour TA Bills	Full powers	Full powers in respect of RDs	Full powers in respect of staff of RCs	-	-
34	Cycle Advance	-	-	Full powers in respect of staff at RCs	-	-
35	Table Fan Advance	-	-	Full powers in respect of staff at RCs.	-	-
Reimbursement of medical expenses etc.						
36	Outdoor Medical Bills	Full powers	-	Full powers in respect of staff at RCs upto the maximum of Rs. 2000/- in each case	-	-
Reimbursement Of Tuition Fee/Eduation Allowance						
37	Education allowance	-	-	Full powers for staff at RCs	-	-
CPF/GPF Advance Part Withdrawals						
38	Advance	-	-	Full powers in respect of staff at RCs	-	-
39	Refund of fees to students	-	-	Full powers	-	-

Proforma for Requisition for Supply of Furniture, Fixtures & Equipment

1. Name of the Centre with code:
2. Number of Study Centre under Regional Centre :
3. Staff Strength:
4. Number of Students on roll :
(Applicable to SCs only)
5. Number of programme launched :
(Applicable to SCs only)
6. Existing holding and present requirement

Sr. No.	Name of the Furniture, Fixture and equipment	No. of existing holding	Quantity required	Rate i.e. Total amount ₹
1.				
2.				
3.				
4.				

7. How the centre was being managed without these items till date:
8. Whether proper storage of accommodation is available
9. Justification in brief:

Dated:

Signature of the Coordinator

10. Recommendation of Regional Director in case of Study Centre:

For use in RSD only

11. *Observations:*

12. *Orders of the sanctioning authority.*

2.5 Revision in the Rates of Payment

The Finance Committee in its 77th meeting and the Board of Management in its 100 meeting have considered and approved the proposal of the RSD for revision in the rates of payments towards providing support services at the learner support centres and delegation of financial powers to the functionaries of the Regional Services. The revised rate of payment to the functionaries of the Regional Services were communicated to all the Regional Directors and in-charges of Sub Regional Centres for their information and further communication to the study centres vide letter no IG/RSD/F&A/ Revision of payments norm/ 2012/2897 dated 22/ 10/2012, which is appended below:

Approved Rates of Payments for the Support Services

Sr. No.	Heads of Payment/Account	Approved Rate of Payment (₹)
1.	Theory counseling for UG Programmes for 2 hours	700
2.	Theory counseling for PG programme for 2 hours	1000
3.	Practical counseling for all programmes up to UG for 4 hours. session ; for lesser duration pro-rata application	800
4.	Practical counseling for PG programmes for a 4 hours session; for lesser duration pro-rata application	1000
5.	Conveyance charge to the academic counselors in accordance with the classification of the cities of operation	
	A1	300
	A	300
	B1	200
	B2	200
	C	100
	Not classified	100
6.	Assignment evaluation for UG Programme (Per assignment)	25
7.	Assignment evaluation for PG Programme (Per assignment)	25
8.	Assignment handling charges (per assignment)	1.50
9.	Data entry of assignment grades (per entry)	0.30
10.	Computer hiring charges (per hour per PC)	25
11.	Laboratory hire charge for B.Sc./CPLT/B.Sc. N. etc. (per day)	600
12.	Consumables (Computer Laboratory)	As per actual on Production of Receipts
13.	Consumables (Services/Engineering)	
14.	Machine Room Operator (Computer) for one complete session)	150
15.	Laboratory Assistant (Science/Engineering) per session	250
16.	Laboratory (Assistant) per session.	175
17.	Induction Meeting (per freshly admitted learner)	10
18.	Secretarial/ Menial Assistance allowance to programme centres p.a. (where staff are not provided)	10000
19.	Honorarium for the Prospectus at Study Centres (Commission per form)	5
20.	Electricity charges to study centres (p.m.)	1000

Revisions of rates for different activities of B.Ed. Programme held at Work Centre and for Workshop related rates are given below:

Revision of Rates of Remuneration for various activities of B.Ed. held at Work Centre and Workshop Activities.

Heads of Payment/Account	Approved Rates
Activities as Work Centre	
Supervision by a mentor	₹ 80/-
Teacher Educator	₹ 150/-
TA/DA to Teacher Educator	₹ 500/-
Payment to Head Teacher/Principal	₹ 100/-
Workshop Based Activities	
Remuneration to resource person 12 days workshop total 265 session of one and half hour each for 2 workshop per batch	₹ 750/- in case required the limit of ₹ 7500/- per resource person
Contingencies	₹ 9000/-
Payment Workshop Incharge	₹ 3000/-

Suggestions: It was suggested that the duration of counseling session should be made uniform for all courses irrespective of the level (UG/PG).

However, the advances and payments to Study Centres for the conduct of Term End Examinations have been made directly from Finance & Accounts Division based on the proposals of Registrar, SED Division. The final adjustment bills against this advance has to send to the Registrar, SED who shall after scrutiny accord approval and transmit the vouchers to Finance & Accounts Division for adjustment and booking of the expenditure in the books of F & A Division. The bill form for the conduct of term end examination is appended below:

Indira Gandhi National Open University, Maidan Garhi, New Delhi
Remuneration Bill for Invigilators and Other Personnel

(To be supported by Attendance Sheets)

Exam -----

Centre Code -----

Sr.No	Name	Nature of duty	No. of Duties Session	No. of days of duty	Remuneration	Conveyance Allowance	Total amount	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Total amount Disbursed in figures. ₹ -----

Signature of Centre Superintendent with stamp

Centre Code-----

The Study Centre should not mix the advances of the examination related with the imprest received from Regional Centre or with the other receipts and expenditure and if it is done, the reconciliation will be difficult.

2.6 Payment Norms of Special Study Centres

To meet all expenses like administrative, remuneration to part time functionaries, Counselling, Practical's etc. the payments has to made as per the norms of the University on the basis of reports received from the In-charge of Special Study Centre and authenticated by the Regional Centre. The Coordinator of the Special Study Centre is being paid monthly honorarium @ Rs. 6000/- per month plus conveyance allowance. University has to provide lump sum grant on per student per programme basis as follows:

I.	BPP, Certificate and Diploma programmes without Practical component:	35%
II.	Degree Course without Practical component:	40%
III.	Science, Computer and Management Course	60%

In addition to these norms, the Special Study Centre are having following provisions and norms for their day to day activities and these provisions has been circulated to the Regional Centres by Director, Regional

Services Division vide letter no. RSD/ SSC/RDM/2000 dated 05/07/2000. The payment procedures as detailed below are to be adopted:

1. An amount of Rs. 5,000/- is to released to the SSC, immediately after its notification as an advance to carry out the activities at the Centre, which has to be adjusted from the grant on per students of the SSC.
2. The SSC have to open an account in the name of the IGNOU.
3. The grant per student has provided in two installments for certificate courses and re-registration programmes. The first installment of 50% is paid in the month of January and remaining 50% will be paid in the month of June every year. Similarly, for IIInd cycle first installment will be paid in the month of July and December every year.
4. The grant per students basis for one year programme will be released in three installments of 40%, 30% and 30% in the month of January, July and December every year.
5. The payment will be released on the basis of various monitoring reports to be submitted by the Centre to the Regional Centre.

A specimen of the pro-forma to be used for this purpose is appended herewith:

Indira Gandhi National Open University
Regional Service Division
Proforma for Claiming the Grant per Student by the Special Centre

Name of the SSC ----- Regional Centre -----

Sr. No.	Name of the Programme	No. of Students	No. of Counseling Sessions held	No. of assignments evaluated	Amt claimed	Amt passed

It is hereby certified that the information given above is correct and true to the best of my knowledge.

Name & Signature of the Coordinator

Checked and Passed for Payment

Dealing Assistant

Verified by

Assistant Register

Date:

Approved /Not Approved for Payment

Regional Director

2.7 Internet and Telephone facilities to Learner Support Centres

To provide more facilities to the study centres for the better support services to the learners in the area, the Student Services Committee at its 30th meeting held on 27th December, 2012 has approved to provide internet facilities to all Learner Support Centre (LSCs) including Regular Study Centre, Programme Study Centre and Special Study Centres. In case of Special Study Centre, only installation will be borne by the Regional Centre while monthly charges will be made out from their fee sharing basis. However, for Special Study Centre's located in remote, rural, geographically inaccessible areas and tribal areas, where the total enrolment in a year is less than 100, the telephone bill upto Rs. 250/- and Internet charges upto Rs. 250/- per month will be reimbursed by the concerned Regional Centre. Also for Regular/Programme Study Centres, which are having annual enrolment more than 1000, the telephone limit will be increased from existing 250 calls per month to 500 calls per month.

2.8 Payments for Conduct of Practical's /Lab Work

The programme involving lab, experiments requiring special inputs such as laboratories computer centres, workshops, etc. involves following activities:

- Prior information/registration of students.
- Availability of labs/computer centres & ensuring serviceability of equipment.
- Record keeping with reference to:
 - Computer/lab time utilized for reimbursement of hire charges.
 - Proper inventory of science equipment supplied by IGNOU.
- Availability of labs/computer centres & ensuring serviceability of equipment. Computer/lab time utilized with session wise as per guidelines of University alongwith counseling report and attendance sheet of the students are also required for the reimbursement of hire charges.
 - Records of breakage/ damage to equipment.
- Lab/machine room management.
 - Log book of student's entry.
 - Maintenance of discipline by the students.
 - Checking deliberate mis-handling & damage to equipment.
 - Rescheduling of facilities in event of low attendance.
 - Accommodation arrangements for outstation students.
- Detail of learners at centres activated for practical based programmes.
- Detail of work centres, where the lab works, practical and term-end-practical exams is to be arranged.
- Proper coordination between centers activated and those where lab courses are offered.
- Proper /genuine software as per IGNOU norms.

Issues involved

- i) The existing arrangement of offering the lab work for Chemistry, Life Sciences and Physics at few study centres on the availability, the practicals works can be conducted there with the permission of the host institution.
- ii) Supervision of lab courses:
 - At centres activated for B.Sc. programme.
 - At centres where the lab work is to be arranged.
 - Problems of coordination between centres activated and those where lab courses are offered.
- iii) Use of hired computer facilities-workability of arrangements with the institutions.

There are two head of accounts for booking the expenditure towards conduct of practical's; (i) Hiring of Computer Time, (ii) Hiring of Laboratories. All expenditure towards conduct of practical's of all computer related programmes, such as payment to practical counsellors, compute hire charges, consumables; payment to Machine Room Operator, etc. except the theory counseling should be booked under the Head of Account, "Hiring of Computers". Similarly the expenditure for conducting practical's of B.Sc., B.Sc. (N), ADCM, ADWRE, M.Sc. (DFSM) , CPLT etc and other laboratory related programme should be booked under the head "Hiring of Laboratories". The bills for each of the programme should bear a separate sheet giving the following information:

- i) Total number of students enrolled for the programme in the Study Centre.
- ii) Total number of practical sessions prescribed required for the Study Centre as per the number of batches made. The batches may be made as per the prescribed norms.
- iii) The number of practical sessions conducted during the period of submission of the recoupment bill.
- iv) Total number of practical sessions conducted so far from the beginning of the academic sessions.
- v) The number of practical's sessions to be conducted in the academic sessions.
- vi) Necessary entries should be made in the records certifying that no payment has been made earlier in this account.
- vii) Total annual estimated expenditure to be incurred.
- viii) Total expenditure incurred so far; as on-----

Signature of the Coordinator/ Programme In charge

For programmes involving lab work, hands of experience staff for the conduct of lab and practical's activities in the learners centres such as BCA, MCA. B. Sc, BLIS, M. Sc (DFSM), CPLT, PGDMCH, BTWRE, BTCM, DCLE (G) and B. Ed are required for special inputs such as laboratories, computer centres, workshops, etc. and for the better exposure of the learners.

2.9 Monitoring of Counselling

Monitoring of counselling is important and integral part of the activities of an Open University. The role of Regional Centre in monitoring of counselling is crucial. The areas/activities of the counselling sessions to be monitored can be identified as follows:

- i) Problems related to scheduling of counseling viz-a-viz.
 - Delay in receipt of study material by the students/study centres upsetting the schedule.
 - Number of sessions specified in course guide and supportive needs of students.
- ii) Review of existing counseling monitoring report format.
- iii) Problems contributing to delay in preparation/submission of counseling reports.
- iv) Use of non-standard counseling feedback formats. Submission of counseling schedules and counselling reports with in time frame.
- v) Incomplete reports should be avoided and reasons for cancellation/suspensions counseling/non holding of A/V sessions are generally not indicated in the report.
- vi) Review of existing monitoring mechanism & suggestions to strengthen it in order to provide:
 - (a) Feedback to Regional Centres from the Study Centres.
 - (b) Feedback to counselors from Study Centres.
- vii) Need for an internal mechanism at study centres to assess the conduct/quality of counseling and feedback from:
 - The students.
 - The counselors.

2.10 Processing of Recoupment and Pre-Receipted Bills

The recoupment is equitable in nature and is referred to the repossession of something or the expenses already incurred. The doctrine of recoupment rests upon the principle that it is just and equitable to settle the claims growing out of the transaction of the object of the plea is to recoup in whole or part of the claim or so on. The practice serves to avoid unnecessary delay. For the smooth functioning of the system, Vice Chancellor has delegated, financial powers down to the level of Coordinator. However, the delegated powers refer to the maximum limit to which the Coordinator can spend. Invariably he has to take the approval of Regional Director so that the budgetary provisions of the Regional Centre are not violated. The Coordinator as manager of the Study Centre has to perform multifarious roles and plays pivotal role in its functioning as not only all its transition are under his over-all charge, but he also exercises general control over its affairs. He has, therefore, to make every day a variety of contingent expenditures necessary for smooth functioning of the centre. Since, the Coordinator of the learner Study Centres is authorized to incur the expenditure according to the delegation of the financial power by the University, therefore, certain Imprest amount has been provided based on the growth and enrolment of the centre. The Coordinator has to submit the recoupment bills to the Regional Centre by adopting the basic codal formalities for the recoupment of the expenditure

incurred by the study centres. All expenses incurred and met from the imprest shall be accounted for by the imprest holder in the Imprest Account Register. Recoupment/ adjustment bills of Imprest have been divided into two types according to the budget allocation and as per programme:

- i. Plan Recoupment/Adjustment Bill
- ii. Non-Plan Recoupment/Adjustment Bill

The recoupment bills with the vouchers for the recoupment are received from the Study Centres; the expenditure has to be first classified under the Plan & Non Plan in the Regional Centre while processing the claim for the recoupment. Even though the recoupment can be made fully from the one fund initially, later on physical transfer of money could be affected between the funds as per the classification and the total amount of expenditure against each fund, but it should be avoided and it will be done in an emergency situation when the grand/ funds are not available in the particular budget head. However, the payment of remuneration to the Coordinator, Assistant Coordinators and other supporting part time staff is made by the Regional Centre and it should not be clubbed in the recoupment bills. The recoupment format is appended below:

Regional Centre

Study Centre..... Code.....

BILLS FOR RECOUPMENT OF IMPREST

To

 The Regional Director
 IGNOU Regional Centre

Imprest Amount fixed Rs.

Sir,

Please arrange to recoup the imprest amount of Rs.....(Rupees.....)
 for the expenditure incurred during the month(s).....Details of the expenditure
 incurred alongwith the relevant vouchers are enclosed herewith.

Sr. No.	Head of Account Chargeable	Sub-voucher No.	Amount Rs.
1.	Postage & Telegram		
2.	Telephone		
3.	Purchase of Stationery		
4.	Repair & Maintenance		
	(i) Furniture		
	(ii) Equipment		
5.	Electricity Charges		
6.	List of study material		
7.	Printing & Binding		
8.	Entertainment Expenses		
9.	Admn. Advt.		
10.	Sale Com. Of Prospectus		
11.	Assignment Handling Charges		
12.	Other contingencies		
	(Details be specified)		
	a) Photostat Charges		
	b) News Papers		
	c) D.D. Commission Charges		
	d) Carriage Charges		

	e) Electricity goods & Repairs Charges
	f) Cleaning/Phynile Charges
	g)
	Total (Other Cost)
13.	Counselling Charges (Programme-wise)
	a)
	b)
	c)
	d)
	e)
	f)
	g)
	h)
	i)
	j)
14	Assignment Evaluation Charges (Programme-wise) (A copy of grade lists sent to the Regional Centre be enclosed).
	a)
	b)
	c)
	d)
	e)
	f)
	g)
	h)
	i)
	j)
15.	Hiring of computer time (Programme-wise)
	a)
	b)
	c)
	d)

16.	Hiring of Laboratories (Programme-wise)
	a)
	b)
	c)
	d)

Total Rs.

(Rupees.....)

Signature of Coordinator with stamp

FOR THE USE OF REGIONAL CENTRE

Passed for payment /recoupment for Rs.

(Rupees.....)

After passing the Recoupment Bill a Contingent Bill shall be raised for recoupment.

A Cheque/Demand Draft bearing No.on.....dated.....
 for Rs.(Rupees.....)
 was sent in favour of the coordinator, IGNOU Regional Centre/ Study Centre,.....
 towards recoupment of imprest amount to the Study Centre.

The Coordinators are expected to submit these recoupment/adjustment bills once in a month on-or-before 5th or when the amount of bills touches to 60%. In addition to recoupment bills, the Coordinators of the Learner Study Centres are suggested to submit their bills in the shape of Pre-Receipted Bills to the Regional Centre for release of funds, if the payments are more than the imprest amount sanctioned. Pre- receipted bills generally preferred in the cases of practicals, workshop and others having the expenditure of big amount. Submission of the pre-receipted bills are better than asking for the certain advance payment for making the payments to the different agencies on account of the conduct of practical and workshop etc. Following points are important for processing of imprest bills:

1. Each voucher should be signed by the Coordinator. Coordinator is the person who has been authorized to draw the money out of the imprest for particular activity/activities placed at his disposal, under his signature. He should verify the expenditure of each voucher by the affixing rubber stamp stating that:

Expenditure verified for Rs. _____

2. The Coordinators are also ensured before signing the vouchers that:
 - (i) The amount is sanctioned by the competent authority.
 - (ii) The articles have been purchased after calling the required quotations based on the nature of the case of purchases and the purchases have been received in good condition and according to the specification mentioned in the supply order, their quantities are correct and quality is good.
 - (iii) The claim is arithmetically correct.
 - (iv) The name of the articles purchased under the particular voucher should be readable clearly.
 - (v) All the vouchers of purchases should be in the name of IGNOU.
 - (vi) Various certificates required under the relevant rules are recorded.
 - (vii) Whether the certificate has been recorded in the voucher of the stock entry of each and every article purchased and has been accounted in the respective stock registers. For this purpose the Coordinator may prepare a rubber stamp and this stamp to be used for making certificate for stock verification.
 - (viii) All the vouchers must be filled in and signed in ink and cutting over writing and alterations authenticated under signature of the
 - (ix) The amount of each bill/voucher should be written both in words and figures.

<i>Certificate to be recorded in Bills</i>	
<p><i>Certified that the store has been received on dated.....</i></p> <p><i>Certified that the store mentioned in the bill have been inspected and found that they are in according with the supply order and are good condition.</i></p> <p><i>Taken on charge and entered in the stock register vide (Page) no..... of stock register no.....</i></p>	<p>Coordinator</p>

In continuation to this, the following points to be kept in mind while processing the recoupment and pre-receipted bills of the Study Centres/Programme Study Centres in the Regional Centre:

1. Each voucher should be signed by the Coordinator as a payment verification and stock entry attestation separately.
2. Competency of sanctioning the amount.
3. Requirement of quotations in case of the nature of purchases.
4. The name of articles purchased under the particular vouchers should be readable clearly.
5. All the voucher of purchases should be in the name of IGNOU.
6. The counseling bills should be prepared on the prescribed format showing course wise counseling and signed by the Counselors and Coordinators at least two places.
7. Acquaintance of the counselling/assignment evaluation/computer hiring charges payment should bear the revenue stamp on the payment of Rs. 5000/- and above.
8. All the payments of counselling/assignments evaluation/computer hiring charges should be made through cheques only.
9. The number of counselling sessions and assignments evaluated be coded with the amount in the bracket () programme wise.
10. The bill of counseling, assignment evaluation and hiring of computer time be prepared programme wise separately.
11. Photocopies of attendance sheet for practical counselling should be attached with the vouchers of hiring of computer times duly attested by the Coordinator/PIC.
12. The computer hiring charges require the certificate on the bill, *"Certified that the Number of Students/PCs mentioned on the body of the bill by the concerned Computer Centre has actually attended the practical counselling in the Computer Centre on the dates as mentioned on the bill."*
13. Certificate of stock entry is required in the vouchers for each and every article purchased and have accounted for in the respective stock registers.

14. Rubber Stamps are used for the payment verification and stock entry verification.
15. An order or bill should not be split up so as to avoid the sanction of a higher authority.
16. The calculations are correct.
17. The vouchers show the full description of the services rendered or purchases made quantity, rate and amount charged.
18. Whether the computer centre which have engaged for computer practical counseling for CIC/BCA/MCA/BLS/MLISC has supplied the TAN number or not. The computer centre has to mention their TAN number on the bill which is required for deduction the TDS as per rules.
19. Stock entry is required for:
 - i) Each and every article purchased for the centre.
 - ii) Telephone and Electricity bills.
 - iii) Photostat work.
 - iv) Postage Stamps.
20. Various certificates required under the relevant rules on the body of the vouchers of:
 - i) The Telephone and Electricity Bills.
 - ii) Hiring of computer times bills of the Computer Centre.
 - iii) On the vouchers of expenses of the Induction Meeting.
 - iv) The remuneration of assignments handling bills.
 - v) On other vouchers where the amount is on very higher side.
 - vi) In support of photostate work regarding nature of photostate work.

