

# MASTER OF ARTS IN ADULT EDUCATION (MAAE)

## PROGRAMME GUIDE



# **MASTER OF ARTS IN ADULT EDUCATION (MAAE)**

## **PROGRAMME GUIDE**



School of Education  
Indira Gandhi National Open University  
Maidan Garhi, New Delhi – 110 068

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## MEMBERS OF FACULTY OF SCHOOL OF EDUCATION (SOE)

---

Dr. C. B. Sharma  
Professor & Director

Dr. Sutapa Bose  
Professor

Dr. Banwaree Lal Meena  
Associate Professor

Dr. N. K. Dash  
Professor & Former Director

Dr. Arbind Kumar Jha  
Professor

Dr. Elizabeth Kuruvilla  
Assistant Professor

Dr. D. Venkateshwarlu  
Professor & Former Director

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Assistant Professor

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Professor

Dr. M. V. Lakshmi Reddy  
Associate Professor

Dr. Neel Kamal Sharan  
Assistant Professor

Dr. Vandana Singh  
Professor

Dr. Niradhar Dey  
Associate Professor

Dr. Y. Nirmala  
Professor

Dr. Ajay Kumar Singh  
Associate Professor

---

## PROGRAMME COORDINATORS:

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Dr. M. V. Lakshmi Reddy, Dr. Elizabeth Kuruvilla,  
Dr. Niradhar Dey, Dr. Ajithkumar C. and Dr. Anjali Suhane

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## PROGRAMME GUIDE PREPARATION AND EDITING

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Dr. M. V. Lakshmi Reddy

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## PRINT PRODUCTION

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Mr. Tilak Raj  
MPDD, IGNOU, New Delhi.

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## **Dear Student,**

At the outset, we congratulate you upon your joining MASTER OF ARTS IN ADULT EDUCATION (MAAE) programme and becoming a student of IGNOU, the largest mega University in the democratic world. IGNOU offers its educational programmes through multiple modes -- open and distance learning (ODL) mode, online mode and, at times, some full-time, campus-based programmes through regular classroom-based face-to-face interaction mode as well. MAAE programme is offered through ODL mode. By joining this programme it is quite likely that you are getting the first ever experience as a distance learner. We, as distance teachers are, in fact, physically at a distance from you, but as far as the teaching-learning activity is concerned we are certainly very close to you and always with you in the form of self-instructional/learning materials in print form as hard copy and/or electronic form on the institutional website, and other support services through various modes and institutional structures. So, we are sure you can have smooth journey through the programme.

To start your academic journey, firstly, read this 'Programme Guide' thoroughly and keep it handy and safe with you to refer it as and when you get any doubt about progressing further in this programme. Secondly, by following this Programme Guide you will not only feel comfortable but also be able to manage your programme related activities very easily.

During the course of your journey, you will notice that IGNOU is a university with a difference. Unlike conventional universities/institutions where teaching and learning takes place mostly through face-to-face mode, IGNOU adopts a multi(ple)-media approach to facilitate teaching-learning activities of a programme offered through ODL mode. You will find that the printed self-learning material is the master medium of our instruction. It is supplemented with audio and video programmes. Further, you will also benefit from the face-to-face mode of interaction during counselling sessions organised at the Learner Support Centres. Besides these, you will receive feedback from the evaluators regarding the assignments submitted by you. Thus, you will realise that there are multiple modes, places and personnel that provide diverse opportunities for your interaction as well as facilitate your smooth progress through the programme.

MAAE programme provides you comprehensive exposure to theoretical and practical aspects, processes, issues, activities, etc of adult education. The programme will equip you with necessary knowledge, understanding, competencies, skills and attitudes that will help you build your capacity to participate in adult educational activities, enable you to carry out tasks and roles in very professional manner, engage you in knowledge generation and management processes in adult education, and facilitate you in managing and disseminating information through social and professional networks at local, national and international levels.

The information presented in this Programme Guide will help you in organising and systematising your study in respect of various components and stages of the programme. It provides you important information about the programme as a whole, viz., its objectives, structure, programme schedule, mode of delivery, counselling sessions, assignments, evaluation, etc. It is expected that you will preserve this Guide till you complete MAAE programme as it will help you at different stages during the course of your academic journey.

With best wishes,

Programme Coordinators (MAAE) and members of faculty of School of Education, IGNOU.

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# 1. GENERAL INFORMATION ABOUT MAAE PROGRAMME

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## 1.1 Introduction

Master of Arts in Adult Education (MAAE) is an innovative programme offered through open and distance learning (ODL) mode utilising multiple media such as self-instructional/learning print materials, information and communication technologies and personal contact sessions, among other things. Hereafter, the programme is called by its simple code, MAAE.

MAAE programme was initially launched in 2011 from School of Extension and Development Studies (SOEDS), then a new School established in the year 2007 forming one of the 21 Schools of Studies of IGNOU. Course material of three courses (i.e. MAE-001: Understanding Adult Education; MAE-002: Policy Planning and Implementation of Adult Education in India; and MAE-003: Knowledge Management, Information Dissemination and Networking in Adult Education) of first year of MAAE is the result of collaborative efforts of: a) UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany; b) Group of Adult Education of School of Social Sciences of Jawaharlal Nehru University (JNU), New Delhi, India; and c) School of Extension and Development Studies (SOEDS) of Indira Gandhi National Open University (IGNOU), New Delhi, India. In addition, the remaining course material of first year and all the second year courses of MAAE have been developed exclusively and completely by SOEDS with its sole facilitative efforts.

Subsequently, MAAE programme has been relocated in or transferred to School of Education (SOE) in the year 2014. Recently, SOE has facilitated minor revision of this programme, as a result of which certain new material has been added/supplemented to the already existing course material in addition to adding certain new courses. The so revised MAAE programme is on offer with effect from January 2024 admission session. The programme aims at promoting professional development and capacity building in the area or discipline of adult education.

## 1.2 Launch Year, Offer and Coverage

MAAE programme initially launched with effect from July 2011 admission session/cycle has been on offer in only July session of every academic year till July 2022 admission session and in 2023 it has been offered in both January and July sessions. Also, it had been on offer in India only, through the established network of IGNOU Regional Centres spread throughout the country.

Recently, MAAE has been revised (a minor revision done). The offer of revised version of the programme is effective from January 2024 session/cycle of admission. The revised programme is presently on offer in both January and July admission sessions/cycles every year. While it is on offer throughout the country through the existing network of IGNOU Regional Centres (See [Appendix – I](#)), in course of time, it may be offered in other countries as well, but in collaboration with relevant foreign institutes which are a part of IGNOU's network of partner institutions abroad.

## 1.3 Programme Objectives

MAAE programme is meant for both *in-service* and *pre-service* graduates. The objectives of the programme are:

- To develop in the students the national and international perspective of various aspects of theory and practice of adult education.

- To upgrade their knowledge and understanding of policies and programmes of adult, continuing and extension education, and development and welfare, among others.
- To enhance their understanding and skills of documentation, management and dissemination of knowledge and information on various aspects and processes of adult education.
- To improve their knowledge, understanding, skills and abilities related to organizing and managing an adult learning setup.
- To equip them with the skills of involving the community in participatory planning, development and transaction of curriculum as well as training, evaluation and research processes related to adult education and development.
- To enhance their understanding and skills of networking at local, state, national and international levels for their personal, social, and professional development.
- To enable them to critically analyse, appreciate and promote the role of adult education in the emerging social, political, cultural, economic, developmental and other situations for effecting transformation at the national and international levels.
- To enable them to identify, acquire, analyse, appreciate and apply the current century skills in the context of adult learning.
- To develop in them global understanding of different aspects and issues of comparative adult education as well as the international agencies involved in the field of adult education.

#### **1.4 Target Population**

The target population of this programme includes the following.

- 1) Bachelor's Degree holders, fresh graduates (*pre-service*), intending to pursue adult education as an academic discipline, or area of study, or a specialization or career; or
- 2) Persons holding a Bachelor's Degree or higher qualification and working in any sector or those practitioners involved in the field of adult education (*in-service*) in any position in any organization, centre, department, etc operating at local, district, state, national or international level.

#### **1.5 Eligibility Criteria and Admission**

The minimum qualification required for admission to this programme is Bachelor's Degree from any recognised University/Institute. All eligible applicants get admitted into the programme without any entrance test. However, if there are more than hundred applicants under any particular Learner Support Centre (Study Centre, Programme Study Centre, etc) in any admission session, then the admission will be given to those hundred applicants based on merit in their Bachelor's Degree. Other things being equal, those with higher qualification and older in age will be given preference over others.

#### **1.6 Medium of Instruction**

The medium of instruction of the programme is English.

#### **1.7 Duration of the Programme**

Minimum duration of the programme is 2 years and the maximum duration is 4 years.

#### **1.8 Programme Fee**

The fee for the entire programme for the current admission session is Rs.15,400/- @ Rs.7,700/- per annum. It is subject to periodical revision by the university.

## 1.9 Prospects for the Target/Clientele Group

While applying for the programme or being a student of the programme now, you might have got a genuine question in your mind such as: What are the prospects for those who enroll(ed) for MAAE programme in terms of academic growth, employment and career opportunities? Given below are some prospects.

- a. Fresh graduates who complete MAAE will be the potential candidates suitable for employment at the middle or higher level positions in the projects implemented by Central/ State Governments, Universities, Colleges, Non-Governmental Organisations/Voluntary Organisations, etc in the field of adult education and allied areas in any part of the world.
- b. The holders of MAAE programme are eligible to appear in University Grants Commission's Junior Research Fellow/National Eligibility Test (i.e. UGC-JRF/NET). This entitles them (who qualify JRF Test) to be eligible to pursue research degree programme with fellowship leading to Ph.D., or those who qualify NET become eligible to apply for any faculty positions in the field of adult education and allied areas in any University/higher education institution in India.
- c. All those students who successfully complete first year of MAAE are awarded with Post-Graduate Diploma in Adult Education (PGDAE). This helps them seek any early employment opportunity based on the first year outcome itself.
- d. Those graduates of Post-Graduate Diploma in Adult Education (PGDAE) of IGNOU who complete the first year of this revised programme, but could not complete second year by the time they complete maximum duration of the programme are all eligible to enroll directly into second year of this MAAE programme and get due credit transfer for PGDAE courses, since it (PGDAE) is constituted as first year of MAAE. *However, those PGDAE graduates of IGNOU who completed PGDAE based on pre-revised MAAE programme have to complete courses MAE-004 and MAE-006 by taking individual course registration separately and then seek lateral entry admission into the second year of revised MAAE programme.*
- e) Last but not least, all PGDAE and MAAE graduates will surely be capable of playing an effective role, as trained or professional adult educators, to promote social, economic, political, religious and cultural development and transformation of the individuals, the communities, the nation and the world at large. Further, they all will also be capable of starting their own Voluntary Organization (NGO) and perform their effective role towards this end.

## 1.10 Expected Programme Learning Outcomes

The Learning Outcomes-based Curriculum Framework (LOCF) of the programme is intended to provide a more holistic experience for the students. It focuses not only on promoting knowledge and skills but also on application of both knowledge and skills to real life experiences through field-based work or research work.

The expected Programme Learning Outcomes (PLOs) are in the following terms.



**Knowledge:** The graduates should be able to:

- Demonstrate their knowledge and understanding of the national and international perspectives of various aspects and issues of theory and practice of adult education as well as the international agencies involved in the field of adult education;
- Articulate their knowledge and understanding of policies and programmes of adult, continuing and extension education, and development and welfare, among others; and
- Critically analyze, appreciate and promote the role of adult education in the emerging social, political, cultural, economic, developmental and other situations for effecting transformation at the national and international levels.

**Skills:** The graduates should be able to:

- Utilize their skills of documentation, management and dissemination of knowledge and information on various aspects and processes of adult education;
- Demonstrate their knowledge, understanding, skills and abilities related to organizing and managing an adult learning setup;
- Exhibit their skills of involving the community in participatory planning, development and transaction of curriculum as well as training, evaluation and research processes related to adult education and development;
- Display their understanding and skills of networking at local, state, national and international levels for their personal, social, and professional development.
- Identify, acquire, analyse, appreciate and apply the current century skills in the context of adult learning.

**Application of Knowledge & Skills:** The graduates should be able to:

- Apply appropriate learning methods, styles and techniques while working with adults;
- Demonstrate their competence in dealing with learning needs, problems, motivation and prior experience of adult learners;
- Assume their role in promotion of the desired institutional settings in which adult learning takes place; and
- Apply skills in conducting participatory training and research programmes for creating an educative environment for solving problems.

**Generic Learning Outcomes:** The graduates should be able to demonstrate the ability to:

- Participate in and manage adult learning contexts of various kinds at different levels; and
- Create and promote adult learning environments of different types.

**Constitutional, Humanistic, Ethical, and Moral Values:** The graduates should be able to demonstrate the willingness to:

- Harmonize the conflicting situations by effectively contributing to promotion of meaningful relationships in upholding the constitutional, humanistic, ethical, and moral values.

**Employability & Entrepreneurship skills:** The graduates should be able to:

- Demonstrate leadership skills to establish any non-governmental organization (NGO) of their choice and interest to put into practice their academic knowledge, research skills and self-employability and/or entrepreneurial skills.

## 2. PROGRAMME FRAMEWORK

MAAE is a two-year programme of 80 credits, equally divided into 40 credits in each year, with in-built flexibility to be modular in nature having entry and exit options at the PGDAE level, with a provision for PGDAE graduates to have lateral entry admission directly into second year of MAAE. One credit is equivalent to 30 hours of study and related activities or work. MAAE programme consists of 13 courses with seven courses in first year (six theory courses each of 6 credits and one practical course of 4 credits) and six courses in second year (five theory courses each of 6 credits – 2 compulsory and 3 optional/elective courses) and a dissertation course of 10 credits, or Case Study / Internship in lieu of dissertation. The programme framework of MAAE showing various courses – with details of their codes, titles, nature and credits -- is given below.

Table 1: MAAE Programme Framework

Course Code	Course Title	Credits
<b>I Year</b>		<b>40</b>
MAE-001	Understanding Adult Education	6
MAE-002	Policy Planning and Implementation of Adult Education in India	6
MAE-006	Adult Learning and 21st Century Skills	6
<b>(PGCAE - Post Graduate Certificate in Adult Education)</b>		<b>18</b>
MAE-003	Knowledge Management, Information Dissemination and Networking in Adult Education	6
MAE-004	Extension Education and Development	6
MES-016	Educational Research	6
MAEL-101	Community-based Practical Activities	4
<b>(PGDAE-Post Graduate Diploma in Adult Education)</b>		<b>18+22</b>
<b>II Year</b>		<b>40</b>
<b>Compulsory Courses</b>		
MAE-005	Population and Development Education	6
MES-131	Educational Technology: An Overview	6
<b>Optional Courses* (Any three only to be chosen)</b>		
MAEE-001	Sustainable Development	6*
MAEE-002	Basics of Legal Awareness	6*
MESE-061	Open and Distance Learning Systems	6*
MESE-062	Vocational Education	6*
MLL-001	Lifelong Learning: An Overview	6*
MAEE-003	Comparative Adult Education	6*
<b>Optional Courses** (Any one only to be chosen)</b>		
MAEP-001	Dissertation	10**
MAET-001	Case Study / Internship Reports	10**
<b>Total Credits of MAAE</b>		<b>80</b>

\* Indicates that out of MAEE-001, MAEE-002, MESE-061, MESE-062, MLL-001 and MAEE-003 the student should select any three courses only.

\*\* Indicates that out of MAEP-001 and MAET-001 the student should select one course only.

Irrespective of successful completion or otherwise of any or all courses of first year, in order to proceed into second year, **towards the end of first year every student interested to do second year of MAAE shall have to go for re-registration into second year of MAAE by paying the fee for second year.**

After successful completion of courses MAE-001, MAE-002 and MAE-006 the student shall be awarded **Post-Graduate Certificate in Adult Education (PGCAE)**, without any exit facility. If MAAE is not completed by the PGCAE holder even after maximum duration of MAAE programme is over, to complete MAAE he/she shall have to take fresh admission into first year of the programme and seek credit transfer for MAE-001, MAE-002 and MAE-006 courses.

After successful completion of all courses of first year the student shall be awarded **Post-Graduate Diploma in Adult Education (PGDAE)**. If MAAE is not completed by the PGDAE holder even after maximum duration of MAAE programme is over, to complete MAAE he/she shall seek lateral entry admission directly into second year and seek credit transfer for all courses of first year. However, those graduates of erstwhile PGDAE programme of IGNOU that was on offer as an independent programme or as a part of pre-revised MAAE programme have to complete courses MAE-004 and MAE-006 by taking individual course registration separately, and then seek lateral entry admission into the second year of revised MAAE programme.

## **2.1 Description of Basic Details of Courses**

Basic details including the structure of each course of MAAE mentioned in the above framework are given below.

### **1<sup>st</sup> Year Courses**

#### **Course MAE-001: Understanding Adult Education**

As a student of adult education you need to understand various concepts, historical developments, foundations, programmes, perspectives, aspects and dimensions of adult education including its curriculum development, transaction and evaluation. This course develops comprehensive understanding of adult education, andragogy and its applications. By the end of the course, the student is expected to be able to: i) explain the concept of adult education and related terms; ii) describe the historical developments and perspectives in adult education; and iii) discuss the foundations, programmes and practice of adult education. It is divided into 4 Blocks, together consisting of 19 units.

##### **Block 1 Development of Adult Education**

- Unit 1 Adult Education: The Basic Concept, Terms, Features and Objectives
- Unit 2 Indian Adult Education: A Historical Perspective
- Unit 3 Global, Regional and National Scenarios on Literacy
- Unit 4 Policy on Adult and Lifelong Learning: International and National Perspectives

##### **Block 2 Foundations of Adult Education**

- Unit 5 Adult and Lifelong Learning: An Overview of Philosophical Foundations
- Unit 6 Trends in Philosophical Foundations of Adult Education
- Unit 7 Psychology of Adult Learning and Motivation
- Unit 8 Sociological Background of Adult and Lifelong Learning

##### **Block 3 Curriculum Development, Transaction and Evaluation**

- Unit 9 Curriculum Development in Adult Education

- Unit 10 Community Participation in Curriculum Development and Transaction
- Unit 11 Teaching and Training Methods and Techniques in Adult Education
- Unit 12 Curriculum Transaction: Basics of Communication in Adult Learning
- Unit 13 Curriculum Transaction: Communication Media, Systems and Strategy
- Unit 14 Curriculum Transaction: Role of Information and Communication Technologies
- Unit 15 Curriculum Evaluation in Adult Education

**Block-4 Andragogy and its Applications**

- Unit 16 Pedagogy, Andragogy and Heutagogy: A Comparison
- Unit 17 Adult Learning Theory
- Unit 18 Methods of Teaching Literacy to Adults
- Unit 19 Andragogical Applications in Higher and Professional Education

**Course MAE-002: Policy Planning and Implementation of Adult Education in India**

To be an effective adult educator, it is essential for you to understand policy planning and implementation of adult education. This course presents adult education in Five Year Plans of India, agencies involved in implementation of adult education, and emphasises participatory training and research in adult education for creating a literate and educative environment aimed at promoting adult education and lifelong learning. By the end of the course, the student is expected to be able to: i) discuss adult education in Five Year Plans; ii) examine the role of agencies involved in implementation of various adult education programmes; iii) interpret participatory training and research in adult education; and iv) construct strategies for convergence of different systems. This course consists of five Blocks, together containing 18 units.