2.11 Counselling/ Practical Bills

The Coordinators of the learner's centres should be kept in mind while preparing/process of the counseling/practical bills. Counselling bill should be prepared on the prescribed format. The counseling bill format is appended below:



इन्दिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय
INDIRA GANDHI NATIONAL OPEN UNIVERSIT

Regional Centre

Month.....

STUDY CENTRE.....CODE.....

Name of Counsellor.....PAN No.Programme.....Course.....

Date	TIME From To	Brief description of Time Spent Discussion Counselling	Amount of Counselling Charges	Conveyance Charges	Total	Acquaintance of Conseller

1. Certified that the amount has not been claimed and drawn previously.
2. Certified that the counselling was done according to the monthly consesling schedule.
3. Certified that the counselling has been done by the counsellor appointed for the programme/course by the University and counselling report has been submitted to the Regional Centre.
4. Certified that the payment stated above is as per admissible norms and with in the prescribed limit as per programme.

Signature (Counsellor)

Expenditure verified for Rs.....
(Rs.only)
and paid by Cheque No.
Date.....Rs.

Coordinator/Prog. Coordinator

Coordinator/Prog. Coordinator

[illegible]

Certified that the amount has not been claimed and drawn previously.
 Certified that the counselling was done according to the monthly schedule.
 Certified that the counselling has been done by the approved counsellor appointed for the programme/course by the University and counselling report has been submitted to the Regional Centre.
 Certified that the payment stated above is as per admissible norms and within the prescribed limit as per programme.
 Certified that the number of students/ PCs mentioned on the body of the bill by the concerned computer centre have actually attended the practical counselling in the computer Centre on the dates as mentioned on the bill and as per counselling report.

Coordinator/Prog. Coordinator

Signature (Counsellor)

Expenditure verified for Rs. _____
(Rs. _____ only)
and paid by Cheque No. _____
Rs. _____

Date-----

Coordinator/Prog. Coordinator

The following points are to be followed while processing the counselling bills. The counseling bills should be certified by the Coordinator as:

- I. The amount has not been prepared/ claimed and drawn previously.
- II. The counselling has been done according to the monthly counseling schedule.
- III. The counseling has been done by the counsellor appointed for the programme/course approved by the University.
- IV. The counselling report has been prepared based on the counselling schedule and actual counseling held and the same has been submitted to Regional Centre. The bills are in according to the norms and conditions and as per the counselling actual held for which the counselling report has been sent to the Regional Centre.
- V. The counselling payment should tally with the counselling report of the particular month otherwise no payment will be allowed by the Regional Centre.
- VI. Acquittance of the counseling payment should bear the revenue stamp on the payment of Rs. 5000/- and above.
- VII. All the payments of the counselling should be made through cheque.
- VIII. The details of the amount spent for counselling should be given programme-wise and not counsellor-wise. All the recoupment vouchers should be attached with the prescribed proforma bill for recoupment of imprest.
- IX. There must be at least two signatures of the counsellor in the body of the counseling voucher, one for the bill and second for acquaintance.

In computer hire charges/ laboratories charges bills, the list of the students attended in the practical, attendance sheets, number of PCs used and certificate stating that, ***“Certified that the number of students/ PCs mentioned on the body of the bill by the concerned computer centre have actually attended the practical counselling in the computer Centre on the dates as mentioned on the bill and as per counselling report.”*** should be enclosed duly signed by the Coordinator. Statement of accounts should be submitted only once in a month i.e. in the following month with the recoupment vouchers of the previous month as this will show the receipt and payment as well as the closing balance of the cash book. The bank reconciliation statement should also be enclosed with the statement. If there are no expenses in a particular month, the Coordinator of the centre must supply the NIL report in the statement of account by showing the receipts and balance of the cash book.

2.12 Special Advances

In exceptional cases, special advances are being granted for specific purchases or on account of conduct of practicals for laboratory courses. Based on the Programmes like B. Sc. PGDMCH, Computer and Engineering and Dental Programmes etc. These advances shall be subject to the following conditions:

- a) The application for advance in the prescribed form shall clearly indicate as:
 - i) Expenditure already incurred under the head of account.
 - ii) The information as regard previous/advances issued but remaining outstanding.
 - iii) Date and purpose for which the amount is required.
- b) The amount of the advance shall be utilized specifically for the purpose for which it is sanctioned.
- c) The bill in the prescribed proforma, duly completed in all respects, and supported by all the vouchers, or cash memos etc, should be submitted within time frame fixed by the University.
- d) All advances should as far as possible be settled before the end of the financial year, i.e. before the 31st March of every year.
- e) In case of advance remaining unadjusted on 31st March, the officer holding the advance shall send an acknowledgement for each advance to the Regional Centre latest by the 7th of April every year.

2.13 Specific Advances

Specific advances refer to those advances which are given to the Study Centres for the purpose of purchases of capital items like furniture and equipments etc.

2.14 Responsibilities of the Coordinators

Since the Coordinator is designated as Drawing and Disbursing Officer of the Study Centres, hence, he is certain responsibilities for incurring the expenditure and ensuring:

- a) that the rules regarding the preparation of bills are observed.
- b) that an order or bill is not split up so as to avoid the sanction of a higher authority.
- c) that vouchers are obtained showing the full description of the services rendered or supplies, date, quantity, rate and amount charged and that the vouchers are authentic.
- d) that the quality and quantity of the material is checked and found to be in order and is recorded in the relevant stock register and a certificate to that effect is recorded on the voucher.
- e) that the money drawn is required for immediate disbursement.
- f) that every sanction and bill is noted in the respective subheads and detailed heads under the initials of a responsible person.

2.15 Accountability of the Coordinator

The Coordinator at the Learner Support Centre's is the responsible officer appointed by the University to discharge student support services and also to manage the financial affairs. Besides, the Coordinator is also to provide the University with an on-going independent oversight of the University's academic, administrative and financial affairs. While performing these duties, the Coordinator must develop a cordial relation with the host institution and Regional Centre to achieve the objectives of the University. The few role of the Coordinator as a responsible officer is:

- the financial responsibilities of the Coordinator are being properly discharged.
- resources are managed in an efficient, economical and effective manner.
- sound systems of internal financial control are being maintained.
- the payment is correctly authorized.
- the payment is correctly recorded in the accounting system.
- the invoice is correctly authorized.
- the invoice agrees to the order.
- that goods or services have been certified as received.
- the order is correctly authorized.
- that the order has been placed with an appropriate supplier.
- discharge financial affairs with in the delegated powers authorized by the University.

The powers, authority and delegation always restrict imagination to a certain extent as it goes always with responsibility for accountability. Of course, the unlimited powers and authority without responsibility shall only bring confusion and as such no one can be accountable under those circumstances. In the light of this, the Coordinator is responsible for all the activities of the Study Centre. He shall coordinate the work of all the individuals' counsellors, part-time staff of the Study Centre, head of the host institution and act as a liaison between the University, Regional Centre and Study Centre. In addition to other work, he shall be responsible and accountable for the maintenance of all records, registers in respect of the activities of the Study Centre. The Coordinator should bear in mind the following general principles governing all expenditure incurred from the University fund:

1. The Coordinator is holding the Imprest and the holder of an imprest is responsible/ accountable for the safe custody of the money placed in his hands and he must at all times be ready to account for the total amount of the money.
2. All the expenses incurred are met from the imprest shall be accounted for by the imprest account register.
3. That there should proper sanction accorded by the competent authority, authorizing the particular item of expenditure.
4. The Coordinator with powers of financial sanction including financial delegation have been vested shall not exceed those powers of

sanction or the Coordinator shall not incur expenditure beyond his power of sanction delegated to him.

5. No money should be drawn from the bank unless it is required for immediate disbursement.
6. The Coordinator is responsible for observance of all relevant financial rules and regulations intimated by the Head Quarters and Regional Centre from time to time as well as he is also responsible for wastage and loss of University money ,property and shall further see that the prescribed checks against them are effectively applied.
7. The bills/vouchers presented for payment shall be examined in accordance with the relevant provisions in the rules and the disbursing Officer/Coordinator shall make an order under his signature to payable both in words and figures. Every claim received in the centre shall be checked before payment.
8. That an order or bill not split up so as to avoid the sanction of a higher authority.
9. That the vouchers should obtained showing the full description of the services rendered or purchases made, quantity, rate and amount charged and that the vouchers are authentic.
10. The material is checked and found to be in order and is recorded in the relevant stock register and a certificate to that effect is recorded on the vouchers duly attested by the Coordinator separately.
11. That the Coordinator is responsible for the correctness of calculations in the bills.
12. The counselling bills should be in according to the counselling report submitted to Regional Centre and the copy of counselling report should also be submitted with recoupment/pre-receipted bills to Regional Centre.

2.16 Maintenance of Accounting Records

Financial and accounting function means the methods and procedures and maintained in the shape of manual or automated summarize form and report, its financial transactions in the code and statute. It means the total structure of records and procedures used to record, to classify, to summarize, and to report on the financial position of an organisation and any of its funds type, or organizational components. The maintenance of adequate financial and accounting record along with other records and control systems is one of the statutory criteria of the organisation. The scope and nature of the financial records and proper accounting system with other records should be maintained in the manner in accordance to the University norms ,structured and managed to its size ,nature, volume and complexity of its transactions and commitments. The accounting and other records should be maintained for the better management to a prudent manner on a day-to-day basis and produce to the audit as and when required. It is not appropriate to prepare a comprehensive list of the accounting and other records, however; the accounting and other records should meet the general requirements of the organisation.

Therefore, the maintenance of record of accounts ensures that all transactions and accounting records are in accordance with the generally accepted accounting principles and applicable laws, and shall be in sufficient detail to permit an annual audit. Accordingly, the Study Centres are bounded by IGNOU norms, procedures and it is mandatory to maintain the following records:

1. Cash Book.
2. Imprest Register.
3. Stamp/ Postage Register.
4. Sale of Prospectus Account.
5. Inward and Outward Register.
6. Counselling Attendance Register.
7. Assignment Register.
8. Stock Register (Permanent Stock).
9. Stock Register (Consumable Stock).
10. Practical Records.
11. Attendance Register of Student.
12. Attendance Register of Counsellors.

2.17 Maintenance of Bank and Cash Account

The administration of bank accounts is a fundamental financial control. In particular, regular bank reconciliations are essential. The bank reconciliation proves that balances are correct and also provide assurance that the underlying accounts have been properly compiled and are accurate. Coordinator should establish robust controls for the operation of bank accounts incorporating the following control features:

- the opening and closing of bank should be watch properly;
- all cheques to be crossed account payee only;
- cheques should not be pre-signed;
- unused cheque books should be retained securely;
- bank reconciliations should be performed at least monthly basis from bank statements to accounting records and any reconciling items should be resolved;
- bank reconciliations should be reviewed and countersigned by Coordinator who also understands the reconciliation process;
- where practical, persons responsible for performing bank reconciliations should not be responsible for processing of receipts and payments; and
- all funds surplus if any is to be return to the Regional Centre immediately.

Cash: Petty cash is administratively convenient for making small payments; however, cash is a vulnerable asset which must be properly controlled. The Learner Support Centre should ensure that the size of the cash holding is appropriate, that it is used only for approved purposes, that proper records are maintained, and that there are regular reconciliations and occasional spot checks to verify that the sums in hand are correct. There must be receipts or

other evidence verifying all payments made out of petty cash. There must also be evidence of appropriate approval for the use of petty cash. This approval should be sought at the time of petty cash is being withdrawn. It should not be given retrospectively.

Cheques : All payments made by the LSC including counselling charges, assignment evaluation charges, practical and workshop bills, computer hire charges and other administrative expenses etc. which University authorized to the Coordinator to draw the cheques have to make, should, as far as possible, be made by cheques. The cheques should invariably be written in English. Cheques remain current for three months only counting from the date of issue. If the currency of a cheque should expire owing to its not being presented at the bank for payment within three months from the date of its issue, it may be received back by the drawer, but it should not be re-issued by altering the date. The drawer should destroy it and draw a new cheque in lieu of it. The fact of the destruction and the number and the date of the new cheque should be recorded on the counterfoil of the old cheque, and the number and date of the old cheque that is destroyed should be entered on the counterfoil on the new one. The fact of the new cheque having been issued should be entered on the date of issue in red ink in the cash book, but not in the column for payment, a note being made at the same time against the original entry in the cash book.

Further when it is necessary to cancel a cheque, the cancellation of the cheque should be recorded on the counterfoil, the cheque, if in the drawer's possession, should be destroyed. If the cheque is not in his possession, he should promptly request the bank to stop payment of the cheque and, on ascertaining that payment has been stopped, he should write back the entry in his cash book by exhibiting the amount of the cheque as a minus figure on the payment side in the Bank column. A counter-reference should be given in the cash book, against the original, to the second entry of the cheque. A cheque remaining unpaid from any cause for twelve months from the date of its issue should be cancelled and its amount written back in a similar manner.

2.18 Adjustment in the Cash Book of Cancelled and Lost Cheques

The adjustment of the cancelled and lost cheques if it has to be adjusted in the cash book may be done by following the below mentioned procedures:

Lost or Lapsed Cheques: If the cheque which has been drawn and entered in the Cash Book has to be cancelled subsequently, the amount of it should be accounted for on the creditor side as a "cancelled cheque", the cancelled cheque being treated as a voucher.

If the cancelled cheque is not replaced immediately: The expenditure in payment of which it was drawn should be written back by making an entry of the cancelled cheque on the debtor side as for a cash recovery of a payment. A lost cheque should be treated in all respects like a cancelled cheque. The bank certificate of non-payment being regarded as a voucher in support of the entry of cancellation on the creditor side of the Cash Book may be obtain and

attached. A lapsed or time-expired cheque, if renewed should be treated as a cancelled cheque and the fresh cheque issued in its place entered in the Cash Book.

2.18.1 Maintenance of Cash Book

The Coordinator who is authorized to receive and disburse all types of payments should maintain a cash book in which he should enter all money transactions as he occur. When a cheque is drawn in favour of self, the amount of it should at once be entered as a receipt. This entry must not be delayed until the money has been received after the encashment of the cheque at the bank.

Items to be shown in Cash Book: All receipts, disbursements and charges of whatever sort connected must be, and no other may be shown in the cash book. A cheque drawn in order to be paid away should be entered simultaneously on both sides of the cash book, once as a receipt of money from the bank and once as a payment to the payee concerned. All entries of advances on both sides of the cash book must be made in red ink.

Vouchers: All vouchers for payments, including counselling bills, evaluation charges, practical charges, and computer hire times, purchases and other types of the payments must bear the dates of payment and they must be passed for payment, in words as well as in figure by the Coordinator, who thereby assumes the responsibility for the charge. Disbursement certificates are required on all vouchers. At the end of the cash book after closing the accounts the following certificate should be given:

“Certified that the cash balance has been counted personally and found correct”

The payee's receipt in support of the payment made to be obtain with the payment of the charges.

Checking of entries in Cash Book: All entries in the cash book must be checked by the Coordinator of the LSC who is also the disbursing officer, as soon as possible after the date of their occurrence, and he must see that all receipts have been properly credited in it and that the payments are supported by vouchers which have been passed by him. The cash book should be initialed (and dated) under the last entry checked.

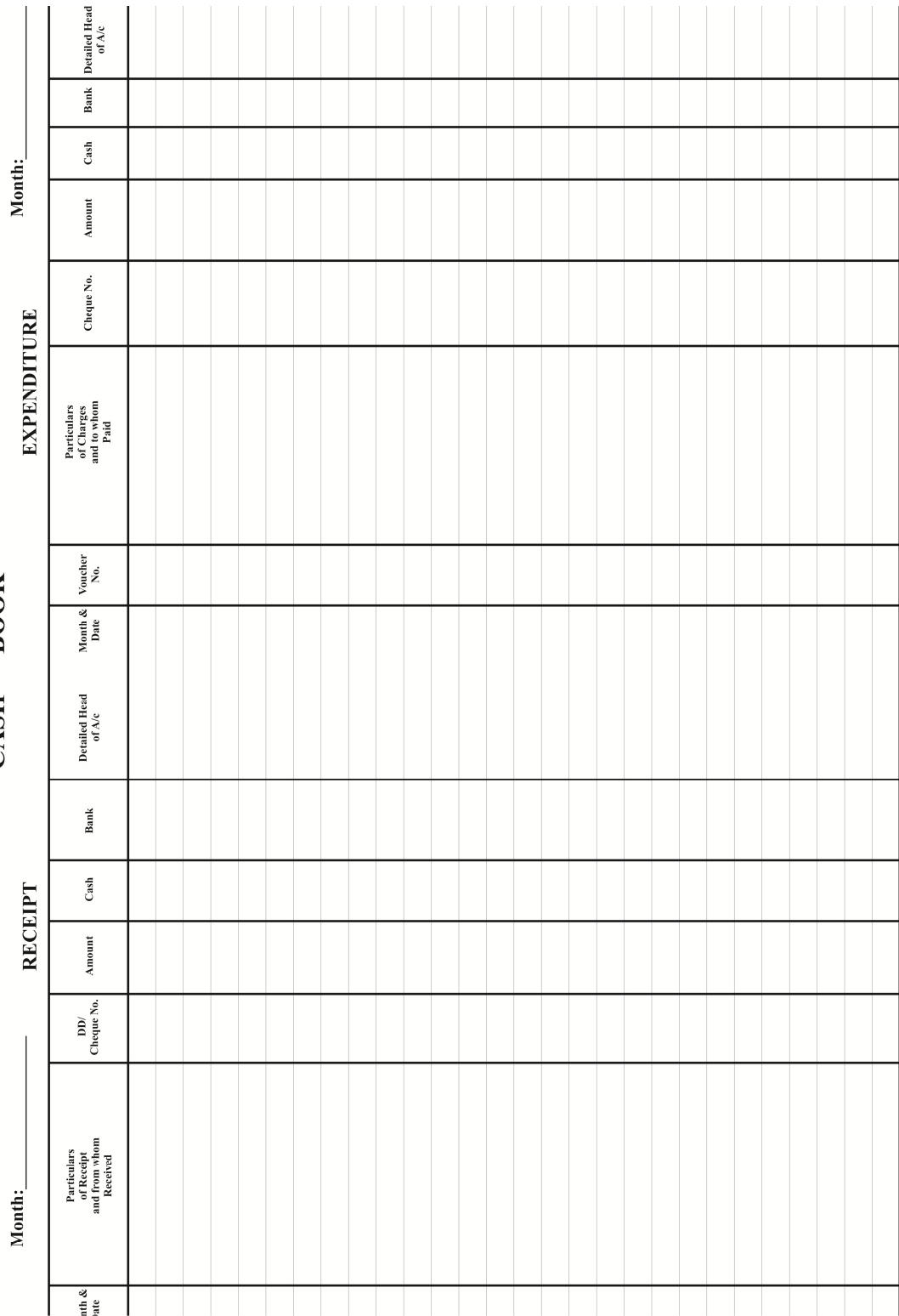
Checking of Cash Book: In the case of LSC, the cash balance on hand should be counted on the last day of each month and certificate to the effect that it agrees with the computed balance should be recorded in the cash account.

Closing of monthly Cash Accounts: The cash book should be closed and balance monthly basis. Coordinator should close their books on the last working day of each month.

Erasers: Erasers and overwriting in any account, register, schedule or cash-book are absolutely forbidden. If any correction be necessary the incorrect entry should be cancelled neatly in red ink and the correct entry be inserted. Each such correction, or any interpolation deemed necessary, should be authenticated by the Coordinator setting his dated initials against each.

Cash Book ; Cash Book is a book in which all cash receipts and cash payments are recorded. It is also one of the books of original entry. It starts with the cash or bank balance at the beginning of the period. The cash book prepared by all organisations and regular entry of the cash transaction are the mandatory. The cash book must be balanced on the date prescribed for closing the cash account of the month, but when the transactions are numerous, a weekly or daily balance is recommended and it is advisable that the cash be counted whenever a balance is struck, or at convenient intervals, as this affords an independent check on the accuracy of the postings. The results of such intermediate counting should be recorded in the form of a note (specifying the actual cash and also the outstanding balances of imprest and temporary advances) in the body of the cash book so as not to interfere with the up-to-date totals; the actual balance of cash in the chest should invariably be stated in the note both in words and figures. The actual balance of cash in each chest should be counted on the last working day of each month (i.e. immediately after closing the cash account of the month , but where this is not possible, the cash balance may be counted on the first working day of the following month before any disbursement is made on that date. The details of the actual balance should be recorded and a certificate of the count of cash, specifying figures, the actual cash balance (exclusive of temporary advances), and reconciliation of the balance, so counted with the book balance, should be recorded below the closing entries of the month. The certificate should be signed by the disbursing officer who should invariably date his signature. The disbursing officer should check all the entries in his cash book as soon as possible after the date of their occurrence, and he should initial the cash book, dating his initials after the last entry checked. The cash book should be signed by him at the end of the month and such signature should be understood fixing responsibility for all entries of the month inclusive of the closing balance.