**Block 1 Five Year Plans and Adult Education**

- Unit 1 Current Adult Education Policy and Programmes: An Overview
- Unit 2 Adult Education Administration
- Unit 3 Resource Support Structures of Adult Education
- Unit 4 New Initiatives and Emerging Challenges

**Block 2 Implementing Agencies**

- Unit 5 Role of Government Departments
- Unit 6 Role of Universities, Colleges and Students
- Unit 7 Role of Non-Governmental Organisations
- Unit 8 Role of Local Bodies, Community and Individuals

**Block 3 Participatory Training and Research in Adult Education**

- Unit 9 Participatory Training: Concept and Process
- Unit 10 Participatory Training: Methodology and Materials
- Unit 11 Learning Environment of Participatory Training
- Unit 12 Participatory Research

**Block 4 Towards Lifelong Learning: Creating a Literate Environment**

- Unit 13 Post-Literacy and Continuing Education
- Unit 14 Institutionalisation of Continuing Education
- Unit 15 Reading Materials for Neo-literates and Semi-literates
- Unit 16 Role of Libraries in Post-literacy and Continuing Education

**Block 5 Emerging Scenario for Adult Education and Lifelong Learning: Policy Perspective**

- Unit 17 Chapter 21 of NEP 2020: Major Implications
- Unit 18 Education for All (Adult Education)

**Course MAE-006: Adult Learning and 21<sup>st</sup> Century Skills**

21<sup>st</sup> century skills refers to a broad set of knowledge, skills, work habits, character traits and values that are believed by all to be critically important for successful living in today's world, particularly in academic career, social life and workplaces. This course encompasses a wide-ranging but amorphous body of knowledge and skills that has not been officially codified, defined or categorized and hence subject to divergent interpretations and applications. Nevertheless, generally speaking, these skills assume great significance in all educational, career, civic and job-market settings throughout life of all adults. In this course, focus is laid on 21<sup>st</sup> century skills and their relevance to adult learning. By the end of the course, the student is expected to be able to: i) analyse the challenges to adult learning in the emerging contexts of 21<sup>st</sup> century; ii) identify the literacy skills-sets related to current contexts of technology-driven world; iii) appreciate the life skills-set required by adults for effective and peaceful living in the real-world contexts; iii) discuss the learning skills-set required by adults for their effective learning in the real-life contexts; and iv) apply relevant strategies, methods and techniques of developing diverse skills, including re-skilling and up-skilling, among the youth in the emerging contexts of employability and entrepreneurship. This course consists of five blocks together containing 19 units.

**Block 1 Adult Learning and Challenges of the 21<sup>st</sup> Century**

- Unit 1 Adult Learning Issues and Contexts
- Unit 2 Cultural Citizenship in the 21<sup>st</sup> Century

**Block 2 Learning Skills for Adults**

- Unit 3 Critical thinking
- Unit 4 Creativity
- Unit 5 Collaboration
- Unit 6 Communication

**Block 3 Literacy Skills (IMT)**

- Unit 7 Information literacy
- Unit 8 Media literacy
- Unit 9 Technology literacy

**Block-4 Life Skills (FLIPSE)**

- Unit 10 Flexibility
- Unit 11 Leadership
- Unit 12 Initiative

- Unit 13 Productivity
- Unit 14 Social Skills
- Unit 15 Emotional Skills

**Block 5 Strategies for Development of 21<sup>st</sup> Century Skills among Adults**

- Unit 16 Developing Life Skills: Methods and Techniques
- Unit 17 Promoting Non-cognitive skills
- Unit 18 Skilling India: National Skill Development Mission (NSDM)
- Unit 19 Skilling Youth in the Context of India's Development

**Course MAE-003: Knowledge Management, Information Dissemination and Networking in Adult Education**

An adult educator is required to understand various aspects, issues and dynamics of knowledge management, information dissemination and networking in adult education. This course deals with all these in the context of managing an adult learning setup and in establishing and expanding local, national and international networks of adult education for marching towards learning society. By the end of the course, the student is expected to be able to: i) discuss the concepts and aspects of knowledge and documentation; ii) analyse the issues and dynamics of knowledge management, information dissemination and networking in adult education; and iii) develop networks for promotion of learning society networking. This course consists of the following four Blocks together containing 16 units.

**Block 1 Knowledge and Documentation**

- Unit 1 Knowledge: Concept, Types and Management
- Unit 2 Knowledge Management in an Adult Learning Setup
- Unit 3 Documentation: Concept, Systems, Services and Evaluation
- Unit 4 Adult Learning Setup: Role of Process Documentation

**Block 2 Information Management and Dissemination**

- Unit 5 Information Dissemination: Basics
- Unit 6 Information Dissemination: Services
- Unit 7 Standards for Information Management and Dissemination
- Unit 8 Managing a Library in an Adult Learning Setup
- Unit 9 Building Library Resources and Services

**Block 3 Networking and Adult Learning**

- Unit 10 Networking in Social and Professional life
- Unit 11 Understanding Networking in Adult Learning
- Unit 12 Computer Networks: Information Networking, Production and Dissemination
- Unit 13 ALADIN: Case Study of a Network of Networks

**Block 4 Network Management for Learning Society Networking**

- Unit 14 Organisational Behaviour
- Unit 15 Dynamics of Working Together
- Unit 16 Expansion of ALADIN-India: Marching Towards Learning Society

## **Course MAE 004: Extension Education and Development**

Adult educator is required to have proper understanding of different aspects and issues of extending the benefits of education and development to diverse categories of needy adults and communities. This course introduces you to the concepts of extension education and development and focuses on the relevant concepts, principles, philosophy, dimensions, dynamics, models, issues and problems, among others. It would enable you to play an effective role, as an adult educator, in promoting extension education for the development of adults, the communities and the society as a whole. By the end of the course, the student is expected to be able to: i) discuss the concepts, philosophy, dimensions and dynamics of extension education and development; ii) analyse the problems and issues of extension and development; iii) demonstrate the benefits of extension for individuals, families, communities, society and the nation; and iv) apply extension strategies and services/practices in the field. This course consists of the following five Blocks together containing 18 units.

### **Block 1 Introduction to Extension Education and Development**

- Unit 1 Extension Education: Concept, Principles and Philosophy
- Unit 2 Development of Extension Education in India
- Unit 3 Extension Methods and Media
- Unit 4 Development: Concept, Dimensions and Factors
- Unit 5 Current trends and policies in adult and extension education in India

### **Block 2 Dynamics of Extension and Development**

- Unit 6 Evolution of Extension Models
- Unit 7 Dynamics of Development
- Unit 8 Developmental Disparities: Marginalisation

### **Block 3 Problems and Issues in Development**

- Unit 9 Basic Issues in Development
- Unit 10 Sectoral Issues in Development
- Unit 11 Social Issues in Development
- Unit 12 Issues and Problems of Governance in Development

### **Block 4 Extension and Development: Planning, Management and Evaluation**

- Unit 13 Planning and Developing Extension Programme
- Unit 14 Concepts and Theories of Management
- Unit 15 Manpower Planning and Personnel Management in Extension and Development
- Unit 16 Monitoring and Evaluation

### **Block 5 Extension Strategies and Services/Practices**

- Unit 17 Extension Education Services in India -- Phases and Movements
- Unit 18 Extension Education Strategies

## **Course MES-016: Educational Research**

As dealt in Block 3 of Course MAE-002, adult education calls for participatory approaches to knowledge generation, dissemination and application. However, for broader understanding, an adult

educator needs to be well informed for having clarity about the conventional educational research as well. Towards this end, this course provides comprehensive understanding of different perspectives, assumptions, approaches, types, designs, tools and techniques of data collection and analysis, and reporting, among others, of educational research. By the end of the course, the student is expected to be able to: i) analyse the perspectives of knowledge and its generation; ii) discuss different types, approaches and designs of educational research; iii) examine the tools and techniques of data collection and analysis; and iv) apply appropriate procedure, formats and styles for report writing. It has 5 Blocks, with 23 units in all.

**Block 1 Perspective of Knowledge**

- Unit 1 Introduction to Educational Research
- Unit 2 Knowledge Generation: Historical Perspective-I
- Unit 3 Knowledge Generation: Historical Perspective-II
- Unit 4 Approaches to Educational Research: Assumptions, Scope and Limitations

**Block 2 Different Types of Studies in Educational Research**

- Unit 5 Descriptive Research
- Unit 6 Experimental Research-I
- Unit 7 Experimental Research-II
- Unit 8 Qualitative Research
- Unit 9 Philosophical and Historical Studies

**Block 3 Research Design**

- Unit 10 Identification of Problem and Formulation of Research Questions
- Unit 11 Hypotheses: Nature of Formulation
- Unit 12 Sampling
- Unit 13 Tools and Techniques of Data Collection

**Block 4 Data Analysis and Interpretation**

- Unit 14 Analysis of Quantitative Data (Descriptive Statistical Measure: Selection and Application)
- Unit 15 Analysis of Quantitative Data: Inferential Statistics Based on Parametric Tests
- Unit 16 Analysis of Quantitative Data: Inferential Statistics Based on Non-Parametric Tests
- Unit 17 Analysis of Qualitative Data
- Unit 18 Data Analysis Techniques in Qualitative Research
- Unit 19 Computer Data Analysis

**Block 5 Research Reports and Applications**

- Unit 20 Writing Proposal/Synopsis
- Unit 21 Method of Literature Search/Review
- Unit 22 Research Report: Various Components and Structure
- Unit 23 Scheme of Chapterisation and Referencing Structure



## **Course MAEL-101: Community-based Practical Activities**

This practical course intends to provide field-based experience in the form of community-based practical activities to be performed by each student in the community where (s)he lives and/or works. While being enrolled as a student of MAAE programme, you may be an un-employee (pre-service) or an employee (in-service) in adult education or allied areas/fields. As a member of particular community where you are living and/or working and you are required to undertake or perform the specified activities in the community. These activities include those which you are expected to perform by interacting yourself with the community members individually or in groups, by identifying and linking yourself with various field functionaries of different government programmes, by identifying various institutions within and around the neighbourhood community, by engaging experts and others for the community interaction or benefit, by collaborating with community members and others for field visit by acting as a member or leader of team, and by using computers with internet facility for your personal benefit as well as for the benefit of the community, among others. It is based on the premise that being a member of the community and the student of MAAE, you can perform the chosen activities in the community for yourself and for the community. However, you will perform these activities under the help and guidance of the mentor(s)/guide(s)/ facilitator(s). You can find complete details of this course in the “Student's Handbook for practical work.”