The University circulated the instructions to the Regional and Study Centres to maintain the Cash Book as per the University norms. The column of the Cash Book is appended below:



Since the Cash Book is the primary record of accounting process, therefore, the transactions involving cash/bank should be entered in the Cash Book, on daily basis. It is needless to emphasize that posting of all the vouchers in the cash book closing the same on daily basis is a pre-requisite for finalization of periodical accounts. Following points may be kept in mind while maintaining/ writing Cash Book:

1. Every Study Centre is maintaining two columns Cash Book in the Study Centre i.e. one column for Cash and other for Bank.
2. The Coordinator is responsible for maintaining and closing the Cash Book regularly i.e. either daily, weekly or at least once a month depending on number of transactions and checked by the Coordinator.
3. All monetary transactions should be entered in the Cash Book as soon as they occur and attested by the Coordinator.
4. At the end of each month, the Coordinator should verify the Cash Balance in the Cash Bok and record a signed and dated certificate to that effect. A surprise check at least once a month may also be conducted and results recorded in the Cash Book.
5. All receipt by Cash or Cheques or demand draft from Regional Centre should be deposited in the bank immediately and taken in the Cash Book.
6. Any cash withdrawn by self Cheques should be entered in the Cash column on receipts side and appropriate bank column on payment side in the Cash Book.
7. Payment made by Cheques should be recorded in appropriate bank column on payment side.
8. Eraser or over-writing on entry once made in the Cash Book is strictly prohibited. If a mistake occurs, it should be corrected by drawing the pen through the incorrect entry and insert the correct one with red ink between the lines. The Coordinator should initial each such correction and invariably date his initials.
9. The official cash should not be mixed with any private cash.
10. The Coordinator who is responsible for maintenance of Cash Book will reconcile the balances with the Bank Pass Book at the end of each month. Any discrepancies will be settled with the bank immediately.

In nutshell, the following is the main important aspect to maintain the cash book for which all the Coordinators and Programme In charges should follow the instruction strictly:

- a. Daily closing of Cash Book;
- b. Receipts and Payment vouchers to be numbered serially;
- c. Physical verification of cash once in a month by the Coordinator;
- d. Closing balance to be stroked off by giving the necessary details;
- e. Reconciliation of Cash Book with the Bank Statement.

2.18.2 Bank Reconciliation Statement

The Cash Book and Pass Book are prepared separately. In the government transactions, the organisation has to prepare the Cash Book and the Pass Book is prepared by the Bank (here by Cash Book mean two column Cash Book as per IGNOU norms). But as both the books are related to one person and same transactions are recorded in both the books so the balance of both the books should match i.e. the balance as per Pass Book should match to balance at bank as per Cash Book. But many a times these two balances do not agree then, it becomes necessary to reconcile them by preparing a statement which is called Bank Reconciliation Statement. A bank reconciliation statement may be defined as a statement showing the items of differences between the Cash Book balance and the pass book balance, prepared on any day for reconciling the two balances. The need and importance of the bank reconciliation statement may be given as follows:

- The reconciliation process helps in bringing out the errors committed either in Cash Book or Pass Book.
- Bank reconciliation statement may also show any undue delay in the clearance of cheques.
- Sometimes the cashier may have the tendency of cheating like he may made entries in the Cash Book only but never deposit the cash into bank. These types of frauds by the entrepreneur's staff or bank staff may be detected only through bank reconciliation statement. So this way bank reconciliation statement acts as a control technique too.

The bank reconciliation has to be with reference to the cash balance as per the cash book and balance in bank as per bank pass book and it should be made every month and it is the responsibility of the Coordinator/ Programme In-charge. The bank reconciliation is basic point to know the difference in the cash book balance and bank statement and shows that:

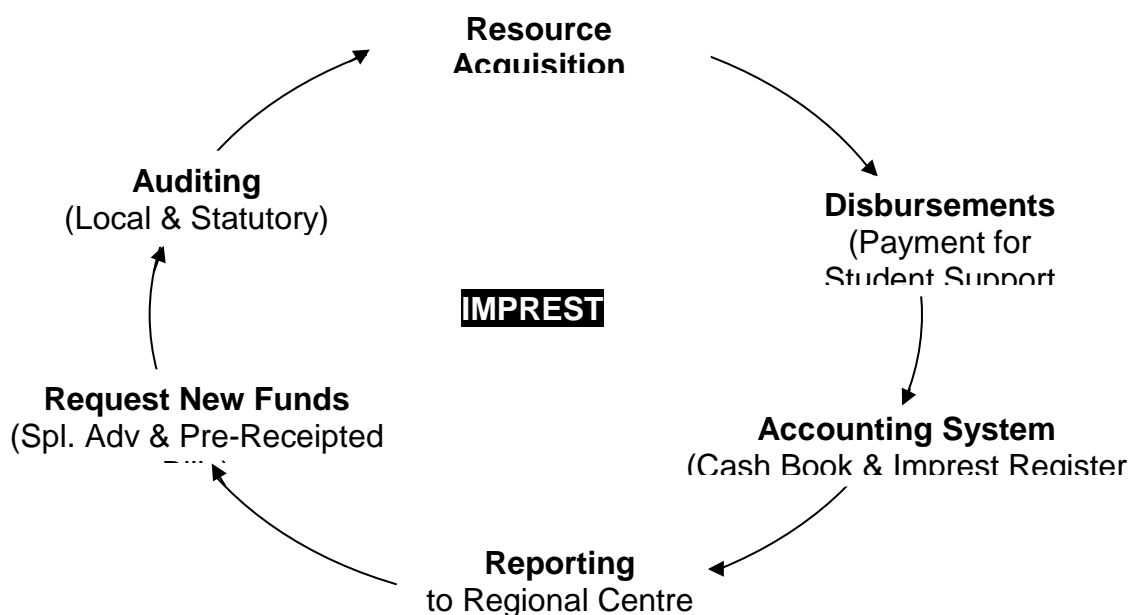
- Cheques issued but not encashed.
- Instruments deposited with the banks but credit not being received.
- Maintaining proper detail in Cash Book while closing.

It is important to note here that there should not be any arrear in the bank reconciliation statements and care has to be taken that the instruments was not get time barred which may result in loss of money to the University or by way of interest payable by the bank.

2.18.3 Management of Imprest

The imprest/ funds granted to the LSC can best be utilized by the effective management of the finance system. The process of the grant of the Imprest and utilization can be described in the below mentioned graphic, explaining the imprest utilization cycle:

Imprest Utilization Cycle



Resource Acquisition: The Learner Support Centre is provided the imprest money as a grant with the establishment of Learner Support Centre. The imprest is released for payments of the day to day activities in the centre for providing student support services and the imprest is to be recouped on monthly basis. Therefore, the resource acquisition is in the shape of imprest as per prescribed limits from time to time.

Disbursements: The LSC is authorized to disburse the payments on different activities of the centre i.e. counselling, evaluation of assignment charges and other administrative expenditure known as payments towards students support services out of the imprest issued to the centre.

Accounting System: According to the IGNOU financial guidelines, the LSC should maintain the cash book, imprest register and other financial records to follow the accounting system.

Reporting: The monthly account and other financial statements from the Learner Support Centre is required to submit on monthly basis to the Regional Centre. In addition to the monthly accounts statement, the LSC should submit the recoupment bills to the Regional Centre on monthly basis.

Request for New Funds: The LSC can also request to the Regional Centre for grant of special advances for conduct of practical related activities in the centre. Further, the LSC can also submit the pre-receipted bills to Regional Centre for release of payments.

Auditing: The University is conducting audit of LSC on yearly basis (Local and Statutory).

These are the few imprest utilization cycle for the management of imprest money granted to the LSC.

The Study Centre has been provided with funds through imprest system. The competent authority has approved the ceiling of the Imprest limit for the Study Centres at the discretion of Regional Directors and the same has been circulated vide letter no RSD/ FA/KAR/98-99/ 406 dated 2nd May 2000 as under:

1.	Centres with no programmes having Practicals and with enrolment less than 300 students	Up to ₹ 20,000
2.	Centres with no programmes having Practicals and with enrolment more than 300 students	Up to ₹ 30,000
3.	Centres having programmes with Practicals but enrolment less than 300 students	Up to ₹ 50,000
4.	Centres having programmes with Practicals but enrolment more than 300 students	Up to ₹ 1,00,000
5.	Recognized Study Centres for assignment evaluations handling charges	Up to ₹ 10,000

The Study Centres has to make the expenditure from the imprest provided. Once the balance of imprest touches 60% of the total sanctioned imprest, the Study Centre have to approach the Regional Centre for recoupment alongwith original vouchers with adjustment bills. While sending such vouchers for recoupments, the Study Centre has to classify the expenditures and enclose a detailed sheet listing amount spent under each head of account. On receipt of the vouchers, the Regional Centre had to scrutinize the same and accepts the expenditures which are permissible for this purpose and recoup the admissible amount within a week to the Study Centre. The vouchers are to be arranged serially and kept in Regional Centre, for placing before the audit. The vouchers may be given numbers and vouchers of each day may be grouped & stitched together for production to audit. The amount of imprest recouped is to be booked under the respective heads of account in the ledger kept for Study Centres. The balance available with all Study Centres would be equal to the imprest granted. While sending the claims for recoupment, the SC/PSC has to send the vouchers in support of amount spend alongwith a detailed statement of the different heads under which these expenditures have been made. The Regional Director scrutinizes the admissibility of the expenditures as per the payment norms and delegation of financial powers. The imprest shall be recouped before the closure of the financial year, as far as possible. The following points be observe for maintaining the imprest register:

- (I)
 - (a) The holder of an imprest is responsible for the safe custody of the money placed in his hands and he must at all times be ready to account for the total amount of the money.
 - (b) The amount of imprest, advances should not be mixed up with the private cash. The account of imprest and advances should be maintained separately and rendered as such to the Regional Centre.
- (II) Save and except in very special circumstances the imprest shall not be utilized for a purpose other than to meet petty contingent

expenditure. Sanction of the competent authority is to be obtained in all cases, where necessary. Particular care must be taken by the imprest holder to ensure that no purchase order is split up to allow the expenditure to be met from the imprest.

- (III) Each holder of the imprest shall on first receiving it and thereafter on the 1st April every year, furnish to the Regional Director, “***I acknowledge having in my possession an imprest of ₹ ----- -which sum is due from and is to be accounted for by me.***” On transfer of charge of an office, a similar acknowledgement for the full amount signed by the relieving officer and countersigned by the relieved officer, shall be furnished by the relieving officer to the Regional Director.

Since, the Study Centres are provided funds with a specific imprest amount; hence the Imprest Register is also a main document in the study centre. To maintain the Imprest Register, the following points are to be noted:

- The Imprest register has been divided into several parts such as date, cash balance, and No. of Sub vrs. Particulars of payments, details of amounts of the account to be chargeable to each head of account and total column has been divided into two i.e. one for cash transactions and the other for Cheque transactions.
- Amount of all transactions should be invariably entered in the classified columns depending upon the nature of the expenditure and simultaneously the amount paid should be entered in the total columns. All cash payments should be entered in the cash column and Cheque payments under Cheque column.
- For Cheque payment out of Imprest, this should be booked both in the Imprest register and cash book. The cash transaction should be entered in the Imprest register within ten days or a month or when the bill is sent for recoupment. The total of all cash transactions can be charged to Cash Book as per the convenience of Study Centre. At the time of recoupment, it should be ensured that the total of the classified head of account tallies with the total of Cash and Cheque transactions in the Imprest Register.
- A red line should be drawn under the figures of total when the bill of recoupment is made and below mentioned entries should be recorded beneath the line:
 - a) The recoupment bill no and amount;
 - b) Date of submission;
 - c) Date of receipt and amount from Regional Centre and the amount recouped.
- When the amount is received from the Regional Centre, the particulars should be noted in the Imprest Register. The draft/cheque should be deposited in the bank and necessary entries should be made in the receipt side of the Cash Book in the bank column. If the amount of recoupment is deducted due to unauthentic payment already incurred by learners centre, the recovery should be immediately made and take in the receipt of the Cash Book with specific remarks in the Imprest Register.

- Receipt of draft/cheque of the special advance and expenditure there from should not be entered in the Imprest Register and immediately rendered the account to the Regional Centre and Exam related accounts to Registrar, SED.

The specimen of the Imprest Register is appended below:

[illegible]

2.18.4 Sale of Prospectus and Application Forms

For any institution, the prospectus sale is basic and essential work for the admission process, therefore, sale of prospectus/ application forms is an important activity. The University publishes notifications regarding admissions to its various programmes in the leading newspapers from time to time indicating there in the mode of obtaining the Prospectus and application forms, etc. The copy of admission notification with the schedule of admission activities should be sent to the Study Centres by the Regional Center and the Coordinator should keep a copy of this notification and put another on the notice board of the Study Centre. Further the Study Centres/ Programme Study Centres are expected to undertake the responsibilities of the sale of prospectus as soon as advertisement appears/ application forms received from Regional Centre. Priced application form cum prospectus is sent to all learner study centres taking the previous session/ year sale and demand from LSC/PCS by the Regional Centre. For the purpose of sale of application forms Coordinators are required to open a sale counter in the study centre itself and the money collected on account of sale should be deposited in the University's account on the following day. The Coordinator should maintain the proper sale register in the centre for account of the prospectus and maintaining proper record of the prospectus and application forms being a priced document. The money on account of the sale of the prospectus should be remitted to the Regional Centre on monthly basis. The entire priced prospectus has to be recorded in the register on prescribed format appended below:

Signature of Coordinator

A Committee constituted by the Vice-Chancellor for streamlining the process of payment of remuneration for sale of Student Handbook & Prospectus and Application Form reviewed the existing system and fixes the norms. The following arrangement has been approved by the Vice-Chancellor and the guide lines to stream line the process of the payment of remuneration for the sale of the student Handbook and Application form has been circulated by Director, SR&E Division vide letter no. IG/SRE-Ex-III/B-8/2003 dated 20/12/2003

- The payment of remuneration to staff of Study Centres, Regional Centres and SRE Division at Hqrs. assigned with the duties and responsibilities of sale of Student Handbook & Prospectus and Application Form for admission to various Programmes of the University has been fixed.
- The conditions will have to be fulfilled before payment is released to the official involved for sale of prospectus. It will be the responsibility of the official(s) involved in the sale of Prospectus and to prepare and submit the sale account which will include No. of Prospectus received, No. sold, No. Prospectus in balance and the amount realized and remitted.

In addition to this further guidelines for the accounting of the prospectus has again been circulated by the Registrar, MPDD vide letter no. IG/MPDD/Pros.2007/1315 dated 21/05/2007 stating that:

1. The unsold prospectus may be used as publicity material after the last date is over. However, unused OMR Forms along with the sale proceeds may be sent back to MPDD.
2. Reconciliation of accounts in respect of sale of forms should be done within a month of the expiry of the last date of submission of application forms with late fee.
3. A consolidated dispatch statement of the OMR Forms and Prospectus will be sent from MPDD to Regional Centers for preparing the Reconciliation Statement which may be completed and sent back to MPDD for reconciliation. In the statement separate details of money transferred to headquarters during the year in each of the heads i.e. Fee, Prospectus and Other remittances may be given.
4. One a course is revised or withdrawn by the University; the old version of the study material automatically becomes obsolete. Such material should not be used in any case and be disposed of as RADDI along with the left out old prospectus if any, by calling quotations as per procedure.

The honorarium for the sale of the prospectus to the person who sells prospectus/application form is paid for the sale of prospectus at the Regional Centre and Study Center which has been revised at the rate of Rs. 5/- per application form, as handling charges. This handling charge has been approved in the Finance Committee at its 77th meeting and Board of Management at its 100th meeting and conveyed to the Regional Centres by Director, RSD vide letter no. IG/ RSD/ F&A/Revision of payments norms

/2012/2897 dated 22/10/2012. All those application forms/prospectus which are left unsold should be properly accounted and be intimated to Regional Centre as soon as the last date is over.

2.18.5 Stock Register

Stock Register is a permanent and compulsory document in the Regional Centre and Learner Study Centre to record the stock of the purchases made in the centre and for making inventory for the stock. The stock register is divided into two types i.e. Permanent Stock Register and Consumable Stock Register. The requirement of the permanent stock if required in the centre, the Coordinator of the Study Centre has to submit the requirement to the Regional Centre for the procurement of the stock items as per the delegated powers and according to the budget provisions of the Regional Centre in the particular head of account.

All stores so procured shall on receipt be thoroughly checked, inspected and then taken on charge. It shall be ensure that the quantities are correct, quality is good and the articles are according to the approved specifications, where prescribed and that should be entered in the stock register. A certificate to this effect shall also be recorded on the supplier's invoice or bills. Separate accounts shall be kept for:

- a) Non consumable (permanent) stock: Such as machinery, furniture, equipment and fixtures and other permanent items. A Stock Register shall be maintained in the prescribed form showing the number received, the number disposed off the balance in hand of each kind of articles.
- b) Consumable stores; All consumable items should be included in this Register.
- c) All receipts/ issue entries in the stock registers shall be initialed by the Coordinator.

In the stock register separate pages shall be set apart for different kinds of articles in alphabetical order. An alphabetical index of the article should be maintained at the beginning of stock register. Stock received from headquarters or other sources should be taken on record in the respective stock registers. In case of purchases made by the centres, the Coordinator must see the articles ordered have been actually received and entered in the appropriate stock register and the reference to the entry in the register is noted on the bills. He shall also put his dated initials in stock register in token of this check. History sheets shall be maintained for equipment such as VCR, TV, Computer, Printers, Typewriters, Calculators, Duplicators and costly equipments and shall indicate the date of purchase, source of procurement, rates at the time or purchase, instructions for use and servicing and also repairs etc, done from time to time. All stock registers should be kept on record for audit purposes.

2.18.6 Stock Verification

Under statute 6 (f) of the University, the Regional Centre and Centres have to ensure that a proper stock verification of all the articles held by the University is conducted. To enable the Finance Officer to render a report to the Board of Management in this regard, Head of Centres, Regional Director shall send him a report of stock verification for each financial year before the end of April each year. Prompt action shall be taken as regards shortages and excesses, obsolete, unserviceable or surplus materials notice during physical verification. Regular stock verification is also required by the audit also.

A physical verification of all stores shall be made at least once in every financial year. To make this effective, it is absolutely necessary to follow the guidelines and maintain the record as per norms and mark suitable serial numbers on all the items of furniture and other equipment like chair, table, etc., lying in the Regional Centre, Study Centres and make inventory charts indicating the items of furniture and their nos should be prepared and hung at prominent place in the centre to facilitate proper verification.

2.18.7 Postage Account

The account of the postage stamps used in the dispatch of letters, telegrams, etc. shall be kept in the columns provided for this purposes in the Dispatch Register. The staff in charge of the dispatch shall check carefully the stamps on each cover, telegram or parcel and in token check initial the last entry of each day in the Dispatch Register. A register of postage stamps in the prescribed form shall be maintained in which the receipt and total daily value of stamps issued as per dispatch register shall be recorded. At the end of each day or early next day, the entries in this register shall be checked and initialed by the Coordinator. The Coordinator shall also verify the actual balance of stamps in hand at the time of purchase of stamps and at the close of each month. For this purpose, a statement showing the stamps of various denominations in hand shall be recorded in the register.

2.18.8 Custody and Maintenance of the Valuable

The Study Centers are having the valuable records such as Cheques/ bank drafts etc. and these valuable records should be maintained properly. To safe guard of the these valuables and for the proper maintenance of these valuable, a register is required pertaining to the Cheques and other valuables details indicating the number of foils/ leaves to be maintained and correct filing of cancelled Cheques and also maintenance of the proper files and registers for the audit purpose is also required.

2.18.10 Safe Custody of Financial Related Files

The financial files and important financial record should be kept in the safe custody of the staff at the centre and Coordinator is fully responsible for the custody of the record and he is liable to produce the financial record before the audit as and when required.

2.18.11 Report of Losses and Writing off Losses

Before a competent authority declares stores as obsolete, surplus or unserviceable and order their disposal, it shall ascertain the circumstances in which stores have become obsolete, surplus or unserviceable, as the case may be. However, prior sanction of the competent authority shall be obtained to the writing off all losses, deficiencies or depreciation in the value of stores. Stores which are obsolete, surplus or unserviceable may be declared as such and ordered to be disposed of by the authority to which the powers have been delegated in this behalf.

2.19 Audit of Regional Centre & Study Centres

The term audit is derived from the Latin term 'audire', which means to hear. In early days an auditor used to listen to the accounts read over by an accountant in order to check those auditing is as old as accounting. It was in use in all ancient countries such as Mesopotamia, Greece, Egypt, Rome, U.K. and India. The Vedas contain reference to accounts and auditing. Arthasashthra by Kautilya detailed rules for accounting and auditing of public finances. The original objective of auditing was to detect and prevent errors and frauds. Auditing evolved and grew rapidly after the industrial revolution in the 18th century. The objective of audit shifted and audit was expected to ascertain whether the accounts were true and fair rather than detection of errors and frauds. The book, "an introduction to Indian Government accounts and audit", issued by the Comptroller and Auditor General of India, defines audit, an instrument of financial control. It acts as a safeguard on behalf of the proprietor (whether an individual or group of persons) against extravagance, carelessness or fraud on the part of the proprietor's agents or servants in the realization and utilization of the money or other assets and it ensures on the proprietor's behalf that the accounts maintained truly represent facts and that the expenditure has been incurred with due regularity and propriety. The audit is the process to examine and analyze the financial statements to establish whether acceptable accounting standards for financial report and disclosures are complied with. Analysis of financial statements should be performed to such a degree that a rational basis is obtained to express an opinion on the statements. In the audit of University accounting system, it also extends to ascertain whether the money shown in the accounts as having been disbursed were legally available for and applicable to the service or purpose to which they have been applied or charged and whether the expenditure conforms to the authority which governs it.

In the audit of the organisation, there is financial statements analysis and these analysis of all financial documents including paid vouchers, proper sanction, Cash Book, Imprest Register and other important documents aims to ascertaining the existence of the expected relationships within and between the various elements of the financial statements, identifying any unexpected relationships and any unusual trends. The auditors are, therefore, thoroughly analyze the financial statements and ascertain whether:

- a) the financial statements are accurate and complete and are consistent with the primary records, books and ledgers.

- b) the financial statements are prepared in accordance with the accounting standards and laws, if any, governing them.
- c) the financial statements are presented with due consideration to the circumstances of the audited entity.
- d) sufficient disclosures are presented about various elements of financial statements including any unusual items; and
- e) the various elements of financial statements are properly evaluated, measured and presented.
- f) Whether all the compulsory financial records have been mentioned or not and procedures are followed as per the norms of the Institution.

The methods and techniques of financial analysis depend to a large degree on the nature, scope and objective of the audit and on the knowledge and application skill of the auditor. In the audit of University accounts, the auditor should satisfy that merely the expenditure does not exceed the provisions but also that it is within the scope and intention of the provisions. In the course of audit, efforts has to be made to identify areas, transactions etc. which would require further examination for regularity or value for money audit. Following points may be noted as these are the priority areas from the point of internal/ external auditing;

- 1. Timely authorization of payment of claims within the approved norms.
- 2. Purchases or acquisition of stores in conformity with the procedure laid down in the financial code and obtaining proper approval from competent authority.
- 3. Maintenance of stock items and stock verification of the assets of the Study Centres under their control and reconciliation of differences in the value of items.
- 4. Custodian of the Library Books and Audio/Video Cassettes.
 - a) Allotment of Central Accession number to the books by pursuing the matter with the Librarian wherever needed.
 - b) Safe custody of Audio/Video Cassettes and the maintenance of the related gadgets.
 - c) Proper physical verification of the Library Books and utilization of resources available with the University implying thereby the satisfactory display of material by the Study Centres for the benefit of students.
 - d) Utilization of imprest account only for authorized items. Daily posting of imprest register.
 - e) Avoidance of use of correction fluid in the bills, Cash Book, Imprest Register. Proper authentication by the initials of the authorities concerned wherever corrections are involved.
 - f) Settlement of old audit paras and proper reply to the audit with related record for verification.

The primary function and spirit of audit is to see:

- i) Whether government money received is duly accounted for and credited to the University.

- ii) Whether all the items of expenditure incurred or authorized is in accordance with the prescribed rules and regulations.
- iii) Whether the accounts are complete in all respects.

The audit of the Regional Centre and Study Centre has to ensure broadly that the grant extended by the University have been properly spent and accounted for correctly. It should also check that proper mechanism exists so that wasteful and infructuous expenditure is avoided. The audit forms indispensable part of the financial system necessary to ensure the sound functioning of financial system. The scope and spirit of audit checks prescribed will be observed by the audit in the correct spirit and undue importance need not be given for errors or irregularities for petty items. The audit is to use the time in a better way to exercise the required checks for more important items. The officers of Regional Centre should consider it as their duty to furnish the details and give the records to audit. The aim of audit and the institution is the same i.e. to see that the government grant is utilized properly for the purpose for which it was granted. It is needless to stress to that, the relationship between the audit and administration should be cordial. The audit checks will help the administration to build the sound financial administration/system. The audit is divided in to two types; Internal and Statutory audit and the brief overview is as under:

2.19.1 Internal Audit

The term internal audit has been defined as, an independent appraisal of activity within an organisation for review of operations as a basis of service to management. It is a managerial control which functions by measuring and evaluating the effectiveness of other controls. According to Howard F. Stettler, "internal auditing is an independent appraisal activity within an organisation for the review of operations as a service to management." Internal audit is an integral part of the systems of internal control established and maintained by management and may provide feedback over the effectiveness of the systems. The existence, scope and objectives of internal audit are dependent upon the judgment of management of the organisation as to its own needs and duties, the size and structure of the institution and the risks inherent in its functioning. Important considerations in assessing the effectiveness of internal audit include the scope of its terms of reference, its independence from operational management, its reporting regime and the quality of its staff. Internal audit is described as the verification of the operations within the business by a specially assigned staff. It is an important tool of management to evaluate the correctness of records on a continuous basis in an organisation. The following control functions could be undertaken by internal audit:

- Review of accounting and other records and the internal control environment.
- Review of the appropriateness, scope, efficiency and effectiveness of internal control systems.

- Detailed testing of transactions and balances and the operation of individual internal controls to ensure that specific control objectives have been met.
- Review of the implementation of management policies of the organisation; and
- Special investigations for management.

The function of the internal audit is appropriately structured and resourced to enable it to provide the appraisal of internal controls. All financial transactions of the University shall be subjected to concurrent internal check. The University is conducting the internal audit of the Regional Centre and Study Centres regularly to achieve its goal as per the acts and Financial Code of the University.

2.19.2 Statutory Audit

The accounts of the University shall, once at least every year, and at intervals of not more than fifteen months, be audited by the Comptroller and Auditor General of India or such person or persons or he may authorize in this behalf and the respective states to its Regional Centre and Learner Study Centres.

The audits of the Study Centres have been conducted in the days as decided by the University. The Internal audit of the Study Centres is being conducted by Regional Centre, another by headquarters. The statutory audit are being conducted by the state A.G or by the unit of CAG, therefore, it is important to mention here that the accounting procedures of the Study Centres become more accountable on the part of Coordinator & other staff deployed in the Learner Centre. The Coordinator of the centre is now having the full responsibility of proper discharging of the financial duties according to the norms of the University.

2.20 Counselling Session Wise Schedule of Rates, Assignment Evaluation Charges and Fees Structure of the Programmes

The structure showing the Programme, Course wise fee detail , total credit in the course, duration of the counseling (Theory/ Practical), rate of the counseling , no of assignment in the particular course with rate of the evaluation charges and detail of workshop lab charges, computer hire charges and other norms has been compiled and appended in the attached schedules.

PROGRAMME-WISE/ COURSE WISE SCHEDULE OF COUNSELLING SESSIONS AND RATES

S. No.	Prog.	Course	Credit	Fee	Counselling Session		Duration		Rate of Counselling		Assignments		Workshops, Computer Hire Time, Lab Hire Charges, Other Prog. of Practical related and other activities
	Code				Theory	Practical	Theory	Practical	Theory	Practical	Nos	Rate	
							Hours	Hours					
1	MCA			54000									
		MCS-011	3	-	4	2	2	-	1000	-	1	25/-	-
		MCS-012	4	-	5	2	2	-	1000	-	1	25/-	-
		MCS-013	2	-	3	-	2	-	1000	-	1	25/-	-
		MCS-014	3	-	4	-	2	-	1000	-	1	25/-	-
		MCS-015	2	-	3	-	2	-	1000	-	1	25/-	-
		MCSL-016	2	-	-	20	-	3	-	1000	-	-	-
		MCSL-017	2	-		(10+10)	-	3	-	1000	-	-	Computer hire charges 25/- Per PC/ Per hour
		MCS-021	4	-	5	-	2	-	1000	-	1	25/-	-
		MCS-022	4	-	5	2	2	3	1000	1000	1	25/-	MRO Rs. 150/- per session
		MCS-023	3	-	4	2	2	3	1000	1000	1	25/-	-
		MCS-024	3	-	4	2	2	3	1000	1000	1	25/-	-
		MCSL-025	4	-	-	(10+10+10+10)	-	3	-	1000	1	25/-	-
		MCS-031	4	-	5	-	2	-	1000	-	1	25/-	-
		MCS-032	3	-	4	2	2	3	1000	1000	1	25/-	-
		MCS-033	2	-	3	-	2	-	1000	-	1	25/-	-

		MCS-034	3	-	4	-	2	-	1000	-	1	25/-	-
		MCS-035	3	-	4	-	2	-	1000	-	1	25/-	-
		MCSL-036	3	-	-	(10+10+10)	-	3	-	1000	1	25/-	-
		MCS-041	4	-	5	-	2	-	1000	-	1	25/-	-
		MCS-042	4	-	5	2	2	3	1000	1000	1	25/-	-
		MCS-043	4	-	5	2	2	3	1000	1000	1	25/-	-
		MCS-044	4	-	-	10	2	3	1000	1000	1	25/-	Mini Project
		MCSL-045	2	-	-	(10+10)	-	3	-	1000	1	25/-	
		MCS-051	3	-	4	2	2	3	1000	1000	1	25/-	Total Computer time= Practical + Assignment implementation time =160 sessions +20 sessions =480 hours +60 hours= 540 hours
		MCS-052	2	-	3	-	2	-	1000	-	1	25/-	-
		MCS-053	4	-	5	2	2	3	1000	1000	1	25/-	-
		MCSL-054	2	-	-	(10+10)	-	3	-	1000	1	25/-	-
		MCSE-003	3	-	4	-	2	-	1000	-	1	25/-	-
		MCSE-004	3	-	4	-	2	-	1000	-	1	25/-	-
		MCSE-011	3	-	4	-	2	-	1000	-	1	25/-	-
		MCSP-060	16	-	-	-	-	-	-	-	-	-	Project work
2	MAPY			9000									-
		MPY-1	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPYE-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-2	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MPYE-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPY-2	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPYE-8	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-9	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-10	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-12	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-15	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYE-16	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPYP-1	4	-	-	-	-	-	-	-	-	-	Projet
3	MSCMACS			22000									-
		MMT-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMT-2	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MMT-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMT-5	2	-	3	-	2.3	-	1000	-	1	25/-	-

		MMT-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMT-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMT-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMT-8	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MMT-9	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MMTE-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMTE-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMTE-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMTE-4	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MMTE-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMTE-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMTE-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMTP-1	4	-	-	-	-	-	-	-	-	-	Project
4	MGPS			9000									-
		MGP-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-8	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MGPE-9	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-10	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-12	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-15	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-16	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-17	8	-	-	-	-	-	-	-	-	-	Project work
5	MAEDS			9000									-
		MEDS-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDS-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDS-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEDSP-4	4	-	-	-	-	-	-	-	-	-	Project work
		MEDS-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDS-6	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEDSP-7	6	-	-	-	-	-	-	-	-	-	Project work
		MEDS-8	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDS-9	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEDS-10	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MEDS-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDSE-12	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDSE-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDSE-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDSE-15	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDSE-16	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDSP-17	10	-	-	-	-	-	-	-	-	-	Project work
6	MAPD			28000									-
		MDS-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-5	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDSL-6	6	-	-	-	-	-	-	1000	-	-	Practical
		MDS-7	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-8	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-9	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-10	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDS-11	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDSP-12	6	-	-	-	-	-		-	-	-	Project work
7	MAAN			14000									-
		MANI-1	8	-	10	-	2.3	-	1000	-	1	25/-	-

		MANI-2	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MAN-1	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MAN-2	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MANP-1	8	-	-	-	-	-	-	-	-	-	Project work
		MANI-3	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MANE-1	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MANE-2	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MANE-3	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MANE-4	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MANE-5	8	-	10	-	2.3	-	1000	-	1	25/-	-
8	MAGD			9000									-
		MGS-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MGS-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MGS-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGS-4	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MGS-5	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MGSP-1	4	-	-	-	-	-	-	-	-	-	Project work
		MGSP-2	4	-	-	-	-	-	-	-	-	-	Project work
		MGSE-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-4	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MGSE-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-8	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-9	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-10	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-12	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-15	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-16	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-17	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-18	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-19	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGSE-20	4	-	5	-	2.3	-	1000	-	1	25/-	-
9	MSW			27000									-
		MSW-001	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSW-002	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSW-003	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSW-004	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSW-005	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MSW-006	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MSWL-001	10	-	-	-	-	-	-	1000	-	-	-
		MSW-007	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSW-008	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSW-009	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSWE-001	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSWL-002	10	-	-	-	-	-	-	1000	-	-	-
		MSWP-001	4	-	5	-	-	-	-	-	-	-	Project
10	MADE			8500									-
		MDE-411	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-412	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-413	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-414	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-415	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-416	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-417	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-418	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-419	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDE-420	6	-	8	-	-	-	-	-	-	-	Project
11	MEC			12000									
		MEC-001	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEC-002	6	-	8	-	2.3	-	1000	-	1	25/-	-

		MEC-003	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEC-004	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEC-005	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEC-006	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEC-007	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEC-008	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEC-009	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MECP-001	6	-		-	-	-	-	-	-	-	Project
		MECE-001	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MECE-003	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MECE-004	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MPA-015	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-017	4	-	6	-	2.3	-	1000	-	1	25/-	-
12	MAEDU			13500									
		MES-011	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-012	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-013	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-014	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-015	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-016	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MESP-001	10	-	-	-	-	-	-	-	-	-	Project
		MES-101	6	-	8	-	2.3	-	1000	-	1	25/-	-

		MES-102	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-103	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-104	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-111	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-112	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-113	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-114	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-115	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-031	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-032	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-033	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-034	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-041	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-042	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-043	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-044	6	-	8	-	2.3	-	1000	-	1	25/-	-
13	MEG			9000									
		MEG-01	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-02	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-03	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-04	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-05	8	-	10	-	2.3	-	1000	-	1	25/-	-

		MEG-06	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-07	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-08	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-09	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-10	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-11	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-12	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MEG-14	8	-	10	-	2.3	-	1000	-	1	25/-	-
14	MHD			9000									
		MHD-2	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHD-3	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHD-4	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHD-6	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHD-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MHD-5	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHD-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MHD-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MHD-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MHD-15	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MHD-16	4	-	5	-	2.3	-	1000	-	1	25/-	-
15	MAH			9000									
		MHI-01	8	-	10	-	2.3	-	1000	-	1	25/-	-

		MHI-02	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHI-04	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHI-05	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHI-03	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHI-06	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MHI-08	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPSE-003	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-004	4	-	5	-	2.3	-	1000	-	1	25/-	-
16	MPS			9000									
		MPS-001	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPS-002	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPS-003	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPS-004	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPSE-001	4	-	6	-	2.3	-	1000	-	1	25/-	-
		MPSE-002	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-003	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-004	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-005	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-006	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-007	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-008	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-009	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MPSE-010	8	-	-	-	-	-	-	-	-	-	Project
		MPSE-011	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-012	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPSE-013	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-002	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-008	4	-	5	-	2.3	-	1000	-	-	25/-	-
17	MAPC			13000									
		MPC-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPC-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPC-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPC-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPC-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPC-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCL-7	8	-	-	-	-	-	-	1000	-	-	-
		MPCE-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-12	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-14	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MPCE-15	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPCE-16	6	-	-	-	-	-	-	-	-	-	Project work
		MPCE-21	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-22	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MPCE-23	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-24	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MPCE-25	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPCE-26	6	-	-	-	-	-	-	-	-	-	Project work
		MPCE-31	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-32	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-33	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPCE-34	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MPCE-35	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPCE-36	6	-	-	-	-	-	-	-	-	-	Project work
18	MPA			9000									
		MPA-011	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-012	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-013	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-014	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-015	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-016	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-017	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPA-018	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSO-002	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPS-003	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPAP-002	8	-	10	-	-	-	-	-	-	-	Project work

19	MARD			9000									
		MRD-101	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRD-102	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRD-103	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRD-004	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRDP-001	12	-	-	-		-	-	-	-	-	Project
		RDD-6	6	-	8	-	2.3	-	1000	-	1	25/-	-
		RDD-7	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRDE-001	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRDE-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRDE-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRDE-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
20	MSO			9000									
		MSO-001	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSO-002	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSO-003	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSO-004	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSOE-001	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSOE-002	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSOE-003	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSOE-004	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MPA-016	8	-	10	-	2.3	-	1000	-	1	25/-	-

		MPS-003	8	-	10	-	2.3	-	1000	-	1	25/-	-
21	MTM			9000									
		MTM-01	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-02	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-03	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-04	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-05	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-06	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-07	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-08	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-09	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-10	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-12	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-15	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTM-16	8	-	-	-		-	-	-	-	-	Project
		TS-01	8	-	10	-	2.3	-	700	-	1	25/-	-
		TS-02	8	-	10	-	2.3	-	700	-	1	25/-	-
		TS-03	8	-	10	-	2.3	-	700	-	1	25/-	-
		TS-06	8	-	10	-	2.3	-	700	-	1	25/-	-

22	MAAE			12000									
		MAE-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAE-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAE-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-16	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAEL-1	10	-		-	-	-	-	1000	-	-	Practical
		MAE-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAE-5	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAEE-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MESE-61	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAEE-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MESE-62	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAEE-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAEP-1	10	-	-	-	-	-	-	1000	-	-	Project
23	MCOM			11000									
		IBO-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-05	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-06	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCO-1	6	-	8	-	2.3	-	1000	-	1	25/-	-

		MCO-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCO-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCO-5	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCO-6	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCO-7	6	-	8	-	2.3	-	1000	-	1	25/-	-
24	MLIS			9000									
		MLI-101	4	-	5	-	2.3	-	1000	-	1	25/-	Counselling – 15 sessions per course (1 session + 2 hrs.):
		MLII-101	4	-	5	-	2.3	-	1000	-	1	25/-	Rs.1000/- per session. Seminar 4 hours
		MLI-102	4	-	5	-	2.3	-	1000	-	1	25/-	Computer Practical Session (1 session = 4 hrs.) – (i) One expert
		MLII-102	4	-	5	-	2.3	-	1000	-	1	25/-	counselor: Rs.1000/- per session. (ii) One supervisor: Rs.700/- per session. (iii) One Attendant: Rs.80/- per session.
		MLII-103	4	-	5	-	2.3	-	1000	-	1	25/-	
		MLII-104	4	-	5	-	2.3	-	1000	-	1	25/-	Computer hiring charges – per PC per hours per two students – Rs.25
		MLIP-002	4	-	-	-		-	-	-	-	-	Internet charges (1 session = 4 hrs.): (i) One expert counsellor
		MLIE-101	4	-	5	-	2.3	-	1000	-	1	25/-	Rs.1000/- per session. (ii) One supervisor: Rs.700/- per session
		MLIE-102	4	-	5	-	2.3	-	1000	-	1	25/-	iii) One attendant: Rs.170/- per session.
		MLIE-103	4	-	5	-	2.3	-	1000	-	1	25/-	Contingency – Rs.100/- per student per centre (Floppy, CD,
		MLIE-104	4	-	5	-	2.3	-	1000	-	1	25/-	Carbon, Ink, Paper etc.
		MLIE-105	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MLIE-106	4	-	5	-	2.3	-	1000	-	1	25/-	-
25	MSCDFSM			27000									-
		MFN-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MFN-2	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MFN-3	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MFN-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MFN-5	4	-	5	-	2.3	-	1000	-	1	25/-	Lab Asstt.: Rs.250/- per session of 4 hrs.
		MFN-6	4	-	5	-	2.3	-	1000	-	1	25/-	Lab Attendant Rs.175/- per session of 4 hrs.
		MFN-7	4	-	5	-	2.3	-	1000	-	1	25/-	Lab hire charges to host Institutions (provided 2 session of
		MFN-8	2	-	3	-	2.3	-	1000	-	1	25/-	4 hrs. each are held): Rs.600/- per day (includes electricity, gas, water
		MFN-9	6	-	7	-	2.3	-	1000	-	1	25/-	and maintenance charges).
		MFN-10	2	-	3	-	2.3	-	1000	-	1	25/-	Payment for consumables:
		MFNL-2	2	-	-	14+1	-	4	-	1000		25/-	(i) Biochemistry Practical: Rs.1000/- per student 2 credit (1 week).
		MFNL-3	2	-	-	14+1	-	4	-	1000		25/-	(ii) Microbiology Practical: Rs.1000/- per student 2 credit (1 week).
		MFNL-4	2	-	-	14+1	-	4	-	1000		25/-	(iii) Principles of Food Science Practical: Rs.800/- per student 2 credit (1 week).
		MFNL-5	2	-	-	14+1	-	4	-	1000		25/-	(iv) Food service Management Practical: Rs.800/- per student 2 credit (1 week).
		MFNL-6	2	-	-	14+1	-	4	-	1000		25/-	(v) Advance nutrition Practical: Rs.800/- per student 2 credit (1 week).
		MFNL-7	2	-	-	14+1	-	4	-	1000		25/-	(vi) Clinical & Therapeutic Nutrition Practical: Rs.800/- per student 2 credit (1 week).