### **2<sup>nd</sup> Year Courses**

## **Course MAE 005: Population and Development Education**

Adult education helps in promoting development and in improving the quality of life of people. There is close relationship between population and development. An adult educator is required to play significant role in bringing about changes in the knowledge, attitudes and behavior/practices of adult population in respect of population matters and issues. Hence, an adult educator needs to understand the inter-relationship among population, development, welfare and standard of living/quality of life of the individuals, the communities, the nation and the world at large. This course presents different concepts, aspects, factors, issues and so on related to population, its distribution, its change, its consequences on various aspects of life and development, and measures of controlling it, among others. By the end of the course, the student is expected to be able to: i) interpret the interrelationship between population education and other disciplines; ii) discuss the determinants, consequences and measures of population change; iii) analyse the issues of population, development, welfare and standard of living of the individuals, the communities, the nation and the world; iv) examine the policies, programmes and measures of population control at different levels; and v) analyse the aspects and significance of demographic dividend vis-à-vis population policies in developing and developed countries. It is divided into 4 Blocks, together consisting of 15 units.

### **Block 1 Population and Development Education: An Overview**

- Unit 1 Population Education: Concept and Development
- Unit 2 Demographic Concepts
- Unit 3 Determinants of Population Change
- Unit 4 Consequences of Population Change
- Unit 5 Population and Development Education: Relevant Terms, Misconceptions and Clarifications

### **Block 2 Family Life Education and Quality of Life**

- Unit 6 Family Life
- Unit 7 Adolescence Education

Unit 8 Sex Education

Unit 9 Family Welfare, Gender Equality and Equity

**Block 3 Population Control Measures: Individual, National and International**

Unit 10 Individual Measures

Unit 11 National Measures

Unit 12 International Measures

**Block 4 Demographic Dividend and Population Policies**

Unit 13 Demographic Dividend and its Implications

Unit 14 Demographic Dividend: Indian Context

Unit 15 Demographic Dividend: Experiences from Developing and Developed Countries

**Course MES 131: Educational Technology: An Overview**

Educational technologies are becoming an integral component of pedagogic process in any kind of teaching-learning activities. With this basic premise, there is a need to study and understand educational technology in its entirety so that it is used in the instructional process to optimize student learning. Having an overview of educational technology will be of great use for adult educators. By the end of the course, the student is expected to be able to: i) explain the concept of Educational Technology (ET) and its perspectives in education; ii) use technology for pedagogic purposes on the basis of an appropriate theoretical framework; iii) harness ET for enhancing learner autonomy; iv) manage technological resources and their uses in educational institutions; and v) utilize technology for professional development. This course has the following three blocks with eight units in all.

**Block 1 Introduction to Educational Technology and Perspectives of Technology Use**

Unit 1 Introduction to Educational Technology

Unit 2 Perspectives of Technology Use in Education

Unit 3 Implications of Learning Theories for Technology Use

**Block 2 Technology for Enhancing Learner Autonomy**

Unit 4 Technology and Learner Autonomy

Unit 5 E-Learning: Types, Tools and Standards

Unit 6 Initiatives for enhancing Access to Academic Resources in India

**Block 3 An Enabling Environment for Technology Use: Leadership and Professional Development**

Unit 7 Leadership and Vision for Management of Technology

Unit 8 ICT for Professional Development

**Course MAEE 001: Sustainable Development**

Sustainable development calls for development of the present generation while allowing enough resources, space and scope for development of future generations. This course introduces you to the concept, scope, approaches and strategies of sustainable development and presents a judicious mix of policies and programmes that have great relevance to sustainable development, including attainment of sustainable development goals. As an adult educator, you will be benefitted a lot by this course. By the end of the course, the student is expected to be able to: i) discuss the concept, scope and challenges

of sustainable development; ii) analyse the approaches, policies and programmes of sustainable development; iii) examine the strategies appropriate for sustainable development of rural and urban communities as well as the scheduled castes and the scheduled tribes; and iv) analyse the emerging trends in sustainable development with reference to the problems, issues and prospects of sustainable development goals. It consists of the following five Blocks together containing 16 units.

**Block 1 Introduction to Sustainable Development**

- Unit 1 Sustainable Development: Concept and Scope
- Unit 2 Sustainable Development: Approaches and Strategies
- Unit 3 Challenges to Sustainable Development

**Block 2 Rural Development**

- Unit 4 Rural Development: Indian Context
- Unit 5 Rural Development Administration
- Unit 6 Rural Development Programmes -- I
- Unit 7 Rural Development Programmes – II

**Block 3 Tribal Development**

- Unit 8 Scheduled Areas and Tribes
- Unit 9 Tribal Development Policy and Programmes
- Unit 10 Tribal Welfare: Planning and Management

**Block 4 Urban Development**

- Unit 11 Introduction to Urban Development
- Unit 12 Urban Development: Issues and Challenges
- Unit 13 Urban Development Policies and Programmes
- Unit 14 Urban Planning, Governance and Management

**Block 5 Emerging Trends in Sustainable Development**

- Unit 15 Sustainable Development Goals
- Unit 16 Implementation and Monitoring of SDGs: Problems, Issues and Prospects

**Course MAEE 002: Basics of Legal Awareness**

Law operates on everyone in every civilized society and throughout one's life, irrespective of whether one knows or does not know the operating law at all. While no one knows exhaustively about all laws of one's land, it is important for everyone to know at least the basics of law, the legal system, basic laws, their implementation and effects. An adult educator is no exception to it. If he/she has to play his/her effective role in different spheres of life – social, political, economic and so on – he/she needs to be aware of these aspects of law. This course focuses on the essentials of Indian legal system, the laws that empower the people, the laws that create liability on them, the laws that provide for remedies when the rights are at stake, and the laws that provide special rights to certain categories of people. By the end of the course, the student is expected to be able to: i) discuss the basic principles and types of law, the judicial system and the procedures involved in implementation of law; ii) appreciate different laws that empower the people; iii) analyse the laws that create liability on the individuals, the state and others; iv) examine the laws that provide for various remedies; and v) appreciate the laws that provide special rights to certain groups of the society. It contains six Blocks with 28 Units in all.

**Block 1 Essentials of Indian Legal System**

Unit 1 Concept and Basic Principles of Law

Unit 2 Substantive Law and Procedural Law

Unit 3 Justice Delivery System

Unit 4 Implementation of Law

**Block 1 (A) Regulatory and Dispute Resolution Law**

Unit 4 (A)1 Regulatory Law

Unit 4 (A)2 Dispute Resolution Law

**Block 2 Empowering Laws**

Unit 5 The Constitution of India

Unit 6 Right to Information - Right to Information Act, 2005

Unit 7 Protection of Women Against Domestic Violence Act, 2005

Unit 8 Right to Education - Right of Children to Free and Compulsory Education Act, 2009

Unit 9 Right to Work - National Rural Employment Guarantee Act, 2005

**Block 3 Liability Creating Laws**

Unit 10 Indian Penal Code

Unit 11 Tort Law

Unit 12 Contract Law

Unit 13 Family Law

**Block 4 Legal Remedies Law**

Unit 14 Writs as Remedies

Unit 15 Law of Specific Performance

Unit 16 Law of Compensation

Unit 17 Law of Legal aid

Unit 18 Law of Human Rights

Unit 19 Panchayat Raj Law

**Block 5 Special Rights Law**

Unit 20 Rights of Children

Unit 21 Rights of Women

Unit 22 Rights of Workers

Unit 23 Rights of Dalits and Tribals

Unit 24 Rights of Land Holders

Unit 25 Rights of Persons with Disabilities

Unit 26 Rights of Parents and Senior Citizens

## **Course MESE 061: Open and Distance Learning Systems**

Open and distance learning systems are an effective alternative means to sustain educational development of adults. An adult educator needs to know about such systems not only for sustaining his/her own educational development but also for promoting sustainable education among all the needy adults. This course focuses on the concept, philosophy and development of open and distance learning (ODL), the ODL systems that exist, the instructional inputs needed, the transactional and delivery mechanisms required, and evaluation and research including current trends and developments at national and international levels. By the end of the course, the student is expected to be able to: i) discuss the concept, philosophy, practice and development of open and distance learning; ii) ascertain the instructional inputs, the transactional and delivery mechanisms and outcomes of ODL; iii) examine the role of evaluation and research in ODL; and iv) appraise current trends and developments at national and international levels. It has 5 Blocks, with 18 units in all.

### **Block 1 Open and Distance Learning: Concepts and Developments**

- Unit 1 ODL: Concept and Philosophy
- Unit 2 ODL: Historical Development and Policy Implementation
- Unit 3 Organisation and Delivery

### **Block 2 Instructional Inputs**

- Unit 1 Self-learning Materials
- Unit 2 Methods and Media
- Unit 3 Design and Preparation of Materials
- Unit 4 E-Learning: Concept and Design

### **Block 3 Instructional Transaction and Delivery**

- Unit 1 Learning from Self-Learning Materials
- Unit 2 Learning Support Services: Resources and Delivery
- Unit 3 Tutoring and Counselling
- Unit 4 Delivery through E-Learning/Virtual Environment

### **Block 4 Evaluation and Research in ODL**

- Unit 1 Assessment in ODL
- Unit 2 Programme Evaluation
- Unit 3 Research and Development
- Unit 4 Recent Trends in Evaluation and Research

### **Block 5 Recent Trends and Developments in ODL: National and International Perspective**

- Unit 1 Paradigm Shift in ODL
- Unit 2 National and International Agencies in Distance Education
- Unit 3 Globalisation and the ODL System

## **Course MESE 062: Vocational Education**

Knowledge and skill-based economy is the *sin qua non* of national development. The policy perspective on vocational education, the magnitude and quality of existing skilled employees and the market potential for diverse categories of people with potentially employable skills suited to different sectors

will have strong bearing on the pace and sustainability of national development. For an adult educator, vocational education forms another important area of study. This course highlights the significance of vocational education for sustainable national development, historical and national perspective, policy dimensions, strategies, approaches, models, issues, concerns, current trends, consequences and prospects of vocational education. By the end of the course, the student is expected to be able to: i) explain the interrelationship between vocational education and sustainable national development; ii) compare the national and international scenarios of vocational education; iii) analyse the policy dimensions, current trends, issues and challenges of vocational education; and iv) appraise the prospects of vocational education. It consists of 5 Blocks with 19 Units in all.

**Block 1 Vocational Education for Sustainable National Development**

- Unit 1 Emergence of Vocational Education: A Historical Perspective
- Unit 2 Policy Dimensions and Perspectives
- Unit 3 Vocational Education and National Development
- Unit 4 Support Systems

**Block 2 The National Scenario**

- Unit 1 Context and Coverage
- Unit 2 Issues and Concerns
- Unit 3 Curricular Design and Implementation Strategies
- Unit 4 Innovations and Case Studies/Success Stories

**Block 3 The Global Perspective**

- Unit 1 The Dual Model: Germany
- Unit 2 Vocational Education System of China
- Unit 3 Vocational Education System of Australia

**Block 4 Recent Trends in Vocational Education**

- Unit 1 Work-Centred Education as Foundation of Vocational Education
- Unit 2 The Changing Society and the Consequence of Vocational Education and Training
- Unit 3 Vocational Education and Training: Partnership Model
- Unit 4 Entrepreneurship and Vocational Education

**Block 5 Futuristic Approach**

- Unit 1 Vocational Education for All
- Unit 2 Traditional Vocational Education and Reforms in the Current Context
- Unit 3 Vocational Education and Human Development
- Unit 4 Life-long Learning: Vocational Education and Training

**MLL-001: Lifelong Learning: An Overview**

This course attempts to provide a comprehensive view of the lifelong learning, touching upon its concept, historical developments, aspects, policies, theory, curricular strategies, practices, and basic issues and concerns related to planning and implementation of lifelong learning at national and international levels. By the end of the course, the student is expected to be able to: i) explain the

concept, nature and scope of lifelong learning; ii) describe the historical development of lifelong learning at national, regional and global levels; iii) discuss 'lifelong learning' as a discipline and as a practice; iv) analyse the strategies, curricula and practices of lifelong learning; and v) critically examine the basic issues and concerns of lifelong learning. This course is organised into four Blocks and fifteen Units.

**Block 1 Lifelong Learning: What, When, Where and How?**

- Unit 1 Concept and Scope of Lifelong Learning
- Unit 2 Lifelong Learners
- Unit 3 Places and Societies of Lifelong Learning
- Unit 4 Lifelong Learning as a Discipline and as a Practice

**Block 2 Lifelong Learning: Historical Developments**

- Unit 5 Lifelong Learning in India
- Unit 6 Lifelong Learning: International Perspective
- Unit 7 Lifelong Learning: Interventions at Global Level

**Block 3 Lifelong Learning: Theory and Practice**

- Unit 8 Lifelong Learning Theory
- Unit 9 Facets of Lifelong Learning
- Unit 10 Curriculum for Lifelong Learning
- Unit 11 Lifelong Learning: Contexts and Tools for Practice
- Unit 12 Assessment and Evaluation in Lifelong Learning

**Block 4 Lifelong Learning: Issues and Concerns**

- Unit 13 Lifelong Learning: Policy Making and Implementation
- Unit 14 Skills Qualifications Frameworks and Emerging Trend in Lifelong Learning
- Unit 15 Critical Issues and Concerns in Lifelong Learning

**Course MAEE 003: Comparative Adult Education**

This course highlights the concept and scope of comparative adult education, factors influencing national systems of adult education, approaches to the study of comparative adult education and international agencies, organisations and networks in adult education. Further, it provides a comparative picture of adult education at global level with special reference to selected countries in Asia, Africa, Europe and the Americas. By the end of the course, the student is expected to be able to: i) discuss different aspects and issues involved in the study of comparative adult education; ii) describe the role of international, regional and world agencies, global organizations and networks in the field of adult education; and iii) critically examine the policies, programmes, strategies and approaches of adult education in different countries. This course is organized into three Blocks containing 12 Units in all.

**Block 1 Understanding Comparative Adult Education**

- Unit 1 Comparative Adult Education: Meaning, Origin and Scope
- Unit 2 Factors Influencing National Systems of Adult Education
- Unit 3 Approaches to Study of Comparative Adult Education
- Unit 4 International Agencies / Organisations / Networks in Adult Education

## **Block 2 Adult Education Scenarios in Select Countries - I**

- Unit 5 Adult Education in India: An Overview
- Unit 6 Adult Education in China: An Overview
- Unit 7 Adult Education in Nigeria: An Overview
- Unit 8 Adult Education in South Africa: An Overview

## **Block 3 Adult Education Scenarios in Select Countries - II**

- Unit 9 Adult Education in the United States of America: An Overview
- Unit 10 Adult Education in Brazil: An Overview
- Unit 11 Adult Education in Cuba: An Overview
- Unit 12 Adult Education in Demark: An Overview

## **Course MAEP 001: Dissertation Work**

In order to facilitate the student's course work under MAEP-001, it is essential to provide detailed guidelines to the student as to how the dissertation work should be carried out by him/her and how the same is facilitated at different stages of the his/her working. These guidelines are provided in the form of a 'Handbook on Dissertation Work'. Accordingly, the student will carry out the relevant work and submit a dissertation. The dissertation will be evaluated as per the procedure/norms set by the University. There is also a component of viva-voce as a part of evaluation of this course work. So, you have to carry out a systematic study on a problem of your choice/interest, write a dissertation and submit it to the concerned Regional Centre of the University for its evaluation. After going through this Handbook, the student is expected to: i) get an overview of the guidelines about how the dissertation work is to be carried out; ii) identify different stages involved in the dissertation work; and iii) apply or follow the relevant procedure to complete the dissertation work.

However, while reading the 'Handbook on Dissertation Work' of course MAEP-001, the student is requested to note that MAAE programme was initially launched in 2011 and the said 'Handbook on Dissertation Work' was printed in the year 2013. Whereas now, the MAAE programme has been revised recently, with a minor revision done of it, and the revised MAAE has been launched w.e.f. January session of 2024. However, the said 'Handbook on Dissertation Work' remains the part of this revised programme as well, as it is equally relevant, except some minor corrections are required to be read by the student in certain places of it. Since the programme framework has been changed with some minor changes in the organization of the courses in the first and second years of this revised programme, along with addition of some new courses and also addition of a supplementary block, as required in the case of certain courses. **You are therefore advised to read the codes and titles of the respective courses given in the first and second years of this revised programme framework in place of those mentioned at pages 5 and 6 of the 'Handbook on Dissertation Work' of this course (MAEP-001).**

## **Course MAET 001: Case Study / Internship Reports**

This course is an optional course in lieu of Dissertation Work. Yet, again within this course itself, internal option is also provided to the student. In other words, for completing this course, the student can either choose the Option-1 or the Option-II, whichever is convenient for the student. Regarding this course (MAET-001) also, the student will be provided with a separate 'Handbook on Case Study / Internship Reports'. It provides you clear and comprehensive guidelines as to how the chosen option out of the two given options should be carried out for completion of this course. However, brief details of these two options are as follows.



**Option-I: Case Study of an Institution / Individual / Demonstrated Product(s)/ Service(s) / Activity(ies):** Again, within this option, the student has further option to perform any one of the three alternatives given below and submit a report thereof.

1. *Case Study of an Institution*
2. *Case Study of Individual(s)*
3. *Case Study of Demonstrated Special Product(s)/Service(s)/Activity(ies)*

**Option-II: Internships:** Within this option also, there is further option provided for the student in the form of Activities-B1 to B21. This option is specifically as follows:

- i) The student can perform ***just the first activity***, i.e. ***Activity-B1*** and submit the report thereof.
- ***Activity-B1:*** Internship with any School/Adult Education Centre/any other organisation associated with adult education activities at local/community level and personally teach at least five non-literate adults to make them literate.

***Or***

- ii) From out of the remaining twenty optional activities, i.e. ***Activities B2 to B21***, the student can choose and perform ***any five of them*** and submit reports of the chosen five activities as a single compiled report. The activities from B2 to B21 under this option-II are as follows.

- ***Activity-B2:*** Community Internship (Local Community where the student lives or any community elsewhere). Here the community itself is considered as an institution. The student works with community leaders and village level Panchayat Raj Institution (PRI) to promote interface between community and development / welfare departments.
- ***Activity-B3:*** Internship with any College / other Higher Education Institution involved in community engagement for development / welfare activities.
- ***Activity-B4:*** Internship with any Department/Centre of Adult, Continuing Education and Extension/Lifelong Learning or any other relevant Centre/ Department in any University/ College or other higher education institution.
- ***Activity-B5:*** Internship with any Government Department / Institution / Authority working in the field of adult education or extension at any level.
- ***Activity-B6:*** Internship with any Adult Education Centre working in any community or Study Centre / Learner Support Centre / Partner Institution associated with National Institute of Open Schooling (NIOS) or any State Open School (SOS) or IGNOU or any other Open University.
- ***Activity-B7:*** Internship with any Cell / Centre / Department for Literacy in any Council of Education, Research and/or Training such as NCERT / SCERT, National/State Institute of Education, or any other Higher Education Institution.
- ***Activity-B8:*** Internship with any Non-Governmental Organisation (NGO) working in the area of skill development such as District Skill Development Centres, or any organisation such as Jan Shikshan Sansthan (JSS) or any other such NGO working at any level.
- ***Activity-B9:*** Internship with any Public or Private Library at any level involved in adult, continuing education, extension and/or training programmes.
- ***Activity-B10:*** Internship with any government or private hospital, nursing home and/or clinic at any level.
- ***Activity-B11:*** Internship with any district collectorate / magistrate office, or District Institutes of Education and Training (DIETs) or District Rural Development Agency (DRDA), or Development of Women and Children in Rural Areas (DWCRA) or any other such agency at

district level.