		MFNL-8	2	-	-	14+1	-	4	-	1000		25/-	(vii) Public Nutrition Practical: Rs.800/- per student 2 credit (1 week).
		MFNP-11	16	-	-	-	-		-	-	-	-	Payment for counseling: Theory – Rs.800/- session of 2½ hour each
		MFNP-12	8	-	-	-	-		-	-	-	-	Practical – Rs.800/- session of 4 hours each. Dissertation counselling – Rs.700/- student
													Dissertation [^] evaluation (along with viva voce* – Rs.200/- student + TA for conduct of designated centre. Internship [^] Counselling/ evaluation – Rs.500/- student
26	MSCCFT			28000									
		MCFT-1	4	-	5	-	2.3	-	1000	-	1	25/-	
		MCFTL-1	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFT-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-2	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFT-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-3	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFT-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-4	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFT-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-5	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFT-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-6	2	-	-	-	-	-	-	1000	-	-	Practical

		MCFT-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-7	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFTL-8	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFTP-1	6	-	-	-	-	-	-	-	-	-	Internship
		MCFTP-2	8	-	-	-	-	-	-	-	-	-	Internship
		MCFTE-1	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MCFTE-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTE-2	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MCFTE-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTE-3	2	-	3	-	2.3	-	1000	-	1	25/-	-
		MCFTE-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
27	MP			31500									-
		MS-1	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-2	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-3	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-4	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-5	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-6	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-7	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-8	6	-	8	-	2.30	-	1000	-	1	25	-

		MS-9	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-10	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-11	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-21	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-22	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-23	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-24	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-25	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-26	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-27	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-28	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-41	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-42	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-43	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-44	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-45	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-46	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-51	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-52	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-53	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-54	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-55	6	-	8	-	2.30	-	1000	-	1	25	-

		MS-56	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-57	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-58	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-59	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-61	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-62	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-63	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-64	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-65	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-66	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-68	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-91	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-92	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-93	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-94	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-95	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-96	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-97	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-100	-	-	-	-	-	-	-	-	-	-	Project
		MS-611	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-612	6	-	8	-	2.30	-	1000	-	1	25	-
28	MPB			31500									-

		MS-1	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-2	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-3	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-4	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-5	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-6	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-7	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-8	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-9	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-10	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-11	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-44	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-45	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-423	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-424	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-425	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-91	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-94	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-491	6	-	8	-	2.30	-	1000	-	1	25	-
		MS-100	-	-	-	-	-	-	-	-	-	-	Project
29	MED			40000							1	25	-
		MES-051	6	-	8	-	2.30	-	1000	-	1	25	-

		MES-052	6	-	8	-	2.30	-	1000	-	1	25	-
		MES-053	6	-	8	-	2.30	-	1000	-	1	25	-
		MES-054	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-057	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-058	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-059	6	-	8	-	2.30	-	1000	-	1	25	-
		MES-055	6	-	8	-	2.30	-	1000	-	1	25	-
		MES-056	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-060	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-061	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-062	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-063	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-064	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-065	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-066	6	-	8	-	2.30	-	1000	-	1	25	-
		MESE-067	6	-	8	-	2.30	-	1000	-	1	25	-
		MESP-068	12	-	-	-	-	-	-	1000	-	-	project
30	MCOMFT			7000									-
		IBO-6	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-1	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-3	6	-	8	-	2.30	-	1000	-	1	25	-

		MCO-4	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-6	6	-	8	-	2.30	-	1000	-	1	25	-
31	MCOMBPCG			7000									-
		IBO-1	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-1	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-3	6	-	8	-	2.30	-	1000	-	1	25	-
		IBO-6	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-5	6	-	8	-	2.30	-	1000	-	1	25	-
32	MCOMMAFS			7000									-
		MCO-1	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-3	6	-	8	-	2.30	-	1000	-	1	25	-
		IBO-1	6	-	8	-	2.30	-	1000	-	1	25	-
		IBO-2	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-4	6	-	8	-	2.30	-	1000	-	1	25	-
		MCO-6	6	-	8	-	2.30	-	1000	-	1	25	-
33	MEDSEMR			40000									-
		MMD-51	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-52	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-54	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-65	6	-	8	-	2.30	-	1000	-	1	25	-

		MMDE-66	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-67	4	-	6	-	2.30	-	1000	-	1	25	-
		MMDL-53	2	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-58	2	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-68	4	-	-	-	-	-	-	1000	-	-	Practical
		MMDP-59	12	-	-	-	-	-	-	1000	-	-	Project
		MMDE-55	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-56	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-57	6	-	8	-	2.30	-	1000	-	1	25	-
34	MEDSEVI			40000									-
		MMD-51	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-52	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-54	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-71	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-72	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-73	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDL-53	2	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-58	2	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-74	4	-	-	-	-	-	-	1000	-	-	Practical
		MMDP-59	12	-	-	-	-	-	-	1000	-	-	Project
		MMDE-55	6	-	8	-	2.30		1000	-	1	25	-
		MMDE-56	6	-	8	-	2.30		1000	-	1	25	-

		MMDE-57	6	-	8	-	2.30		1000	-	1	25	-
35	MEDSEHI			40000									-
		MMD-51	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-52	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-54	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-75	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-76	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-77	4	-	6	-	2.30	-	1000	-	1	25	-
		MMDL-53	2	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-58	2	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-78	4	-	-	-	-	-	-	1000	-	-	Practical
		MMDP-59	12	-	-	-	-	-	-	1000	-	-	Project
		MMDE-55	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-56	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDE-57	6	-	8	-	2.30	-	1000	-	1	25	-
36	MEDSELD			40000									-
		MMD-51	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-52	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-54	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-55	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-56	6	-	8	-	2.30	-	1000	-	1	25	-

		MMD-57	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-59	12	-		-	2.30	-	1000	-	1	25	-
		MMD-61	6	-	8	-	2.30	-	1000	-	1	25	-
		MMD-62	6	-	8	-	2.30	-	1000	-	1	25	-
		MMDL63	4	-	-	-	-	-	-	1000	-	-	Practical
		MMDL64	4	-	-	-	-	-	-	1000	-	-	Practical
37	BSCHOT			81000									-
		BOS-1	4	-	5	-	2	-	700	-	1	25/-	-
		BOS-3	4	-	5	-	2	-	700	-	1	25/-	-
		BOS-4	4	-	5	-	2	-	700	-	1	25/-	-
		BOS-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-7	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-8	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-9	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-10	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-11	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-12	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-13	4	-	5	-	2.3	-	700	-	1	25/-	-
		BAHI-14	4	-	5	-	2.3	-	700	-	1	25/-	-
		BAHI-15	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOSL-2	4	-	-	-	-	4	-	800	-	-	-
		BOS-3	4	-	5	-	2.3	-	700	-	1	25/-	-

		BOS-4	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-7	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-8	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-9	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-10	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-11	6	-	8	-	2.3	-	700	-	1	25/-	-
		BOS-12	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-13	10	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-14	4	-	5	-	2.3	-	700	-	1	25/-	-
		BOS-15	4	-	5	-	2.3	-	700	-	1	25/-	-
		Practical Traning	16	-	-	-	-	-		-	-	-	-
38	BSC			10500									-
	Life Science	LSE-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		LSE-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		LSE-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		LSE-4 (L)	4	-	-	-	-	4	-	800	-	-	-
		LSE-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		LSE-6	4	-	5	-	2.3	-	700	-	1	25/-	-
		LSE-7	4	-	5	-	2.3	-	700	-	1	25/-	-
		LSE-8 (L)	4	-	-	-	-	4	-	800	-	-	-

		LSE-9	6	-	8	-	2.3	-	700	-	1	25/-	-
		LSE-10	6	-	8	-	2.3	-	700	-	1	25/-	-
		LSE-11 (L)	4	-	-	-	-	4	-	800	-	-	-
		LSE-12	6	-	8	-	2.3	-	700	-	1	25/-	-
		LSE-13	6	-	8	-	2.3	-	700	-	1	25/-	-
		LSE-14 (L)	4	-	-	-	-	4	-	800	-	-	-
	Chemistry	CHE-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		CHE-3 (L)	2	-	-	-	-	4	-	800	-	-	-
		CHE-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		CHE-4	4	-	5	-	2.3	-	700	-	1	25/-	-
		CHE-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		CHE-6	4	-	5	-	2.3	-	700	-	1	25/-	-
		CHE-7(L)	2	-	-	-	-	4	-	800	-	-	-
		CHE-8(L)	2	-	-	-	-	4	-	800	-	-	-
		CHE-9	4	-	5	-	2.3	-	700	-	1	25/-	-
		CHE-10	4	-	5	-	2.3	-	700	-	1	25/-	-
		CHE-11(L)	4	-	-	-	-	4	-	800	-	-	-
		CHE-12(L)	4	-	-	-	-	4	-	800	-	-	-
	Math	MTE-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-4	2	-	3	-	2.3	-	700	-	1	25/-	-

		MTE-5	2	-	3	-	2.3	-	700	-	1	25/-	-
		MTE-6	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-7	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-8	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-9	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-10	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-11	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-12	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-13	4	-	5	-	2.3	-	700	-	1	25/-	-
		MTE-14	4	-	5	-	2.3	-	700	-	1	25/-	-
	Physics	BPHE-101	2	-	3	-	2.3	-	700	-	1	25/-	Lab Asstt. Rs.250/- per session of 4 hrs
		PHE-2	2	-	3	-	2.3	-	700	-	1	25/-	Lab Attendent. Rs.175/- per session of 4 hrs
		PHE-3 (L)	4	-	-	-	-	4	-	800	-	-	Lab hire charges to host institution (provided 2 session
		PHE-4	2	-	3	-	2.3	-	700	-	1	25/-	of 4 hrs. each are held): Rs 600/- per day(includes electricity
		PHE-5	2	-	3	-	2.3	-	700	-	1	25/-	water & maintainance charges
		PHE-6	4	-	5	-	2.3	-	700	-	1	25/-	-
		PHE-7	4	-	5	-	2.3	-	700	-	1	25/-	Payment to head of the institution providing lab facilities:
		PHE-8 (L)	4	-	-	-	-	4	-	800	-	-	-
		PHE-9	4	-	5	-	2.3	-	700	-	1	25/-	-
		PHE-10	4	-	5	-	2.3	-	700	-	1	25/-	Payment for conumables; as per actual on production of receipt

		PHE-11	4	-	5	-	2.3	-	700	-	1	25/-	-
		PHE-12(L)	4	-	-	-	-	4	-	800	-	-	-
		PHE-13	4	-	5	-	2.3	-	700	-	1	25/-	-
		PHE-14	4	-	5	-	2.3	-	700	-	1	25/-	-
		PHE-15	4	-	5	-	2.3	-	700	-	1	25/-	-
		PHE-16	4	-	5	-	2.3	-	700	-	1	25/-	-
39	BA			6000									-
	Foundation	BSHF-101	8	-	10	-	2.3	-	700	-	1	25/-	-
	Course	FST-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		FEG-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FEG-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		FHD-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		FAS-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FBG-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FGT-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BHDF101	4	-	5	-	2.3	-	700			25/-	-
		FKD-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FML-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FMT-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FOR-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FPB-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FTM-1	4	-	5	-	2.3	-	700	-	1	25/-	-

		FTG-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FUD-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BSKF1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BBHF1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BMAF1	4	-	5	-	2.3	-	700	-	1	25/-	-
													-
	ELECTIVES												-
	Hindi	EHD-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHD-2	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHD-3	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHD-4	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHD-5	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHD-6	8	-	10	-	2.3	-	700	-	1	25/-	-
		BHDE107	8	-	10	-	2.3	-	700	-	1	25/-	-
		BHDE108	8	-	10	-	2.3	-	700	-	1	25/-	-
	English	BEGE-101	8	-	10	-	2.3	-	700	-	1	25/-	-
		BEGE-102	8	-	10	-	2.3	-	700	-	1	25/-	-
		BEGE-103	8	-	10	-	2.3	-	700	-	1	25/-	-
		BEGE-104	8	-	10	-	2.3	-	700	-	1	25/-	-
		BEGE-105	8	-	10	-	2.3	-	700	-	1	25/-	-
		EEG-6	8	-	10	-	2.3	-	700	-	1	25/-	-
		BEGE-107	8	-	10	-	2.3	-	700	-	1	25/-	-

		BEGE-108	8	-	10	-	2.3	-	700	-	1	25/-	-
	Pol.science	EPS-11	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPS-12	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPS-03	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPS-15	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPS-06	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPS-07	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPS-08	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPS-09	8	-	10	-	2.3	-	700	-	1	25/-	-
	History	EHI-01	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-02	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-03	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-04	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-05	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-06	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-07	8	-	10	-	2.3	-	700	-	1	25/-	-
	Economics	BECE-15	8	-	10	-	2.3	-	700	-	1	25/-	-
		BECE-16	8	-	10	-	2.3	-	700	-	1	25/-	-
		EEC-07	8	-	10	-	2.3	-	700	-	1	25/-	-
		EEC-10	8	-	10	-	2.3	-	700	-	1	25/-	-
		EEC-11	8	-	10	-	2.3	-	700	-	1	25/-	-
		BECE2	8	-	10	-	2.3	-	700	-	1	25/-	-

		EEC-13	8	-	10	-	2.3	-	700	-	1	25/-	-
		EEC-14	8	-	10	-	2.3	-	700	-	1	25/-	-
	Pub. Adm.	EPA-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		BPAE-102	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPA-3	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPA-4	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPA-5	8	-	10	-	2.3	-	700	-	1	25/-	-
		EPA-6	8	-	10	-	2.3	-	700	-	1	25/-	-
	Sociology	ESO-11	8	-	10	-	2.3	-	700	-	1	25/-	-
		ESO-12	8	-	10	-	2.3	-	700	-	1	25/-	-
		ESO-13	8	-	10	-	2.3	-	700	-	1	25/-	-
		ESO-14	8	-	10	-	2.3	-	700	-	1	25/-	-
		ESO-15	8	-	10	-	2.3	-	700	-	1	25/-	-
		ESO-16	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWE-001	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWL-001	8	-	-	-	-	4	-	800	-	-	-
		BSWE-002	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWL-002	8	-	-	-	-	4	-	800	-	-	-
		BSWE-003	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWL-003	8	-	-	-	-	4	-	800	-	-	-
		BSWE-004	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWE-005	8	-	10	-	2.3	-	700	-	1	25/-	-

		BSWE-006	8	-	10	-	2.3	-	700	-	1	25/-	-
	Philosophy	BPY-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-4	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-6	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-7	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-8	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-9	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-10	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-11	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPY-12	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPYE-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPYE-2	4	-	5	-	2.3	-	700	-	1	25/-	-
	Psychology	BPC-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPC-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPC-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPC-4	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPC-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPC-6	4	-	5	-	2.3	-	700	-	1	25/-	-

		BPCL-7	4	-	-	-	-	4	-	800	-	-	-
		BPCL-8	4	-	-	-	-	4	-	800	-	-	-
		BPCE-11	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-13	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-14	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-15	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-17	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-18	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-19	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-21	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPCE-22	4	-	-	-		-		-	-	-	Practical
		BPCE-23	4	-	-	-	2.3	-	-	-	-	-	Internship
		BULE-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		BULE-2	8	-	10	-	2.3	-	700	-	1	25/-	-
													-
	Oriented course	AFW(E)-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BHDA-101	4	-	5	-	2.3	-	700	-	1	25/-	-
		AWR(E)-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRPA-101	4	-	5	-	2.3	-	700	-	1	25/-	-
		ATR-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		ACC-1	8	-	10	-	2.3	-	700	-	1	25/-	-

		ANC-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		AHE-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		AMK-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		AED-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		AOM-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		ASP-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BCOA-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		AMT-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		ACS-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		CTE-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		CTE-4	4	-	5	-	2.3	-	700	-	1	25/-	-
		CTE-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		AST-01	4	-	5	-	2.3	-	700	-	1	25/-	-
		AOR-01	4	-	5	-	2.3	-	700	-	1	25/-	-
		AEC-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		APM-1	8	-	10	-	2.3	-	700	-	1	25/-	-
40	BTS			7500									-
		TS-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		TS-2	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSHF101	8	-	10	-	2.3	-	700	-	1	25/-	-
		FEG-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FEG-2	4	-	5	-	2.3	-	700	-	1	25/-	-

		FAS-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FBG-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FGT-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BHDF-101	4	-	5	-	2.3	-	700	-	1	25/-	-
		FKD-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FML-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FMT-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FOR-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FPB-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FTM-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FTG-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		FUD-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		TS-4	8	-	10	-	2.3	-	700	-	1	25/-	-
		TS-5	8	-	10	-	2.3	-	700	-	1	25/-	-
		FST-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		PTS-4	4	-	-	-	-	-	-	-	-	-	Project
		PTS-5	4	-	-	-	-	-	-	-	-	-	Project
		TS-3	8	-	10	-	2.3	-	700	-	1	25/-	-
		TS-6	8	-	10	-	2.3	-	700	-	1	25/-	-
		PTS-6	4	-	-	-	-	-	-	-	-	-	Project
		AFW(E)	4	-	5	-	2.3	-	700	-	1	25/-	-
		AFW(E)	4	-	5	-	2.3	-	700	-	1	25/-	-

		AOM-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		ASP-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		TS-7	8	-	10	-	2.3	-	700	-	1	25/-	-
		AHE-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-01	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-02	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-03	8	-	10	-	2.3	-	700	-	1	25/-	-
		EHI-04	8	-	10	-	2.3	-	700	-	1	25/-	-
		ESO-15	8	-	10	-	2.3	-	700	-	1	25/-	-
		BEGE103	8	-	10	-	2.3	-	700	-	1	25/-	-
41	BCOM			6000									-
		ECO-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-5	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-6	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-7	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-8	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-9	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-10	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-11	4	-	5	-	2.3	-	700	-	1	25/-	-

		ECO-12	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-13	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-14	4	-	5	-	2.3	-	700	-	1	25/-	-
42	BCA			20000									-
		FEG-02	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BCS-11	3	-	4	-	2.3	-	700	-	1	25/-	-
		BCS-12	4	-	5	-	2.3	-	700	-	1	25/-	-
		BCSL-13	2	-	-	-	-	4	800	-	-	-	-
		ECO-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		MCS-11	3	-	4	-	2.3	-	700	-	1	25/-	Computer hire charges 25/- per PC/Per Hour
		MCS-12	4	-	5	-	2.3	-	700	-	1	25/-	MRO RS. 150/- per session
		MCS-13	2	-	3	-	2.3	-	700	-	1	25/-	-
		MCS-15	2	-	3	-	2.3	-	700	-	1	25/-	-
		BCSL-21	1	-	-	-	-	4	800	-			-
		BCSL-22	1	-	-	-	-	4	800	-			-
		MCS-21	4	-	5	-	2.3	-	700	-	1	25/-	-
		MCS-23	3	-	4	-	2.3	-	700	-	1	25/-	-
		MCS-14	3	-	4	-	2.3	-	700	-	1	25/-	-
		BCS-31	3	-	4	-	2.3	-	700	-	1	25/-	-
		BCSL-32	1	-	-	-	-	4	800	-	-	-	-
		BCSL-33	1	-	-	-	-	4	800	-	-	-	-

		BCSL-34	1	-	-	-	-	4	800	-	-	-	-
		BCS-40	4	-	5	-	2.3		700	-	1	25/-	-
		MCS-24	3	-	4	-	2.3		700	-	1	25/-	-
		BCS-41	4	-	5	-	2.3		700	-	1	25/-	-
		BCS-42	2	-	3	-	2.3		700	-	1	25/-	-
		MCSL-16	2	-	-	-	-	4	-	800	-	-	-
		BCSL-43	1	-	-	-	-	4	-	800	-	-	-
		BCSL-44	1	-	-	-	-	4	-	800	-	-	-
		BCSL-45	1	-	-	-	-	4	-	800	-	-	-
		BCS-51	3	-	4	-	2.3	-	-	-	1	25/-	-
		BCS-52	3	-	4	-	2.3	-	-	-	1	25/-	-
		BCS-53	2	-	4	-	2.3	-	-	-	1	25/-	-
		BCS-54	3	-	4	-	2.3	-	-	-	1	25/-	-
		BCS-55	2	-	3	-	2.3	-	-	-	1	25/-	-
		BCSL-56	1	-	-	-	-	4	-	800	-	-	-
		BCSL-57	1	-	-	-	-	4	-	800	-	-	-
		BCSL-58	1	-	-	-	-	4	-	800	-	-	-
		BCS-62	2	-	3	-	2.3	-	-	-	1	25/-	-
		MCS-22	4	-	5	-	2.3	-	-	-	1	25/-	-
		BCSL-63	1	-	-	-		4	-	800	-	-	-
		BCSP-64	8	-	-	-	-	4	-	800	-	-	Project
43	BLIS			5000									-