- **Activity-B12:** Internship with any business firm, Business Process Outsourcing Organisations or Startups operating at any level.
- **Activity-B13:** Internship with any industrial unit/factory at any level.
- **Activity-B14:** Internship with any coaching centre, study circle or reading clubs at any level.
- **Activity-B15:** Internship with any Cybercafé, Internet café, Computer Centre/Home/Bus.
- **Activity-B16:** Internship with any Corporate Social Responsibility Unit in any organization at any level.
- **Activity-B17:** Internship with any local police station, legal firm, court of justice at any level.
- **Activity-B18:** Internship with any other public agency/office rendering philanthropic / public service in India such as Lions Clubs, Rotary Club, Red Cross Society, etc.
- **Activity-B19:** Internship with any Non-Governmental Organisation (NGO) working in any sector of development or welfare at any level.
- **Activity-B20:** Internship with any institution/organization working in the areas of Arts (Dance and Music), Science, Technology, Culture, Sports, Recreation, etc.
- **Activity-B21:** Internship with any Multinational company / institution / firm / industry / organization in any part of the world engaged in public employment, service or welfare.

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### 3. INSTRUCTIONAL SYSTEM

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As mentioned earlier, IGNOU's system is different from that of any conventional University. This system is more learner-oriented or learner-centred. In this system the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through distance modes of communication rather than face-to-face communication. IGNOU follows a multi-media approach for instruction. So, the instructional system of MAAE programme also follows multi-media approach i.e. self-instructional print material, audio-video programmes, assignments, face-to-face counselling sessions / contact sessions, workshops, teleconferencing and Interactive Radio Counselling, among others. The instructional system, thus, comprises the following.

#### 3.1 Self-instructional/learning Print Material

The printed material of the programme is written in self-instructional style. It includes programme guide, course material and other relevant material such as handbooks. The course material is in the form of Blocks (booklets) of relevant courses. Complete set of material related to the programme is supplied to each learner, based on which learner has to prepare and submit the required assignments related to the courses. Each course has a code number. Each theory course is divided into Blocks and each block is divided into units, and the number of blocks and units may vary from course to course depending upon the content and treatment it requires. For practical courses, dissertation course, internship, etc the printed material is in the form of relevant handbook given as a single block/booklet. For example, in first year of MAAE the printed material of the practical course MAEL-101: Community-based Practical Activities is available as only one block/booklet in the form of Student's Handbook for Practical Work. Similarly, in the second year of MAAE, for two courses, i.e. course MAEP-001: Dissertation Work and course MAET-001: Case Study / Internship Reports also the respective student's Handbooks, one handbook/booklet for each is provided that provides necessary guidelines/details related to performing the related work/activities.

### **3.2 Audio-video Programmes**

The learning package also contains audio-video programmes which are produced by the University. These are meant to supplement the student's understanding of the course material. A video programme is normally around 30 minutes' duration. Some programmes, depending upon the need, may be of longer duration. These are used, as may be required, at the Learner Support Centres (LSC) during the hours of counselling sessions and other activities, which are duly scheduled and notified by the Co-ordinator of LSC for the benefit of the students. The Video content is made available on eGyankosh ([www.egyankosh.ac.in](http://www.egyankosh.ac.in)) – the digital learning repository of the University. The video programmes are telecast on enrichment channel of Doordarshan, and are also available through DTH channels. Further, the video programmes are also made available through YouTube. Similarly, audio programmes are also broadcast by the selected stations of All India Radio, the schedules of which are announced in advance. The video programmes are also telecast on National Network of Gyan Darshan and Swayamprabha channels. Further, there are Gyan Vani radio stations which broadcast curriculum-based audio programmes as per their schedule that is notified in advance. The information is also provided through the university website.

### **3.3 Assignments**

Assignments are an integral and compulsory component of the instructional system. There is one tutor-marked assignment for each theory course. Students will have to work on these assignments. Each student should go through the relevant details given about assignments in this Programme Guide, and submit the assignment responses to the Coordinator of concerned LSC in accordance with the given assignments' submission schedule.

There will be one assignment for each course. The assignment will have three questions, requiring essay-type answers. One of these questions requires reflective/practical/ application-oriented answer.

The general information given on other pages of this Programme Guide will be helpful to the students in writing and submitting their assignment responses.

### **3.4 Counselling Sessions**

Normally counselling sessions are held as per schedule drawn by the Learner Support Centres. These are mostly held on weekends (i.e. Saturdays and Sundays) or outside the regular working hours of the host institutions where the LSCs are located. However, in case the number of students in a programme is small, may be less than ten, face-to-face counselling shall not be organized. In such cases, the University provides academic support to the learners through different alternative means/modes.

### **3.5 Teleconferencing sessions**

Live teleconferencing sessions are conducted via satellite through interactive Gyan Darshan Channel from the University studios at Electronic Media Production Centre (EMPC) as per the schedule made available by it to the Regional Centres and Learner Support Centres as well as simultaneously webcaste at <http://ignouonline.ac.in/> and via Facebook Live sessions. Teleconferencing is an effective means of interaction between the learners, experts and others concerned with the programme. It provides an interesting opportunity to the students to interact with the faculty members at the headquarters, and other experts/eminent scholars in the field. These live teleconference sessions are also available through DTH channels.

### **3.6 Interactive Radio Counselling**

Interactive Radio Counselling is a recent concept in distance learning in India. Live counselling is provided on Gyan Vani (GV) FM Radio Stations by invited experts from different radio stations in the country. Students can ask questions right from their homes on telephone by availing the facility of toll

free telephone numbers provided for this purpose during the session. The live phone-in programmes are popular components of the network of these radio stations. The programmes broadcast through each of the stations include both pre-recorded and live content. Two live sessions are broadcast every day on FM Gyanvani Delhi and online at Gyandhara from 11:00 am to 1:00 pm with repeat broadcasts from 5:30 pm to 7:30 pm. In addition, every Thursday, 4-5 pm a special IRC session is conducted as a part of Students Support Services. Other special IRCs on different themes and issues are also conducted from time to time. Students can listen to these live discussions by the teachers and experts on the topic of the day and interact with them through telephone, email or through chat mode on Gyan Dhara (<http://gd.ignouonline.ac.in/gyandhara/>).

Gyan Vani (GV) FM Radio was conceived in 2001 as a network of educational FM Radio Channels operating from various cities in the country. With an aim to enhance and supplement the teaching-learning process, each GV Station has a range of about 60 kms and covers an entire city/town including the adjoining rural areas. Gyan Vani serves as an ideal medium for niche audience addressing the local educational, developmental and socio-cultural requirements of the people. The flavor of the channel is by and large local and the medium is English, Hindi or language of the region. The overall content pertains to Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education, Distance Education, Extension Education etc. Interactive Radio Counseling (IRC) facility is being provided by GV Stations to enable students to interact with the faculty, academic counselors and student support staff. The live phone-in programmes are popular components of the network. The programmes broadcast through each stations include both pre-recorded and live content.

### **3.7 Practical Work Handbooks**

Separate handbooks are prepared for the benefit of the students and the resource persons. Practical Handbook for the Student is meant to provide self-orientation to the student for performing the community-based practical activities. Practical Handbook for the resource persons is meant to provide self-training to the resource persons regarding facilitation, organisation and evaluation of prescribed practical activities of the students. For MAAE programme, we provide a Student's Handbook for Practical Work (MAEL-101: Community-based Practical Activities) and, the other, Resource Persons' Handbook for Practical Work. The former is useful to all those students of MAAE programme. It provides complete details to the students about performance of the prescribed practical activities. The latter is helpful to all those personnel who are involved in facilitating, mentoring and/or evaluating the relevant practical activities performed by the students. It explains in detail the roles and responsibilities of the learners, the resource persons and others involved in monitoring and evaluation of the practical activities of the programme.

### **3.8 Dissertation Handbook**

Dissertation work (MAEP-001) is a 10 credit course, which is to be completed the students who opt for it in the second year of the two-year MAAE programme. A Handbook on Dissertation Work containing detailed guidelines will be sent to the students in the second year dispatch of materials. This Handbook will thus facilitate you to select a problem for your dissertation work. In order to fulfill the requirements of this course, a student is expected to carry out research work on a problem identified by him/her. The problem may be based on any of the compulsory courses or the optional/elective courses of MAAE programme. You have to pursue the dissertation work under the guidance of a supervisor approved by the University. Finally, you have to submit the dissertation (report) to the University for evaluation.

### **3.9 Handbook for Case study / Internship Reports**

Case study / Internship Reports (MAET-001) is a 10 credit course, which is to be completed by the students who opt for it in the second year of MAAE programme. A separate *Handbook on Case study*

/ *Internship Reports* containing detailed guidelines will be sent to the students in the second year dispatch of materials. In order to fulfill the requirements of this course, the student is expected to do either Case Study or Internship. This Handbook is meant to provide self-orientation to the student for performing the relevant work chosen by the student. This Handbook will thus facilitate you to perform either the Case Study and submit the report, or do the Option-I or Option-II under Internship and submit the report(s) thereof.

The services of the Regional Centres of IGNOU can be utilised by the LSC and students as and when required in respect of any matter related to MAAE programme. In order to provide effective support services to the students regarding the theory and practical work, IGNOU has set up a number of LSCs all over the country. So, your Regional Centre concerned must have already communicated to you the particulars regarding the LSC to which you are attached. But, you will have to manage your own resources to reach/visit your RC and/or LSC, as the case may be, to avail their services regarding dissertation work.

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## 4. DELIVERY SYSTEM

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The MAAE is of 80 credits programme spread over two years, with 40 credits for each year. Accordingly, IGNOU provides you the relevant materials and services. Delivery of course materials will be done in two cycles/dispatches. The first cycle/dispatch will include materials for the 1<sup>st</sup> year courses. Second cycle/dispatch will include the material for the 2<sup>nd</sup> year courses.

Different Units of IGNOU system are involved in delivering the materials and in providing support services, facilities, etc related to the programme. In case you face any problem/difficulty in pursuing the programme, you can contact the following.

### **Whom to Contact for What?**

- For your identity card, fee receipt, change of address, bonafide certificates, Migration Certificate, Scholarship Forms, change of name, correction of name, change/correction of address -- contact the concerned Regional Centre.
- For Non-receipt of study material -- contact concerned Regional Centre or Registrar (MPDD), IGNOU, Maidan Garhi, New Delhi-110068 [registrarmpdd@ignou.ac.in](mailto:registrarmpdd@ignou.ac.in), Ph: 011-29572008, 29572012.
- For Change of Elective/Medium or for opting of left over electives/ Deletion of excess credits – contact concerned Regional Centre.
- For Credit Transfer -- contact The Registrar, Student Registration Division, IGNOU, Maidan Garhi, New Delhi-110068. Email: [registrarsrd@ignou.ac.in](mailto:registrarsrd@ignou.ac.in)
- For Purchase of Audio/Video CDs -- contact Marketing Unit, EMPC, IGNOU, Maidan Garhi, New Delhi-110068. Email: [empcmktunit@ignou.ac.in](mailto:empcmktunit@ignou.ac.in).
- For assignments of the programme -- visit IGNOU website: [www.ignou.ac.in](http://www.ignou.ac.in) and download the same from relevant assignments link under student zone.
- For Approval of a Project Synopsis/proposal related matters -- contact concerned Regional Centre.
- International Students residing in India can contact Director, International Division, IGNOU, Block-15, Section K, Maidan Garhi, New Delhi. E-mail: [internationaldivision@ignou.ac.in](mailto:internationaldivision@ignou.ac.in); Tel. Nos. : 29533987; 29571681.

- Queries related to Assignment Marks / Grade can be addressed to Assistant Registrar (Assignments), Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [assignment@ignou.ac.in](mailto:assignment@ignou.ac.in); Tel. Ph. 011-29571325 / 011-29571319 / 011-29571313.
- For Status of Project Report / Dissertation and Viva-Voce marks/grade -- contact Assistant Registrar (Projects), Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [projects@ignou.ac.in](mailto:projects@ignou.ac.in); Tel. Ph. 011-29571324 / 011-29571321 / 011-29532294.
- For Declaration of results / Issue of grade card and provisional certificate -- Contact [mdresult@ignou.ac.in](mailto:mdresult@ignou.ac.in) / [ult@ignou.ac.in](mailto:ult@ignou.ac.in) Tel. Ph. 011-29572212 / 011-29536103
- For Practical marks / grades -- contact Section Officer (Practical), Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [practicalsed@ignou.ac.in](mailto:practicalsed@ignou.ac.in); Tel. Ph. 011-29572212 / 011-29536103.
- Students general enquiries and grievances / Issue of duplicate mark sheet -- contact Assistant Registrar (Student Grievances), Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [sedgrievance@ignou.ac.in](mailto:sedgrievance@ignou.ac.in); Tel. Ph. 011-29572218 / 011-29571313.
- Discrepancy in grade card, non-updation of grade/marks in the grade card, etc. related matters -- contact Dy. Director/ Asstt. Director, Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [mdresult@ignou.ac.in](mailto:mdresult@ignou.ac.in) / [bdresult@ignou.ac.in](mailto:bdresult@ignou.ac.in) / [bdpresult@ignou.ac.in](mailto:bdpresult@ignou.ac.in) / [dpresult@ignou.ac.in](mailto:dpresult@ignou.ac.in) / [cpresult@ignou.ac.in](mailto:cpresult@ignou.ac.in); Tel. Ph. 011-29572208 / 011-29572211 / 011-29572212
- For Issue of Degree / Diploma / Certificate/ Dispatch of returned Degrees / Verification of Degrees / Convocation -- contact Asstt. Registrar (Convocation), Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [convocation@ignou.ac.in](mailto:convocation@ignou.ac.in) Phone: 011-29572213; 011-29535438 / 011-29572224.
- Issue of Hall Ticket/ Correction in the hall ticket for handicapped students / Non-receipt of hall tickets for term-end- examination & Entrance Test/Entrance Test Results / Queries related to dispatch of attendance, list of examinees, etc. / writer -- contact Asstt. Registrar, Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [bhavna@ignou.ac.in](mailto:bhavna@ignou.ac.in) / [ssbhandari@ignou.ac.in](mailto:ssbhandari@ignou.ac.in) / [examiii@ignou.ac.in](mailto:examiii@ignou.ac.in); Tel. Ph.: 011-29572209 / 011-29572202 / 011-29535064.
- Verification of genuineness of provisional certificate and grade card / Issue of Transcript -- contact Section Officer, Student Evaluation Division (SED), IGNOU, Maidan Garhi, New Delhi-110068 at [gverification@ignou.ac.in](mailto:gverification@ignou.ac.in); Tel. Ph. 011-29572210 / 011-29536405.
- For the schedules of counselling, feedback on assignment responses and evaluation of the reports of community-based practical activities contact the Coordinator of your Learner Support Centre, or the Regional Centre as the case may be.
- For information on academic matters contact the Programme Coordinator(s), MAAE: (1) Dr. M.V. Lakshmi Reddy, E-mail: [mvlreddy@ignou.ac.in](mailto:mvlreddy@ignou.ac.in), Tel. Ph.: 011-29572935 / Mobile: 9868956537; (2) Dr. Elizabeth Kuruvilla, E-mail: [elizakuruvilla@ignou.ac.in](mailto:elizakuruvilla@ignou.ac.in), Tel. Ph. 011-29572933 / Mobile: 9868478942; (3) Dr. Niradhar Dey, E-mail: [niradhar@ignou.ac.in](mailto:niradhar@ignou.ac.in), Tel. Ph. 011-29572933 / Mobile: 9968391145; (4) Dr. Ajith Kumar C., E-mail: [ajithchalil@ignou.ac.in](mailto:ajithchalil@ignou.ac.in), Tel. Ph.: 011-29572940 / Mobile: 9891628092; (5) Dr. Anjuli Suhane, E-mail: [anjulisuhane@ignou.ac.in](mailto:anjulisuhane@ignou.ac.in), Tel. Ph.: 011-29573059 / Mob.: 9425018245; and/or the Director, School of Education, IGNOU, Maidan Garhi, New Delhi-110068. E-mail: [soe@ignou.ac.in](mailto:soe@ignou.ac.in), Phone: 011-29572944 / 29572945.

## 5. OPERATIONAL SCHEDULE

Since MAAE programme is of minimum two years duration, the Operational Schedule related to it spreads over two years. As mentioned elsewhere above, the programme is offered in both January and July sessions of admission every year. The first year of January session and July session of the programme respectively begin from 1<sup>st</sup> January and 1<sup>st</sup> July of the year. For example, while the minimum duration of two years of January 2024 session gets over by 31<sup>st</sup> December 2025, that of July 2024 session gets over by 30<sup>th</sup> June 2026. Similarly, in the case of subsequent years of admission also, the two corresponding sessions commence from respective January and July months of the year and end in the December and June months of the respective corresponding years that follow. In other words, the first year begins from the respective January or July of the particular academic year and continues through two years of the corresponding periods. The broad outline of operational schedule therefore is as follows.

**I. Operational Schedule for the First Year:** As per the normal practice of the University, the closure of the process for January admission session may extend beyond January of the year. Similarly, the closure of the process for July admission session may extend beyond July of the year. Accordingly, the broad outline of operational schedule for January and July sessions of first year of the programme continues as follows, though it is just facilitative and not rigid.

### Schedule related to Dispatch of Materials to Students and Other Aspects/Activities of first year

January Session/ Cycle	July Session/Cycle	Expected Activities
March to April	September to October	<ul style="list-style-type: none"> <li>● Dispatch of the following print materials to students of the first year.               <ul style="list-style-type: none"> <li>• Programme Guide</li> <li>• Course material of courses MAE-001, MAE-002, MAE-006, MAE-003, MAE-004, MES-016 and MAEL-101.</li> </ul> </li> <li>● Students who opted for soft copy of the course material may download the same from eGyankosh link of IGNOU website.</li> <li>● Students attend the induction programme organized by the concerned RC/LSC.</li> <li>● Students shall download assignments of theory courses of first year from IGNOU website.</li> </ul>
April to September	September to March	<ul style="list-style-type: none"> <li>● Students start their study with thorough reading of the Programme Guide first, followed by the Course materials.</li> <li>● Students attend the face-to-face and/or online counseling sessions scheduled by LSC/RC, as per their felt-need.</li> <li>● Students may participate in the IRC sessions and watch live teleconference sessions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students prepare their assignment responses to the assignment questions of the respective courses.</li> <li>• Students submit their original hand-written assignment responses to the allotted LSC/RC for evaluation and feedback, by keeping a copy of the same with them.</li> <li>• Students study the material of practical course MAEL-101 (Student's Handbook for Practical Work) and perform the Community-based Practical Activities.</li> </ul>
September to November	March to May	<ul style="list-style-type: none"> <li>• Students submit their TEE applications for appearing in the respective TEE for theory courses.</li> <li>• <i>Students shall note that there is no practical examination for course MAEL-101 and hence they cannot submit any TEE application for this course.</i></li> <li>• Students prepare for the respective TEE for theory courses.</li> <li>• Students complete the performance of the Community-based Practical Activities, prepare the reports for the relevant activities performed and compile all the activities' reports into a single report.</li> </ul>
December	June	<ul style="list-style-type: none"> <li>• Students appear in the TEE for the theory courses.</li> <li>• Students submit the compiled report of the Community-based Practical Activities performed by them to their allotted LSC/RC, as the case may be.</li> </ul>

**II. Operational Schedule for the Second Year:** Second year of January and July sessions/cycles begins from January or July of the subsequent year (i.e. the year succeeding the respective admission session/cycle) and continues for twelve months. Accordingly, the broad outline of operational schedule for January and July sessions of second year of the programme continues as follows, though it is also just facilitative and not rigid.