		BLIS-01	4	-	5	-	2.3	-	700	-	1	25/-	-
		BLIS-02	4	-	5	-	2.3	-	700	-	1	25/-	Consumable (computer lab as per acutal on production of receipt)
		BLIS-03	4	-	5	-	2.3	-	700	-	1	25/-	Computer Practical Session (1 session = 4 hrs.) – (i) One expert counselor: Rs.800/- per session. (ii) One supervisor: Rs.300/- per session. (iii) One Attendant: Rs.175/- per session
		BLIS-03 (P)	4	-	5	-	2.3	4	-	800	1	25/-	-
		BLIS-04	4	-	5	-	2.3	-	700	-	1	25/-	-
		BLIS-04 (P)	4	-	5	-	2.3	4	-	800	1	25/-	Computer hiring charges – per PC per hours per two students – Rs.25/- .
		BLIS-05	4	-	5	-	2.3	-	700	-	1	25/-	Internet charges (1 session = 4 hrs.): (i) One expert counsellor:
		BLIS-06	4	-	5	-	2.3	-	700	-	1	25/-	Rs.800/- per session. (ii) One supervisor: Rs.700/- per session
		BLIS-07	4	-	-	6	2.3	4	700	800	1	25/-	iii) One attendant: Rs.175/- per session.
44	BSW			12000								25/-	-
		BSWE-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWL-1	8	-	10	-	-	4	-	800	-	-	one project evaluation/field work @ 1000/-
		BSWE-2	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWL-2	8	-	10	-	-	4	-	800	-	-	one project evaluation/field work @ 1000/-
		BSWE-4	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWE-3	8	-	10	-	2.3	-	700	-	1	25/-	-
		BSWEL-3	8	-	10	-	-	4	-	800	-	-	one project evaluation/field work @ 1000/-
		BSWE-5	8	-	10	-	2.3	-	700	-	1	25/-	-

		BSWE-6	8	-	10	-	2.3	-	700	-	1	25/-	-
45	BPP			1000									-
		OMT-101	-	-	6	-	2.3	-	700	-	1	25/-	-
		OSS-101	-	-	6	-	2.3	-	700	-	1	25/-	-
		PCO-1	-	-	6	-	2.3	-	700	-	1	25/-	-
46	BBARL			27000									-
		BRL-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-4	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRLT-5	16	-	-	-	-	-	-	-	-	-	Project
		BRL-6	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-7	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-8	4	-	5	-	2.3	-	700	-	1	25/-	-
		ECO-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BCOA-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		AMK-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRLT-9	8	-	10	-	-	-	-	-	-	-	Job training and viva-voce
		BRL-10	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-11	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-12	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRL-13	4	-	5	-	2.3	-	700	-	1	25/-	-

		BRL-15	4	-	5	-	2.3	-	700	-	1	25/-	-
		BRLT-16	12	-	-	-	-	-	-	-	-	-	Job training and viva-voce
47	BED			20000									
		ES-331	4	-	8	-	2.00	-	1000	-	1	25	Activities at Work Centre:
		ES-332	4	-	8	-	2.00	-	1000	-	1	25	Practice Teaching (i) Supervision by a mentor @Rs.80/- per lesson (20 lessons): Rs.500/- per student (Per study centres 100 students: Rs.5000/-)(ii) Teacher educator @Rs.150/- per lesson (10 lesson): Rs.500/- per student (per study centres 100 students :Rs.5000/-) (iii) TA/DA to teacher educator: average @Rs.500/- per visit (max. 5 visits for two years): Rs.1000/- (per study centres 100 students: Rs.100000/-)
		ES-333	4	-	8	-	2.00	-	1000	-	1	25	School based activities (i) Payment to Head Teacher/ Principal: Rs.100/- per school based activity of ½ credit each (Rs.400/- for all activities of 4 credits for over all 2 years): Rs.400 per student, (Rs.40000/- per study centre 100 students).
		ES-334	4	-	8	-	2.00	-	1000	-	1	25	Activities at Programme centre: A. Counselling (i) Academic counselling (Theory & Practical courses of 2 hrs. session) (ii) 2 groups of 50 students each for compulsory courses Comp. Courses = 5 Credits = 20 Hours = 60 Sessions = 30 Total sessions (group x sessions = 2x30 = 60)
		ES-335	4	-	8	-	2.00	-	1000	-	1	25	(iii) 1 groups of students for optional courses:

		ES-341	4	-	8	-	2.00	-	1000	-	1	25	Optional courses = 9
		ES-342	4	-	8	-	2.00	-	1000	-	1	25	Credits = 36
		ES-343	4	-	8	-	2.00	-	1000	-	1	25	Hours = 108, Sessions = 54
		ES-344	4	-	8	-	2.00	-	1000	-	1	25	Total sessions per centre = 60x54 = 104: @Rs.700/- per session +Rs.15/- as average local conveyance Total 84 counselling session for 2 years.
		ES-345	4	-	8	-	2.00	-	1000	-	1	25	B. Assignments:
		ES-361	4	-	8	-	2.00	-	1000	-	1	25	(i) Evaluation of assignments both for theory & practical: @Rs.25/- per theory assignment and Rs.25/- per practical assignments (4 assignments per 8 courses each = 32 assignments.
		ES-362	4	-	8	-	2.00	-	1000	-	1	25	1st year 135 session, 2nd year 130 session
		ES-363	4	-	8	-	2.00	-	1000	-	1	25	Practical assignments: 25x8 = Rs.200/- per student,
		ES-364	4	-	8	-	2.00	-	1000	-	1	25	
		BESE-065	4	-	8	-	2.00	-	1000	-	1	25	Workshop Based Activities:
		BESE-066	4	-	8	-	2.00	-	1000	-	1	25	A. Remuneration to Resource person: 12 day workshop: 265 sessions of one and half hour each, subject to a max. of Rs7500/- per resources persons: @Rs.750/- per sessions of one and half hour. B. Contingencies @Rs.9000/- (2 workshop per 4500) C. Payment to workshop incharge @Rs.3000/- per workshop (2 workshop per __)
		ES-381	4	-	-	-	-	-	-	-	-	-	Monitoring & Coordination: A. Payment to Expert/ Consultant for monitoring & coordination at the Regional Centre B. Travel expenses and DA to expert

		ES-382	4	-	-	-	-	-	-	-	-	-	workshop and school base activities
		ES-383	8	-	-	-	-	-	-	-	-	-	-
48	BSCN			45000									-
		BNS-101	4	-	5	-	2.3	-	1000	-	1	25	-
		BNS-102	4	-	5	-	2.3	-	1000	-	1	25	-
		BNS-103	2	-	3	-	2.3	-	1000	-	1	25	-
		BNS-104	4	-	5	-	2.3	-	1000	-	1	25	-
		BNS-105	4	-	5	-	2.3	-	1000	-	1	25	-
		BNS-106	4	-	5	-	2.3	-	1000	-	1	25	-
		BNS-107	2	-	3	-	2.3	-	1000	-	1	25	-
		BNS-108	2	-	3	-	2.3	-	1000	-	1	25	-
		BNS-109	4	-	5	-	2.3	-	1000	-	1	25	-
		BNS-110	4	-	5	-	2.3	-	1000	-	1	25	-
		BNS-111	4	-	5	-	2.3	-	1000	-	1	25	-
		BNSL-101	4	-	-	-	-	4	-	1000	-	-	-
		BNSL-102	4	-	-	-	-	4	-	1000	-	-	-
		BNSL-103	8	-	-	-	-	4	-	1000	-	-	-
		BNSL-105	2	-	-	-	-	4	-	1000	-	-	-
		BNSL-106	10	-	-	-	-	4	-	1000	-	-	-
		BNSL-107	8	-	-	-	-	4	-	1000	-	-	-
		BNSL-108	8	-	-	-	-	4	-	1000	-	-	-
		BNSL-109	8	-	-	-	-	4	-	1000	-	-	-

		BNSL-110	6	-	-	-	-	4	-	1000	-	-	-
		BNSL-111	8	-	-	-	-	4	-	1000	-	-	-
		BNSL-112	2	-	-	-	-	4	-	1000	-	-	-
49	BEDSEHI			22000									-
		<i>MMD-11</i>	4	-	5	-	2.00	-	1000	-	1	25	-
		<i>MMD-12</i>	4	-	5	-	2.00	-	1000	-	1	25	-
		<i>MMD-13</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMD-14</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMDE-28</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMDE-29</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMDE-30</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMDE-31</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMDE-32</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDL-20	4	-	-	-	-	4	-	1000	-	-	<i>Practical</i>
		MMDL-21	2	-	-	-	-	4	-	1000	-	-	<i>Practical</i>
		MMDL-27	4		-	-	-	4	-	1000	-	-	<i>Practical</i>
50	BEDSEVI			22000									-
		<i>MMD-11</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMD-12</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMD-13</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMD-14</i>	4	-	5	-	2.30	-	1000	-	1	25	-
		<i>MMDE-38</i>	4	-	5	-	2.30	-	1000	-	1	25	-

		MMDE-39	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-40	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-41	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-42	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDL-20	4	-	-	-	-	4	-	1000	-	-	Practical
		MMDL-21	2	-	-	-	-	4	-	1000	-	-	Practical
		MMDL-27	4	-	-	-	-	4	-	1000	-	-	Practical
51	BEDSEMR			22000									-
		MMD-11	4	-	5	-	2.30	-	1000	-	1	25	-
		MMD-12	4	-	5	-	2.30	-	1000	-	1	25	-
		MMD1-3	4	-	5	-	2.30	-	1000	-	1	25	-
		MMD-14	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-33	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-34	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-35	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-36	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDE-37	4	-	5	-	2.30	-	1000	-	1	25	-
		MMDL-20	4	-	-	-	-	4	-	1000	-	-	Practical
		MMDL-21	2	-	-	-	-	4	-	1000	-	-	Practical
		MMDL-27	4	-	-	-	-	4	-	1000	-	-	Practical
52	BCOMAF			6000									-
		FHS-01	8	-	10	-	2.30	-	700	-	1	25	-

		AED-01	4	-	5	-	2.30	-	700	-	1	25	-
		ECO-12	4	-	5	-	2.30	-	700	-	1	25	-
		BEGE-103	8	-	10	-	2.30	-	700	-	1	25	-
		BEGE-104	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-031	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-032	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-033	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-034	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-035	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-036	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-037	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-038	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-039	8	-	10	-	2.30	-	700	-	1	25	-
		BCO-040	8	-	10	-	2.30	-	700	-	1	25	-
53	BCOMCAA			6000									-
		AED-01	4	-	5	-	2.30	-	700	-	1	25	-
		BSHF101	8	-	10	-	2.30	-	700	-	1	25	-
		ECO-12	4	-	5	-	2.30	-	700	-	1	25	-
		EEG-3	8	-	10	-	2.30	-	700	-	1	25	-
		EEG-4	8	-	10	-	2.30	-	700	-	1	25	-
54	BCOMFCA			6000									-
		AED-01	4	-	5	-	2.30	-	700	-	1	25	-

		<i>BSHF-101</i>	8	-	8	-	2.30	-	700	-	1	25	-
		<i>ECO-13</i>	4	-	5	-	2.30	-	700	-	1	25	-
		<i>EEG-3</i>	8	-	10	-	2.30	-	700	-	1	25	-
		<i>EEG-4</i>	8	-	10	-	2.30	-	700	-	1	25	-
55	PGCMHT			1500									-
		<i>MTT-1</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MTT-4</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MTT-5</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MTTP-2	4	-	-	-	-	-	-	-	-	-	Project
56	PGCAE			3000									-
		<i>MAE-1</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MAE-2</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAEL-2	3	-	-	-	-	-	-	1000	-	-	Project
57	PGCAP			3000									-
		<i>MNR-1</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MNR-2</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MNR-15</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MNRE-16</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
58	PGCBHT			1500									-
		<i>MTT-1</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MTT-2</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MTT-3</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-

		<i>MTTP-1</i>	4	-	-	-	-	-	-	-	-	-	-
59	PGCCL			7000									-
		<i>MIR-011</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MIR-012</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MIR-013</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MIR-014</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
60	PGCEDS			2500									-
		<i>MEDS1</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MEDS2</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MEDS3</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEDS4	4	-	-	-	-	-	-	-	-	-	Project
61	PGCGPS			2000									-
		<i>MGP-1</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MGP-5</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MGPE-7</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
		<i>MGPE-8</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-
62	PGCEPD			7000									-
		<i>MDS-1</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MDS-2</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MDS-3</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
63	PGCPP			8000									-
		<i>MIR-021</i>	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MIR-022	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIR-023	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIR24	4	-	-	-	-	-	-	-	-	-	Project
64	PGDLAN			15000									-
		MLI-001	4	-	5	-	2	-	1000	-	1	25/-	-
		MLIL-001	4	-	-	-	-	4	-	1000	-	-	Practical
		MLI-002	4	-	5	-	2	-	1000	-	1	25/-	-
		MLIL-002	4	-	-	-	-	4	-	1000	-	-	Practical
		MLI-003	4	-	5	-	2	-	1000	-	1	25/-	-
		MLIL-003	4	-	-	-	-	4	-	1000	-	-	Practical
		MLI-004	4	-	5	-	2	-	1000	-	1	25/-	-
		MLIL-004	4	-	-	-	-	4	-	1000	-	-	Practical
		MLI-005	4	-	4	-	2	-	1000	-	1	25/-	-
		MLIL-005	4	-	-	-	-	4	-	1000	-	-	Practical
		MLI-006	4	-	5	-	2	-	1000	-	1	25/-	-
		MLIL-006	4	-	-	-	-	4	-	1000	-	-	Practical
		MLI-007	4	-	5	-	2	-	1000	-	1	25/-	-
		MLIL-007	4	-	-	-	-	4	-	1000	-	-	Practical
		MLIP-008	4	-	-	-	-	-	-	-	-	-	Project
65	PGDMRR			7000									-
		MRR-101	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRR-102	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MRR-103	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRR-104	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRR-005	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRR-006	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRRE-007	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRRE-008	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRRE-009	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRRE-010	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MRRP-111	4	-	-	-	-	-	-	-	-	-	Project
													-
66	PGDAE			5500									-
		MAE-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAE-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAE-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-16	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MAEL-1	10	-	-	-	2.3	-	-	1000	-	-	Project
67	PGDAC			8000									-
		MCH-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCH-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCH-3	6	-	8	-	2.3	-	1000	-	1	25/-	-

		MCH-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCHL-1	2	-	-	-	-	-	-	1000	-	-	Practical
		MCHL-2	2	-	-	-	-	-	-	1000	-	-	Practical
		MCHL-3	2	-	-	-	-	-	-	1000	-	-	Practical
		MCHL-4	2	-	-	-	-	-	-	1000	-	-	Practical
68	PGDAPP			10000									-
		MJM-001	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MJM-002	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MJM-003	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MJML-001	16	-	-	-	-	-	-	1000	-	-	Practical
69	PGDBP			7500									-
		MBP-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MBP-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MBP-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MBP-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MBP-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MBP-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MBP-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MBP-8	4	-	5	-	2.3	-	1000	-	1	25/-	-
70	PGDICG			9000									-
		MCT-1	6	-	8	-	2.3		1000	-	1	25/-	-
		MCT-2	6	-	8	-	2.3		1000	-	1	25/-	-

		MCT-3	6	-	8	-	2.3		1000	-	1	25/-	-
		MCTT-1	6	-	8	-	2.3		1000	-	1	25/-	-
		MCTP-1	6	-	-	-	-	-	-	-	-	-	Project
71	PGDCFT			13000									-
		MCFT-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-1	2	-		-	-	-	-	1000			Practical
		MCFT-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-2	2	-		-	-	-	-	-			Practical
		MCFT-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-3	2	-		-	-	-	-	1000			Practical
		MCFT-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-4	2	-		-	-	-	-	1000			Practical
		MCFT-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCFTL-5	2	-	-	-	-	-	-	1000	-	-	Practical
		MCFTL-8	2	-	-	-	-	-	-	1000	-	-	Practical
72	PGDCJ			9000									-
		MLE-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-12	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-13	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-15	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-16	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MLEP-17	8	-	-	-	-	-	-	-	-	-	Project
73	PGDDM			5000									-
		MPA-001	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPA-002	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPA-003	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPA-004	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPA-005	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPA-006	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPA-007	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MPAP-001	4	-	-	-	-	-	-	-	-	-	Project
		MED-004	4	-	5	-	2.3	-	1000	-	1	25/-	-
74	PGDDHM			11000									-
		PGDDHM-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		PGDDHM-2	6	-	8	-	2.3	-	1000	-	1	25/-	-
		PGDDHM-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		PGDDHM-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		PGDDHM-5	6	-	8	-	2.3	-	1000	-	1	25/-	-
		PGDDHM-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
75	PGDEMA			5500									-
		MES-41	6	-	8	-	2.3	-	1000	-	1	25/-	-

		MES-42	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-43	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-44	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-45	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-46	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-47	4	-	-	-	-	-	-	-	-		Project
		MES-48	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MESP-49	6	-	-	-	-	-	-	-	-	-	-
76	PGDET			5500									-
		MES-31	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-32	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-33	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-34	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-35	6	-	-	-	-	-	-	-	-	-	Project
77	PGDESD			5500									-
		MED-001	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-002	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-003	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-004	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-005	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-006	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MED-007	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MED-008	4	-	5	-	2.3	-	1000	-	1	25/-	-
78	PGDENLW			11000									-
		MLE-21	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-22	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-23	5	-	6	-	2.3	-	1000	-	1	25/-	-
		MLE-24	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-25	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLE-26	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MLEP-27	7	-	-	-	-	-	-	-	-	-	Project
79	PGDEDS			4500									-
		MEDS-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDS-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDS-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEDSP-4	4	-	5	-	-	-	-	-	-	-	Project
		MEDS-5	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MEDS-6	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MEDSP-7	6	-	-	-	-	-	-	-	-	-	Project
80	PGDFCS			2200									-
		MFC-1	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MFC-2	6	-	8	-	2.3	-	1000	-	1	25/-	-

		MFC-3	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MFC-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MFCL-5	6	-	-	-	-	-	-	1000	-	-	Practical
81	PGDFSQM			12000									-
		MVP-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MVPI-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MVP-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MVP-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MVP-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MVPL-1	4	-	-	-	-	-	-	1000	-	-	Practical
		MVPL-2	4	-	-	-	-	-	-	1000	-	-	Practical
		MVPP1-	4	-	-	-	-	-	-	-	-	-	Project
82	PGDGPS			3500									-
		MGP-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGP-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-6	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-7	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-8	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-9	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-10	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MGPE-11	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MGPE-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
83	PGDGM			21000									-
		MME-004	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MME-005	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MMEL-004	6	-	-	-	-	-	-	1000	-	-	Practical
		MMEL-005	12	-	-	-	-	-	-	1000	-	-	Practical
84	PGDHE			2500							1		-
		MES-101	6	-	8	2.5	2.3	-	1000	-	1	25/-	-
		MES-102	6	-	8	2.5	2.3	-	1000	-	1	25/-	-
		MES-103	6	-	8	2.5	2.3	-	1000	-	1	25/-	-
		MES-104	6	-	8	2.5	2.3	-	1000	-	1	25/-	-
		MES-105	6	-	-	-	-	-	-	-	-	-	Project
		MES-106	4	-	-	-	2.3	-	1000	-	1	25/-	-
85	PGDHEM			9000									-
		MES-71	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-72	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-73	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-74	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MESP-79	6	-	-	-	-	-	-	-	-	-	Project
86	PGDHVM			33000									-

		MCMM-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCMM-2	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCMM-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MCMM-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MCML-5	8	-	-	-	-	-	-	1000	-	-	Practical
		MCML-6	10	-	-	-	-	-	-	1000	-	-	Practical
87	PGDHHM			21000									-
		PGDHHM-1	3	-	4	-	2.3	-	1000	-	1	25/-	-
		PGDHHM-2	3	-	4	-	2.3	-	1000	-	1	25/-	-
		PGDHHM-3	3	-	4	-	2.3	-	1000	-	1	25/-	-
		PGDHHM-4	3	-	4	-	2.3	-	1000	-	1	25/-	-
		PGDHHM-5	3	-	4	-	2.3	-	1000	-	1	25/-	-
		PGDHHM-6	3	-	4	-	2.3	-	1000	-	1	25/-	-
88	PGDIS			9000									-
		MSEI-21	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSEI-22	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSEI-23	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSEI-24	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSEI-25	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSEI-26	4	-	5	-	2.3	-	1000	-	1	25/-	-

		MSEI-27	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSEP-28	4	-	-	-	-	-	-	-	-	-	Project
89	PGDIPR			8500									-
		MIP-001	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIP-002	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIP-003	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIP-004	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIP-005	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIP-006	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIP-007	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MIP-008	4	-	5	-	2.3	-	1000	-	1	25/-	-
90	PGDIBO			6500									-
		IBO-01	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-02	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-03	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-04	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-05	6	-	8	-	2.3	-	1000	-	1	25/-	-
		IBO-06	6	-	8	-	2.3	-	1000	-	1	25/-	-
91	PGJMC			3500									-
		JMC-01	8	-	10	-	2.3	-	1000	-	1	25/-	-
		JMC-02	8	-	10	-	2.3	-	1000	-	1	25/-	-
		JMC-03	8	-	10	-	2.3	-	1000	-	1	25/-	-

		<i>JMC-04</i>	8	-	10	-	2.3	-	1000	-	1	25/-	-
													-
92	PGDMCH			23000									-
		<i>MME-201</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MME-202</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MME-203</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MMEL-201	6	-	-	-	-	-	-	1000	-	-	Practical
		MMEL-202	6	-	-	-	-	-	-	1000	-	-	Practical
		MMEL-203	6	-	-	-	-	-	-	1000	-	-	Practical
													-
													-
93	PGDPD			14000									-
		<i>MDS-1</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MDS-2</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MDS-3</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MDS-4</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MDS-5</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MDSL-6	6	-	-	-	-	-	-	1000	-	-	Practical
94	PGDPSM			7000									-
		<i>MVE-1</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-
		<i>MVE-2</i>	6	-	8	-	2.3	-	1000	-	1	25/-	-

		MVE-3	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MVE-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MVE-5	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MVE-6	6	-	8	-	2.3	-	1000	-	1	25/-	-
95	PGDPM			5500									-
		MAM-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MAM-2	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MAM-3	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MAM-4	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MAMP-1	8	-	-	-	-	-	-	-	-	-	Project
													-
96	PGDPPED			8000									-
		MES-81	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-82	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-83	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MES-84	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MESP-85	16	-	-	-	-	-	-	-	-	-	Project
97	PGDRD			2000									-
		MRD-101	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRD-102	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRD-103	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MRDE-101	6	-	8	-	2.3	-	1000	-	1	25/-	-

		RDD-6	6	-	8	-	2.3	-	1000	-	1	25/-	-
		RDD-7	6	-	8	-	2.3	-	1000	-	1	25/-	-
		RDD-5	6	-	-	-		-	-		-	-	Project
98	PGDSLM			5000									-
		MES-4	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-5	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-6	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-7	6	-	8	-	2.3	-	1000	-	1	25/-	-
		MES-8	6	-	8	-	2.3	-	1000	-	1	25/-	-
													-
99	PGDSWT			7000									-
		MSW-1	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSWE-41	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MSWE-42	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSWE-44	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MSWL-45	10	-	-	-	-	-	-	1000			-
													-
100	PGDT			3000									-
		PGDT-01	6	-	8	-	2.3	-	1000	-	1	25/-	-

		PGDT-02	6	-	8	-	2.3	-	1000	-	1	25/-	-
		PGDT-03	6	-	8	-	2.3	-	1000	-	1	25/-	-
		PGDT-04	6	-	8	-	2.3	-	1000	-	1	25/-	-
		PGDT-05	6	-	8	-	2.3	-	1000	-	1	25/-	-
101	PGDWGS			5500									-
		MWG-1	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MWG-2	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MWG-3	8	-	10	-	2.3	-	1000	-	1	25/-	-
		MWG-4	8	-	10	-	2.3	-	1000	-	1	25/-	-
102	PGPCSEHI			6000									-
		MMDE-28	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-29	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-30	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-31	16	-	-	-	-	-	-	-	-	-	Practical
		MMDE-32	4	-	5	-	2.3	-	1000	-	1	25/-	-
103	PGPCSEMR			6000									-
		MMDE-33	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-34	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-35	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-36	16	-	-	-	-	-	-	-	-	-	Practical
		MMDE-37	4	-	5	-	2.3	-	1000	-	1	25/-	-

104	PGPCSEVI			6000									-
		MMDE-38	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-39	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-40	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-41	4	-	-	-	-	-	-	-	-	-	Practical
		MMDE-42	4	-	5	-	2.3	-	1000	-	1	25/-	-
105	PGPDSEHI			9000									-
		MMD-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-28	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-29	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-30	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-31	4	-	-	-	-	-	-	-	-	-	Practical
		MMDE-32	4	-	5	-	2.3	-	1000	-	1	25/-	-
106	PGPDSEMR			9000									-
		MMD-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMD-33	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-34	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-35	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-36	4	-	-	-	-	-	-	-	-	-	Practical
		MMDE-37	4	-	5	-	2.3	-	1000	-	1	25/-	-
107	PGPDSEVI			9000									-

		MMD-14	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-38	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-39	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-40	4	-	5	-	2.3	-	1000	-	1	25/-	-
		MMDE-41	4	-	-	-	-	-	-	-	-	-	Practical
		MMDE-42	4	-	5	-	2.3	-	1000	-	1	25/-	-
108	PGDCC			10000 0									-
		MCC-1	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MCC-2	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MCC-3	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MCC-4	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MCC-5	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MCC-6	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MCC-7	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MCCL-1	8	-	-	-	-	4	-	1000	-	-	-
		MCCL-2	6	-	-	-	-	4	-	1000	-	-	-
		MCCL-3	10	-	-	-	-	4	-	1000	-	-	-
		MCCL-4	4	-	-	-	-	4	-	1000	-	-	-
		MCCL-6	6	-	-	-	-	4	-	1000	-	-	-
		MCCL-5	8	-	-	-	-	4	-	1000	-	-	-
109	PGDREPYDL			14000									-

		MMD-81	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MMD-82	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MMD-83	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MMD-84	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MMD-85	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MMD-86	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MMD-87	4	-	5	-	2.30	-	1000	-	1	25/-	-
		MMDL-81	4	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-82	4	-	-	-	-	-	-	1000	-	-	Practical
		MMDL-83	4	-	-	-	-	-	-	1000	-	-	Practical
110	DAQ			6500									-
		BAQ-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		BAQP-1	6	-	8	-	-	-	-	800	-	-	Project
		BAQ-2	8	-	10	-	2.3	-	700	-	1	25/-	-
		BAQL-1	6	-	-	-	-	-	-	800	-	-	Practical
		BAQ-3	8	-	10	-	2.3	-	700	-	1	25/-	-
		BAQL-2	6	-	-	-	-	-	-	800	-	-	Practical
111	DBPOFA			16000									-
		BPOI-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		BPOI-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPOI-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPOI-4	3	-	4	-	2.3	-	700	-	1	25/-	-

		BPOI-5	3	-	4	-	2.3	-	700	-	1	25/-	-
		BPOI-6	8	-	10	-	2.3	-	700	-	1	25/-	-
		BPOI-7	8	-	10	-	2.3	-	700	-	1	25/-	-
112	DCE			3000									-
		DCE-1	4	-	5	2	2.3	-	700	-	1	25/-	-
		DCE-2	4	-	5	2	2.3	-	700	-	1	25/-	-
		DCE-3	4	-	5	2	2.3	-	700	-	1	25/-	-
		DCE-4	4	-	5	2	2.3	-	700	-	1	25/-	-
		DCE-5	4	-	5	2	2.3	-	700	-	1	25/-	-
		DCE-6	4	-	-	-	-	-	-	-	-	-	Project
113	DCCN			5000									-
		BNS-31	6	-	8	-	2.3	-	700	-	1	25/-	-
		BNS-32	6	-	8	-	2.3	-	700	-	1	25/-	-
		BNSL-33	12	-	-	-	-	-	-	800	-	-	Practical
		BNSL-34	8	-	-	-	-	-	-	800	-	-	Practical
114	DDT			13000									-
		BPVI-011	2+2	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-012	2+2	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-013	2+2	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-014	2+2	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-015	2+2	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-016	2+2	-	5	-	2.3	-	700	-	1	25/-	-

		BPVI-017	2+2	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-018	2+2	-	5	-	2.3	-	700	-	1	25/-	-
115	DECE			2000									-
		DECE-1	8	-	10	-	2	-	700	-	1	25/-	Practical- guide/ supervisor: Rs.700/-per learner per year
		DECE-2	8	-	10	-	2	-	700	-	1	25/-	Project Report Evaluation/ Examiner; Rs.150/- per report.
		DECE-3	8	-	10	-	2	-	700	-	1	25/-	Payment to the host institution for providing infrastructure,evaluation of activities of each learner by the principal of the nursery school: Rs.50/-per learner per year.
		DECE-4	8	-		10	-	-		-	-	-	Project
116	DFPT			10000									-
		BPVI-41	6	-	8	-	2.3	-	700	-	1	25/-	-
		BPVI-42	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-43	6	-	8	-	2.3	-	700	-	1	25/-	-
		BPVI-44	6	-	8	-	2.3	-	700	-	1	25/-	-
		BPVI-45	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPV-46	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVL-47	2	-	-	-	-	-	-	800	-	-	Practical
117	DAFE			3000									-
		BFE-101	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFEE-101	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFE-102	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFEE-102	4	-	5	-	2.3	-	700	-	1	25/-	-

		BEEE-103	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFEE-104	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFEP-101	8	-	10	-	-	-	-	-	-		Project
118	DMT			13000									-
		BPVI-021	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-022	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-023	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-024	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-025	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-026	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-027	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-028	4	-	5	-	2.3	-	700	-	1	25/-	-
119	DNA			9000									-
		BNS-011	4	-	5	-	2.3	-	700	-	1	25/-	-
		BNS-012	4	-	5	-	2.3	-	700	-	1	25/-	-
		BNS-013	4	-	5	-	2.3	-	700	-	1	25/-	-
		BNS-014	4	-	5	-	2.3	-	700	-	1	25/-	-
		BNSL-011 P-I	6	-	-	-	-	-	-	-	-	-	Practical
		BNSL-011 P-II	6	-	-	-	-	-	-	-	-	-	Practical
120	DNHE			2000									-
		DNHE-1	8	-	10	-	2.5	-	700	-	1	25/-	Examiner/ Project report evaluation: Rs.150/- per project report.

		DNHE-2	8	-	10	-	2.5	-	700	-	1	25/-	Project counselor: Rs.100/- per student. Field guide: Rs.100/- per student
		DNHE-3	8	-	10	-	2.5	-	700	-	1	25/-	Charges for Consumables as per actual on production of receipt
		DNHE-4	8	-	10	-	-	-		-	-	-	Project
121	DPLAD			3000									-
		BPR-1	6	-	8	-	2.3	-	700	-	1	25/-	-
		BPR-2	6	-	8	-	2.3	-	700	-	1	25/-	-
		BPR-3	6	-	8	-	2.3	-	700	-	1	25/-	-
		BPR-4	6	-	8	-	-	-	-	-	-	-	Project
		BPR-5	6		8	-	2.3	-	700	-	1	25/-	-
122	DIPP			7000									-
		BLE-1	5	-	6	-	2.3	-	700	-	1	25/-	-
		BLE-2	5	-	6	-	2.3	-	700	-	1	25/-	-
		BLE-3	5	-	6	-	2.3	-	700	-	1	25/-	-
		BLE-4	5	-	6	-	2.3	-	700	-	1	25/-	-
		BLEP-1	12	-	-	-	-	-	-	-	-	-	Project
123	DPVCPO			12000									-
		BPVI-031	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-032	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-033	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-034	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-035	4	-	5	-	2.3	-	700	-	1	25/-	-

		BPVI-036	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-037	4	-	5	-	2.3	-	700	-	1	25/-	-
		BPVI-038	4	-	5	-	2.3	-	700	-	1	25/-	-
124	DTG			7000									-
		DTG-1	6	-	8	-	2.3	-	700	-	1	25/-	-
		DTG-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		DTG-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		DTG-4	10	-		-	2.3	-	700	-	1	25/-	-
125	DTS			3500									-
		TS-1	8	-	10	-	2	-	700	-	1	25/-	-
		TS-2	8	-	10	-	2	-	700	-	1	25/-	-
		TS-3	8	-	10	-	2	-	700	-	1	25/-	-
		TS-4	8	-	10	-	2	-	700	-	1	25/-	-
		TS-5	8	-	10	-	2	-	700	-	1	25/-	-
		TS-6	8	-	10	-	2	-	700	-	1	25/-	-
		PTS-4	4	-	-	-	-	-	-	-	-	-	Project
		PTS-5	4	-	-	-	-	-	-	-	-	-	Project
		PTS-6	4	-	-	-	-	-	-	-	-	-	Project
126	DUL			1500									-
		OUL-3	8	-	10	-	2.3	-	700	-	1	25/-	-
		OULP-1	4	-	-	-	-	-	-	-	-	-	Project
		OULE-1	4	-	5	-	2.3	-	700	-	1	25/-	-

		OULE-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		OULE-5	4	-	5	-	2.3	-	700	-	1	25/-	-
127	DVAPFV			13000									-
		BPVI-001	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BPVI-002	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BPVI-003	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BPVI-004	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BPVI-005	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BPVI-006	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BPVI-007	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BPVI-008	2+2	-	3	3	2.3	-	700	-	1	25/-	-
128	DWM			11000									-
		BNRI-101	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BNRI-102	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BNRI-103	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BNRI-104	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BNRI-105	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BNRI-106	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BNRI-107	2+2	-	3	3	2.3	-	700	-	1	25/-	-
		BNRP-108	4		-	-	-	-	-	-	-	-	Project
129	DWED			3000									-
		BWEE-012	8	-	10	-	2.3	-	700	-	1	25/-	-

		BWEE-004	4	-	5	-	2.3	-	700	-	1	25/-	-
		BWEE-005	4	-	5	-	2.3	-	700	-	1	25/-	-
		BWEE-002	4	-	5	-	2.3	-	700	-	1	25/-	-
		BWEE-006	4	-	5	-	2.3	-	700	-	1	25/-	-
		BWEE-007	4	-	5	-	2.3	-	700	-	1	25/-	-
		BWEE-008	4	-	5	-	2.3	-	700	-	1	25/-	-
130	DCYP			3000									-
		CYP-01		-	-	-	2.3	-	700	-	1	25/-	-
		CYP-02		-	-	-	2.3	-	700	-	1	25/-	-
		CYP-03		-	-	-	2.3	-	700	-	1	25/-	-
		CYP-04		-	-	-	2.3	-	700	-	1	25/-	-
		CYP-05		-	-	-	2.3	-	700	-	1	25/-	-
		CYP-06		-	-	-	2.3	-	700	-	1	25/-	-
		CYP-07		-	-	-	2.3	-	700	-	1	25/-	-
		CYP-08		-	-	-	-	-	-	-	-	-	Project
131	DELED			1600									-
		BES-1	4	-	5	-	2.30		700	-	1	25/-	-
		BES-2	4	-	5	-	2.30		700	-	1	25/-	-
		BES-3	4	-	5	-	2.30		700	-	1	25/-	-
		BES-4	4	-	5	-	2.30		700	-	1	25/-	-
		BESL-5	4	-	-	-	-	-	-	800	-	-	Practical

		BESL-6	4	-	-	-	-	-	-	800	-	-	Practical
		BESL-7	4	-	-	-	-	-	-	800	-	-	Practical
132	CAHC			2000									-
		CNSAH-1	6	-	8	-	2.3	-	700	-	1	25/-	-
		CNSAH-2	6	-	8	-	2.3	-	700	-	1	25/-	-
		CNSAHL-3	2	-	-	-	-	-	-	800	-	-	Practical
133	CAHT			100									-
		BLE-31	4	-	5	-	2.3	-	700	-	1	25/-	-
		BLE-32	4	-	5	-	2.3	-	700	-	1	25/-	-
		BLE-33	4	-	5	-	2.3	-	700	-	1	25/-	-
		BLEP-34	4	-	-	-	-	-	-	800	-	25/-	Project
134	CAL			1500									-
		BAL-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		BAL-2	8	-	10	-	2.3	-	700	-	1	25/-	-
135	CAY			2000									-
		CNSAY-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		CNSAY-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		CNSAY-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		CNSAYL-1	6	-	8	-	-	-	-	800	-	-	Practical
136	CIB			1500									-
		OAPI-11	4	-	5	-	2.3	-	700	-	1	25/-	-
		OAPI-12	8	-	10	-	2.3	-	700	-	1	25/-	-

		OAPI-13	4	-	5	-	2.3	-	700	-	1	25/-	-
137	CBS			2500									-
		ECO-01	4	-	5	-	2.3	-	700	-	1	25/-	-
		PCO-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BCOA-001	4	-	5	-	2.3	-	700	-	1	25/-	-
		CITL01	6	-	8	-	-	-	-	800	-	-	Practical
138	CCITSK			4500									-
		BPOI-6	8	-	10	-	2.3	-	700	-	-	25/-	-
		BPOI-7	8	-	10	-	2.3	-	700	-	-	25/-	-
139	CCSS			9000									-
		BCSSI-1	2	-	3	-	2.3	-	700	-	-	25/-	-
		BCSSI-2	2	-	3	-	2.3	-	700	-	-	25/-	-
		BCSSI-3	4	-	5	-	2.3	-	700	-	-	25/-	-
		BCSSI-4	2	-	3	-	2.3	-	700	-	-	25/-	-
		BCSSI-5	3	-	4	-	2.3	-	700	-	-	25/-	-
		BCSSI-6	3	-	4	-	2.3	-	700	-	-	25/-	-
140	CCR			500									-
		Theory2	8	-	10	-	-	-	-	-	-	-	-
		Course1	8	-	10	-	2.3	-	700	-	-	25/-	-
		Course2	4	-	5	-	2.3	-	700	-	-	25/-	-

		<i>Practical</i>	8	-	10	-	-	-	-	800	-	-	-
141	CCP			1500									-
		<i>ACS-01</i>	8		10	-	2.3	-	700	-	1	25/-	-
		<i>CPI</i>	4		5	-	2.3	-	700	-	1	25/-	-
		<i>CCP</i>	4		-	-	-	-	-	-	-	-	<i>Project</i>
142	CCLBL			7000									-
		<i>BLE-11</i>	4	-	5	-	2.3	-	700	-	1	25/-	-
		<i>BLE-12</i>	4	-	5	-	2.3	-	700	-	1	25/-	-
		<i>BLE-13</i>	4	-	5	-	2.3	-	700	-	1	25/-	-
		<i>BLE-14</i>	4	-	5	-	2.3	-	700	-	1	25/-	-
143	CDCW			2500									-
		<i>CNSDC-1</i>	4	-	5	-	2.3	-	700	-	1	25/-	-
		<i>CNSDCP-1</i>	10	-	-	-	-	-	-	-	-	-	<i>Project</i>
144	CDM			2000									-
		<i>CDM-01</i>	8	-	10	-	2.3	-	700	-	1	25/-	-
		<i>CDM-02</i>	8	-	10	-	2.3	-	700	-	1	25/-	-
145	CETM			2500									-
		<i>CETM-1</i>	4	-	5	-	2.3	-	700	-	1	25/-	-
		<i>CETM-2</i>	6	-	8	-	2.3	-	700	-	1	25/-	-

		CETM-3	6	-	8	-	2.3	-	700	-	1	25/-	-
		CETM-4	4	-	5	-	2.3	-	700	-	1	25/-	-
146	CES			2000									-
		AHE-01	6	-	8	-	5	-	700	-	1	25/-	-
		TS-5	8	-	10	-	5	-	700	-	1	25/-	-
		PES-01	4	-	-	-	-	-	-	-	-	-	Project
147	CFN			1100									-
		CFN-1	6	-	4	-	5	-	700	-	1	25/-	-
		CFN-2	6	-	4	-	25	-	700	-	1	25/-	-
		CFN-3	4	-	4	-	5	-	700	-	1	25/-	-
148	CFS			2600									-
		BFN-001	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFN-002	6	-	8	-	2.3	-	700	-	1	25/-	-
		BFN-003	6	-	8	-	2.3	-	700	-	1	25/-	-
149	CFL			5500									-
		CFL-1	3	-	4	-	2.3	-	700	-	1	25/-	-
		CFL-2	3	-	4	-	2.3	-	700	-	1	25/-	-
		CFL-3	3	-	4	-	2.3	-	700	-	1	25/-	-
150	CFE			2500									-
		Course1	4	-	5	-	2.3	-	700	-	1	25/-	-
		Course2	4	-	5	-	2.3	-	700	-	1	25/-	-
		Course3	4	-	5	-	2.3	-	700	-	1	25/-	-

151	CGL			2500							1		-
		BGLI-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BGLI-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BGLI-3	6	-	8	-	2.3	-	700	-	1	25/-	-
152	CIG			1100									-
		NES-101	4	-	5	-	5	-	700	-	1	25/-	-
		NES-102	4	-	5	-	5	-	700	-	1	25/-	-
		NES-103	4	-	5	-	5	-	700	-	1	25/-	-
		NES-104	4	-	5	-	5	-	700	-	1	25/-	-
153	CHCWM			3000									-
		BHM-001	4	-	8	-	2.3	-	700	-	1	25/-	Contingencies Rs.3000/-Counselling (Theory/ Project) session of 2 hours.
		BHM-002	6	-	10	-	2.3	-	700	-	1	25/-	Practical at PSC: Rs.1000/- student/ spell of 6 days to each counselor during the 6 day sell X 2 counsellors.
		BHMP-003	4	-	-	-	-	-	-	-	-		Project Evaluation
154	CAFE			1500									-
		BFE-101	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFE-102	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFEE-101	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFEE-102	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFEE-103	4	-	5	-	2.3	-	700	-	1	25/-	-

		BFE-104	4	-	5	-	2.3	-	700	-	1	25/-	-
155	CHBHC			2000									-
		CNS-HC1	4		5		2.3		700		1	25/-	-
		CNS-HCP1	10	-	-	-	-	-	-	-	-	-	Practical
156	CHR			2000									-
		CHR-1	6	-	8	-	2.3	-	700	-	1	25/-	-
		CHR-2	6	-	8	-	2.3	-	700	-	1	25/-	-
		CHR-3	4	-	5	-	2.3	-	700	-	1	25/-	-
157	CIAP			100									-
		OVA-11	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVAL-12	14	-	-	-	-	-	-	-	-	-	Practical
		OVA-13	2	-	3	-	2.3	-	700		1	25/-	-
		OVAL-14	14	-	-	-		-		800	-	-	Practical
158	CIT			4000									-
		CIT-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		CIT-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		CIT-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		CITL-1	6	-	-	-	-	-	-	800	-	-	Practical
159	CIHL			2200									-
		BLE-35	4	-	5	-	2.3		700	-	1	25/-	-
		BLE-36	4	-	5	-	2.3		700	-	1	25/-	-
		BLE-37	4	-	5	-	2.3		700	-	1	25/-	-

		BLEP-38	4	-	-	-	-	-	-	-	-	-	Project
160	CJL			5500							1		-
		BJL-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BJL-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BJL-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		BJL-4	4	-	5	-	2.3	-	700	-	1	25/-	-
161	CJD			13500									-
		BFDI-61	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFDI-62	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFDI-63	4	-	5	-	2.3	-	700	-	1	25/-	-
		BFDI-64	4	-	5	-	2.3	-	700	-	1	25/-	-
162	CELL			2500									-
		ODS-1	6	-	8	-	2.3	-	700	-	1	25/-	-
		ODS-2	6	-	8	-	2.3	-	700	-	1	25/-	-
163	CMCHN			5500									-
		BNS-17	4	-	5	-	2.3	-	700	-	1	25/-	-
		BNS-18	4	-	5	-	2.3	-	700	-	1	25/-	-
		BNSL-17	8	-	-	-	-	-	-	800	-	-	Practical
164	CNIN			5500									Practical
		BNS-15	4	-	5	-	2.3	-	700	-	1	25/-	-
		BNSL-15	2	-	-	-	-	-	-	800	-	-	-
		BNSL-16	8	-	-	-	-	-	-	800	-	-	-

165	CNM			1500									-
		BMS-1	4	-	5	-	2.3	-	700	-	1	25/-	-
		BMS-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BMS-3	4	-	5	-	2.3	-	700	-	1	25/-	-
166	CNCC			1500									-
		CNCC-1	8	-	10	-	5	-	700	-	1	25/-	-
		CNCC-2	8	-	10	-	5	-	700	-	1	25/-	-
													-
167	COF			4000									-
		BAP-001	2	-	3	-	2.3		700	-	1	25/-	-
		BAPI-001	6	-	8	-	2.3		700	-	1	25/-	-
		BAPI-002	4	-	5	-	2.3		700	-	1	25/-	-
		BAPI-003	4	-	5	-	2.3		700	-	1	25/-	-
168	CPABN			13500									-
		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		ODNL-11	4	-	5	-	-	-	-	800	-	-	Practical
		ODNL-12	4	-	5	-	-	-	-	800	-	-	Practical
		ODNL-13	2	-	3	-	-	-	-	800	-	-	Practical
169	CPAHM			13500									-

		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		OMU-1	2	-	3	-	2.3	-	700	-	-	25/-	-
		OMUL-2	3	-	-	-	-	-	-	800	-	-	Practical
		OMUL-3	3	-	-	-	-	-	-	800	-	-	Practical
		OMUL-4	4	-	-	-	-	-	-	800	-	-	Practical
170	CPAKM			13500									-
		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		OMU-5	2	-	3	-	2.3	-	700	-	-	25/-	-
		OMUL-6	3	-	-	-	-	-	-	800	-	-	Practical
		OMUL-7	3	-	-	-	-	-	-	800	-	-	Practical
		OMUL-8	4	-	-	-	-	-	-	800	-	-	Practical
171	CPAKT			13500									-
		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		ODN-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		ODNL-2	4	-	-	-	-	-	-	800	-	-	Practical
		ODNL-3	4	-	-	-	-	-	-	800	-	-	Practical
		ODNL-4	2	-	-	-	-	-	-	800	-	-	Practical
172	CPATHA			13500									-
		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-

		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		OTH-1	2	-	3	-	2.3	-	700	-	-	25/-	-
		OTHL-2	3	-	-	-	-	-	-	800	-	-	Practical
		OTHL-3	3	-	-	-	-	-	-	800	-	-	Practical
		OTHL-4	4	-	-	-	-	-	-	800	-	-	Practical
173	CPF			3000									-
		OLP-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OLPI-1	6	-	8	-	2.3	-	700	-	1	25/-	-
		OLPI-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		OLPL-1	2	-	-	-	-	-	-	800	-	-	Practical
		OLPL-2	2	-	-	-	-	-	-	800	-	-	Practical
174	CRD			1500									-
		MRD-101	6	-	8	-	2.3	-	700	-	1	25/-	-
		MRD-102	6	-	8	-	2.3	-	700	-	1	25/-	-
		MRD-103	6	-	8	-	2.3	-	700	-	1	25/-	-
175	CIS			3500									-
		BLP-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		BLPI-2	6	-	8	-	2.3	-	700	-	1	25/-	-
		BLPI-3	6	-	8	-	2.3	-	700	-	1	25/-	-
		BLP-4	2	-	3	-	2.3	-	700	-	1	25/-	-
176	CSWCJS			1500									-
		MSW-31	4	-	5	-	2.3	-	700	-	1	25/-	-

		MSW-32	4	-	5	-	2.3	-	700	-	1	25/-	-
		MSWL-33	8	-	-	-		-	-	800	-	-	-
177	CTE			2000									-
		CTE-1	4	-	5	-	5	-	700	-	1	25/-	-
		CTE-2	4	-	5	-	5	-	700	-	1	25/-	-
		CTE-3	4	-	5	-	5	-	700	-	1	25/-	-
		CTE-4	4	-	5	-	5	-	700	-	1	25/-	-
		CTE-5	4	-	5	-	5	-	700	-	1	25/-	-
178	CTPM			1500									-
		AMT-01	6+2	-	6	2	2.3	-	700	-	1	25/-	Theory +Practical
		LMT-01	10	-	-	-	2.3	-	700	-	1	25/-	-
179	CTVM			4500									-
		OXE21	4	-	5	-	2.3	-	700	-	1	25/-	-
		OXE22	4	-	5	-	2.3	-	700	-	1	25/-	-
		OXE23	4	-	5	-	2.3	-	700	-	1	25/-	-
		OXE24	4	-	5	-	2.3	-	700	-	1	25/-	-
180	CTS	TS-1	8	-	10	-	2.5	-	700	-	1	25/-	-
		TS-2	8	-	10	-	2.3	-	700	-	1	25/-	-
181	CUL			1000									-
		OUL-1	8	-	10	-	2.3	-	700	-	1	25/-	-
		OUL-2	8	-	10	-	2.3	-	700	-	1	25/-	-

182	CVAA			13500									-
		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-3	1	-	2	-	2.3	-	700	-	1	25/-	-
		OVAL-4	4	-	-	-	-	-	-	800	-	-	-
		OVAL-7	3	-	-	-	-	-	-	800	-	-	-
		OVAL-8	3	-	-	-	-	-	-	800	-	-	-
183	CVAP			13500							1		-
		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-3	2	-	3	-	2.3	-	700		1	25/-	-
		OVAL-4	4	-	-	-		-	-	800	-	-	Practical
		OVAL-5	3	-	-	-		-	-	800	-	-	Practical
		OVAL-6	3	-	-	-		-	-	800	-	-	Practical
184	CVAS			13500									-
		OVA-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-3	2	-	3	-	2.3	-	700	-	1	25/-	-
		OVA-4	4	-	5	-	-	-	-	-	-	-	Practical
		OVAS-9	3	-	4	-	-	-	-	-	-	-	Practical
		OVAS-10	3	-	4	-	-	-	-	-	-	-	Practical

185	CWHM			2000									-
		ONR-1	2	-	3	-	2	-	700	-	1	25/-	-
		ONR-2	4	-	5	-	2	-	700	-	1	25/-	-
		ONR-3	6	-	8	2	2	-	700	-	1	25/-	-
		ONRL-1	4	-		2	-	4	-	800	-	-	Practical (15 days practical training)
186	CIE			100									-
		CIE-1	2	-	3	-	2.3	-	700	-	1	25/-	-
		CIE-2	2	-	3	-	2.3	-	700	-	1	25/-	-
		CIE-3	2	-	3	-	2.3	-	700	-	1	25/-	-
		CIE-4	3	-	4	-	2.3	-	700	-	1	25/-	-
		CIE-5	3	-	4	-	2.3	-	700	-	1	25/-	-
187	CPLT			3500									-
		LT-1	2+2	-	4	2	2.3	4	700	800	1	25/-	Rs.700/- per session of 4 hrs. for counsellor and one counselor for every 14 students of combined strength to Mode-2 and Mode-I (if present).
		LT-2	2+2	-	2	2	2.3	4	700	800	1	25/-	Lab Asstt: Rs.250/- per session and 175 for Lab attendant of 4 hrs. There will be one Lab. Asstt. for every 25 students of combined strength of Mode-2 and Mode-1 (if present)
		LT-3	2+2	-	2	2	2.3	4	700	800	1	25/-	Lab hiring charges per as actual production of receipt
		LT-4	2+2	-	2	2	2.3	4	700	800	1	25/-	
188	CPVE			1500									-
		BEDS-1	4	-	5	-	2.3	-	700	-	1	25/-	-

		BEDS-2	4	-	5	-	2.3	-	700	-	1	25/-	-
		BEDS-3	4	-	5	-	2.3	-	700	-	1	25/-	-
		BEDS-4	2	-	3	-	2.3	-	700	-	1	25/-	-
		ActivityRep ort	2	-	-	-	-	-	-	-	-	-	Project
189	CESEMR			5000									-
		OCD-2	6	-	8	-	2.30	-	700	-	1	25	-
		OCDF-1	6	-	8	-	2.30	-	700	-	1	25	-
		OCDP-2	12	-	-	-	2.30	-	-	800	-	-	-
190	CESEVI			5000									-
		OCD-3	6	-	8	-	2.30	-	700	-	1	25	-
		OCDF-1	6	-	8	-	2.30	-	700	-	1	25	-
		OCDP-2	12	-	-	-	2.30	-	-	800	-	-	-
191	CESEHI			5000									-
		OCD-4	6	-	8	-	2.30	-	700	-	1	25	-
		OCDF-1	6	-	8	-	2.30	-	700	-	1	25	-
		OCDP-2	12	-	-	-	-	-	-	800			-
192	CLP			700									-
		COURSE1	-	-	-	-	2.30	-	700	-	1	25	-
193	CESECP			5000									-
		OCD-1	6	-	8	-	2.30	-	700	-	1	25	-

		OCDF-1	6	-	8	-	2.30	-	700	-	1	25	-
		OCDP-1	12	-	-	-	-	-	-	-	-	-	-
194	ACISE			4500									
		OSEI-141	4	-	5	-	2.3	-	700	-	1	25/-	-
		OSEI-142	4	-	5	-	2.3	-	700	-	1	25/-	-
		OSEI-143	4	-	5	-	2.3	-	700	-	1	25/-	-
		OSEI-144	6	-	8	-	2.3	-	700	-	1	25/-	-
195	ACPD			4500									-
		BEE-001	6	-	8	-	2.3	-	700	-	1	25/-	-
		BEE-002	4	-	5	-	2.3	-	700	-	1	25/-	-
		BEE-003	6	-	8	-	2.3	-	700	-	1	25/-	-
196	ADPD												-
		MDS-1	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-2	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-3	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-4	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-5	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-6	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-7	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-8	6	-	8	-	2.3	-	700	-	1	25/-	-
		MDS-9	6	-	8	-	2.3	-	700	-	1	25/-	-

197	ACE			1000									-
		Course-1	-	-	-	-	2.3	-	700	-	1	25/-	-
		Course-2	-	-	-	-	2.3	-	700	-	1	25/-	-
		Course-3	-	-	-	-	2.3	-	700	-	1	25/-	-

A financial norm for the Learner Support Center's is the financial guide of the University. It consists of various notifications, circulars, guidelines circulated to the Regional Centers and Learner Support Centers from time to time for the better functioning of the financial accounting system putting a strong financial control in place to carry out the academic activities in the Learner Support Centre's. The overall financial requirements specified in the IGNOU Financial mandate is provided through detailed guidelines on a wide range of financial management activities, funding and accounting issues with the effective control system. These financial norms of the University sets the overall governance framework for academics and describes the key systems and controls that is in the shape of various types of guidelines through circulars, notifications provided by the Regional Services Division for better support system in the Regional Centres and Learner Support Centres. The financial norms prescribed by the University from time to time describes the funds/grants that the University makes available and specifies the financial reporting and funds management to be exercised by Regional Centres and Learner Support Centres. With the increase of IGNOU Programmes and nature of work with the decentralization of different activities in the Regional Centres and Learner Support Centres, there is felt need to develop a consolidated manual containing all such notifications and orders issued by the University.

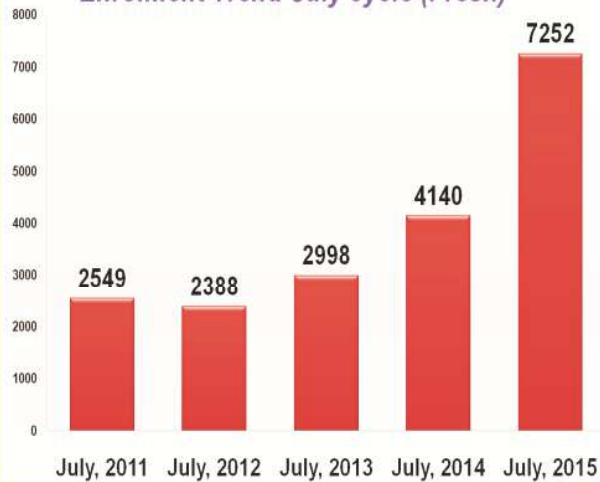
With this in view, an effort has been made to consolidate this manual. In the present manual, the University norms circulated from time to time to the Regional Centre's and Learner Support Centres have been compiled and edited for the easy and ready reference of the Regional Centres and Learner Support Centres. This consolidated manual is to ensure that the Learner Support Centers maintains and develops centralized and uniformed system for the financial and administrative control mechanism which confirm to the requirements of the University at Regional Centre and the Headquarter.

Note

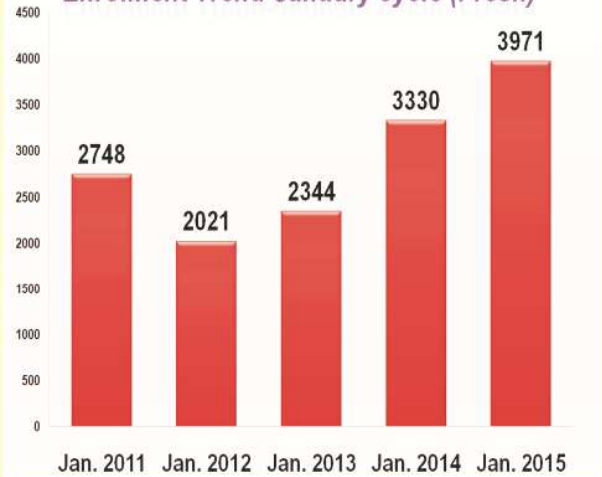
1. University notifies changes/amendments in its rules/regulations time to time. As a result part of information contained in this document may Change or get amended. For updates please visit our website www.ignou.ac.in or contact Regional Centre.
2. All care has been taken to present the information accurately. In case of any ambiguity/error, please refer to document issued by IGNOU HQ or visit our website www.ignou.ac.in.

IGNOU RC Shimla

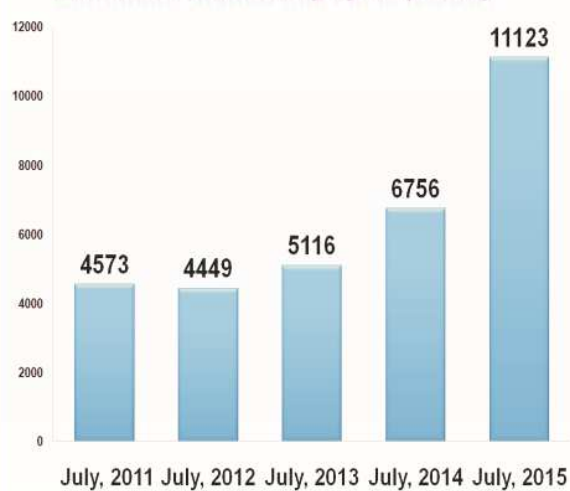
Enrolment Trend-July cycle (Fresh)



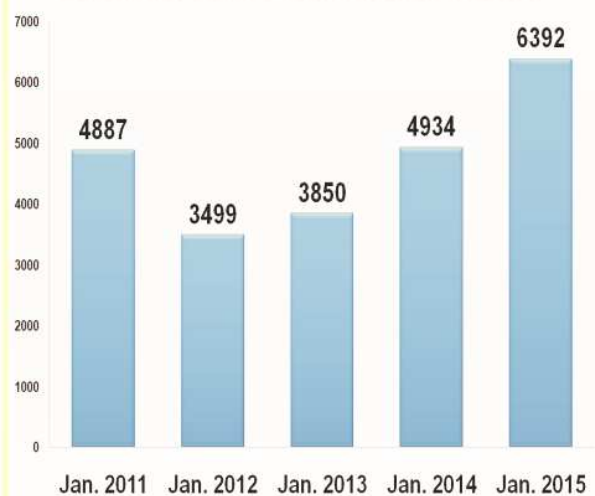
Enrolment Trend-January cycle (Fresh)



Enrolment Status-July cycle (F&RR)



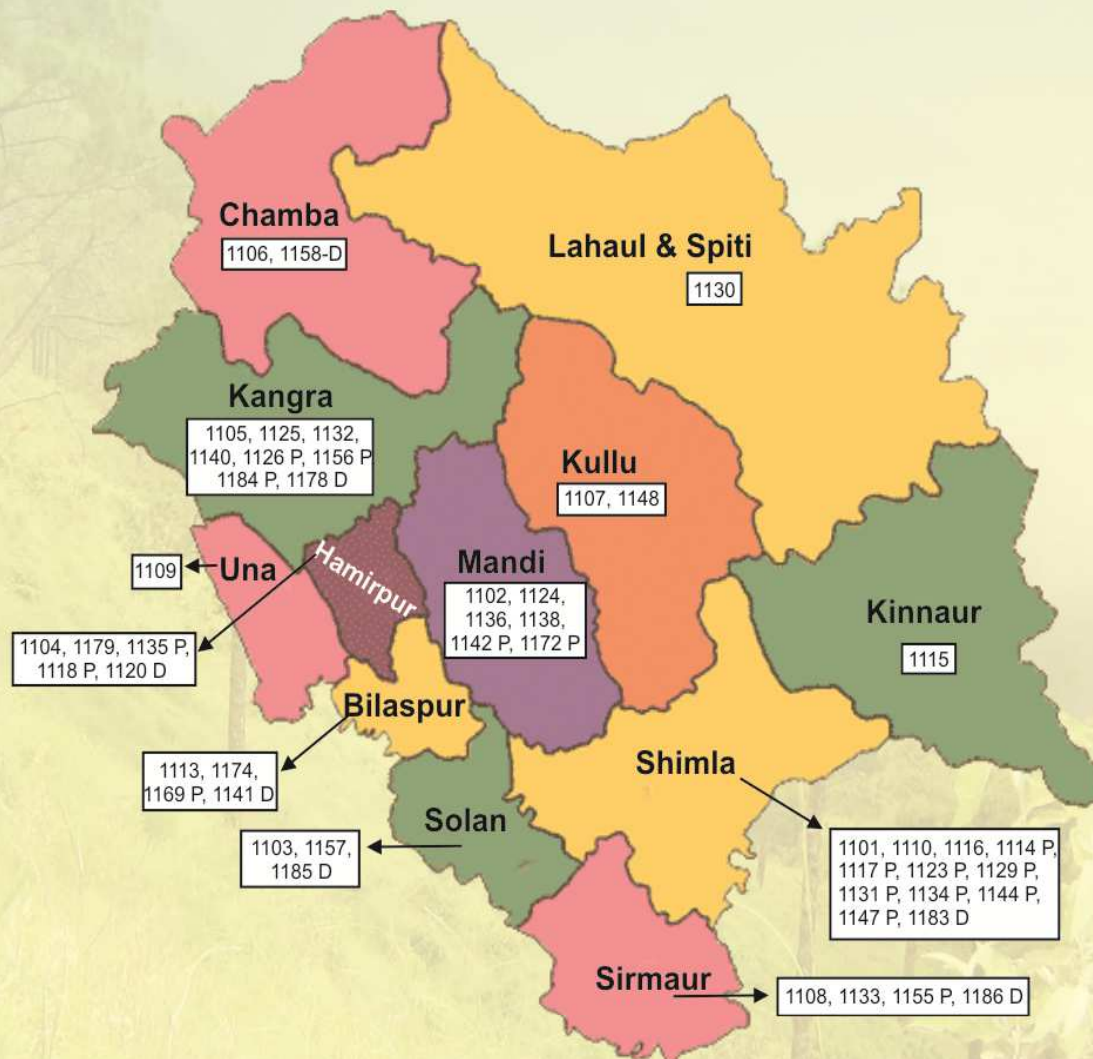
Enrolment Status-January cycle (F&RR)



"If the mind is intensely eager, everything can be accomplished - mountains can be crumbled into atoms"

- Swami Vivekanand

IGNOU REGIONAL CENTRE SHIMLA
Learners Support Centers in Himachal Pradesh



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