**Schedule related to Dispatch of Materials to Students and Other Aspects/Activities of the Second Year**

January Session/ Cycle	July Session/ Cycle	Expected Activities
January to March	July to September	<ul style="list-style-type: none"> <li>• Students complete their re-registration to second year.</li> <li>• Dispatch of the following print materials to students of the second year. <ul style="list-style-type: none"> <li>• Course material of compulsory courses MAE-005 and MES-131.</li> <li>• Course material of three optional/elective courses chosen by the student out of courses MAEE-001, MAEE-002, MESE-061, MESE-062, MLL-001 and MAEE-003.</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>• Course material (Handbook) of course MAEP-001 or MAET-001 chosen by the student.</li> <li>• Students who opted for soft copy of the course material shall download the same from eGyankosh link of IGNOU website.</li> <li>• Students shall download assignments of theory courses of second year.</li> </ul>
March to September	September to March	<ul style="list-style-type: none"> <li>• Students go through the Programme Guide once again to refresh themselves, now with special focus on the second year of the programme.</li> <li>• Students go through the course material of compulsory and optional/elective theory courses.</li> <li>• Students attend the face-to-face and/or online counseling sessions scheduled by LSC/RC, as per their felt-need.</li> <li>• Students participate in the IRC sessions and watch live teleconference sessions.</li> <li>• Students prepare their assignment responses to the assignment questions of the respective theory courses.</li> <li>• Students submit their original hand-written assignment responses to the allotted LSC/RC for evaluation and feedback, by keeping a copy of the same with them.</li> <li>• Students study the relevant Handbook of the course as chosen by them out of MAEP-001 or MAET-001.</li> <li>• The students who opted for MAEP-001 will: i) contact the concerned LSC/RC for getting the guide/supervisor allotted from out of the approved guides/supervisors; ii) in consultation with the allotted guide/supervisor, prepare research proposal and submit it to the concerned RC for getting approval; and iii) after obtaining the approval, proceed with executing the proposed dissertation work and prepare the report thereof.</li> <li>• The students who opted for MAET-001 will begin to perform either the Case Study, or the prescribed Option-I or Option-II of the Internship, as they prefer to do so.</li> </ul>

September to November	March to May	<ul style="list-style-type: none"> <li>● Students submit their TEE applications for appearing in the respective TEE for theory courses.</li> <li>● Students prepare for the respective TEE for theory courses.</li> <li>● Students complete the performance of the Community-based Practical Activities, <i>if any pending from the first year</i>, prepare the report for each activity performed and compile all the activities' reports into a single report.</li> <li>● Students who opted for MAEP-001 will complete preparation of dissertation report.</li> <li>● The students who opted for MAET-001 will complete preparation of report related to the Case Study, or the prescribed Option-I or Option-II of the Internship, as per their preference.</li> </ul>
December	June	<ul style="list-style-type: none"> <li>● Students appear in the TEE for theory courses.</li> <li>● Students submit the compiled report of the Community-based Practical Activities performed by them to their allotted LSC/RC. <i>(Note: If it has <u>not</u> been submitted already during the period of the first year, they can submit it now).</i></li> <li>● Those students who opted for MAEP-001 shall submit their Dissertation to the concerned Regional Centre.</li> <li>● Those students who opted for MAET-001 shall submit the report of the Case Study, or of the prescribed Option-I or Option-II of the Internship, as per their preference, to the concerned LSC/Regional Centre.</li> </ul>

The above schedule is meant just to facilitate smooth progress of the students in the course of their study/work related to the programme. If you follow and adhere to the above suggestive operational schedule systematically and carefully in tune with the activities of Divisions at the headquarters, and the concerned RC/LSC, you will be able to complete the programme smoothly in two years. But, due to any unavoidable personal or other problem(s) or difficulty(ies), if you are unable to progress smoothly and complete it as per the above schedule, please do not feel tense and worry too much about it. As mentioned elsewhere above, there is flexibility to enable you to cope up with such difficulties/problems and you can complete any pending activities of the first or second year in the subsequent year(s), but within the maximum period/duration of four years allowed to you for completion of the programme beginning with the respective January/July session of admission to the programme.

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## 6. EVALUATION

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For MAAE (pre-revised) programme, the following Letter Grade system had been followed for grading continuous and term-end examination components and declaring the result. The Course Grade awarded on the 5 point scale had been in terms of the following range for all the courses – theory, practical and dissertation.

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

For successful completion of MAAE programme, the student must get at least ‘C’ Grade in each of the courses. However, in order to complete *a theory course*, the student must obtain at least ‘D’ grade in the assignment, i.e. Continuous Evaluation (CE) and ‘D’ grade in the Term-End Examination (TEE) separately in each course. Nevertheless, overall average of grades in Continuous Evaluation (CE) and Term-End Examination (TEE) in each theory course should be at least “C”.

**(Note: There is going to be a likely revision of the above grading system into a ten letter grade and ten point grade system)**

The above specified five letter grade and five point grade system with above point range and percentage equivalent is thus under consideration by the competent authorities of IGNOU for likely revision to a system with ten letter grades with corresponding ten point grades and equivalent percentages. If such a new system is allowed, then the new scheme of evaluation of student’s performance in the theory courses, the practical course, the dissertation course and the case study / internship reports course of revised MAAE programme will be followed accordingly.

*Otherwise, the above given five letter grade system of the pre-revised MAAE programme only will be followed for this revised programme as well.*

In either case (i.e. five letter grade system or ten letter grade system) the broad evaluation parameters for different courses will be as follows.

**Theory Courses:** For theory courses, evaluation comprises two aspects:

- Continuous evaluation in the form of periodic compulsory assignments -- one assignment for each course. This carries a weight(age) of 30% for each course.
- Term-End Examination has a weight(age) of 70% for each course.

**Note:** Term-end examination (TEE) will be held in June/December every year. For the students enrolled for January/July sessions of MAAE programme, the TEE examination will be conducted at the end of their first year duration, i.e. in the respective December/June TEE. Similarly, those students who did their re-registration for the second year for January/July sessions in the subsequent year can appear in respective December/June TEE towards the end of their second year duration. In other words, they should be completing minimum duration of one year before they appear for TEE of the respective admission session/cycle of first or second year.

**Practical Course:** As clearly indicated elsewhere above, for practical course MAEL-101, there is no Term-End Examination. The final grade is awarded at the end of the course based on the evaluation of the compiled report of the activities performed and submitted by the student which carries 100% weight(age).

**Dissertation course:** For dissertation course, evaluation comprises student's performance in both the dissertation report and the viva-voce. In arriving at the overall grade, the dissertation report carries the weight(age) of 70% while viva-voce carries 30% weight(age).

**Case Study / Internship Reports course:** For this course, the student's performance will be graded solely based on evaluation of the report of the case study or the report(s) of respective option of internships. The grade awarded to the respective report carries 100% weight(age).

If a student has missed any term-end examination of a course for any reason or has not obtained required grade for its completion, he/she may appear in the subsequent term-end examination. Similarly, if he/she did not undertake or complete the relevant practical course in the given year, the same can be done in the subsequent year(s). So is the case with completion of dissertation course or case study/internship course as well. However, this facility will be available until a student secures the minimum required grade for its successful completion, but only up to the period of maximum duration of four years from the date of initial registration, i.e. their registration to first year of the programme.

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## 7. GENERAL INFORMATION ABOUT ASSIGNMENTS

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### Submission of Assignments

The purpose of our asking you to work on the assignments is to provide you an opportunity of articulating your assimilated knowledge and understanding into written form and also to test your capacity of transferring the theoretical learning from the courses to practical situations. Thus, the assignments practically enhance your understanding as well as skills of articulation and expression in writing. There is one assignment for each theory course. The answers to assignment questions are to be based on your own understanding, reflection, judgement and experiences as a student of adult education. You should not reproduce the text from the study materials or copy the information from other sources. However, you may use the course material and any other sources of information you have for ready reference. But, the answer should be in your own words and should reflect your own ideas. You do not have to worry about non-availability of any extra reading materials for working on the assignments. They are designed in such a way as to guide you to integrate the knowledge of the course materials with your concrete personal experiences. *Please note that your assignment responses carry 30% weight(age) towards the final evaluation of each theory course and submission of related assignment responses is a pre-requisite for appearing in the term-end examination (TEE) for respective theory courses.* If you do not complete the assignments according to time schedule of assignments of the relevant academic session, then you have to attempt the assignment questions of the next session and submit the assignment responses according to the schedule as may be specified by the University for that session. You have to send the assignment-responses to the Learner Support Centre you are attached to, as per the specified schedule.

The following points should be kept in mind while you prepare and submit the assignment responses:

- 1) Write your enrolment number, name, full address and date at the topmost right hand corner of the first page of your assignment response (Leave the topmost left-hand corner blank for office use).

- 2) Just below that, in the centre at the top portion of the first page of your response, write the course title, course code, assignment code, programme code, academic session and year in capital letters. After that, the top of the first page of your assignment response should look something like this:

	Enrolment No.: .....
	Name: .....
	Address: .....
	.....
	Date: .....
Course Title: .....	
Course Code: .....	
Assignment Code: .....	
Programme Code: .....	
Academic Session & Year: .....	

(Please follow the above format strictly and it is in your interest only. If you do not write your enrolment number, name, address and other required details, your assignment-responses are likely to be useless and do not serve any purpose).

- 3) The assignment-response should be complete in all respects. Don't send piece-meal responses or incomplete response to any assignment question. Incomplete responses to any assignment question will bring you poor grades.
- 4) Use only A-4 size paper for your responses. Use ordinary writing paper, not the very thin variety or poor quality one.
- 5) Leave about 2" margin on the left, and at least 4 lines space in between two answers to the questions of given assignment of a course. It is rather better to begin the answer to the next question on the subsequent page. This will enable the resource person evaluating the response to write useful comments at appropriate places.
- 6) It is good enough if you answer the questions on the basis of the Units sent to you. Make the answer concise, precise and systematic. Always focus on the question and its various aspects, and try to avoid irrelevant details.
- 7) Take care of the word limit, wherever specified in the assignments. Please stick to the word limit as far as possible. At the same time, make the descriptions adequate and not too short. The word limit is set to sharpen the focus of your responses and not to restrict your expression.
- 8) You have to write the answers in your own handwriting. If you feel that your handwriting is not properly legible, you may send the typed responses.
- 9) You should not send printed articles as your answers to the assignments.
- 10) Remember that if any two or more answers to a particular assignment are found to be identical or very similar, then it is entirely the discretion of the evaluator either to return it unmarked/ unevaluated or to ask you to re-do the assignment or give very low grade.
- 11) Please submit the assignment responses by the specified date to the Coordinator of the concerned Learner Support Centre. If the last date for submission of the assignment falls on a holiday, the assignment response should be submitted on the following working day.

- 12) Please keep a copy of the assignment responses that you submit. You may need the same in case you have to resubmit it in situations such as the same is lost in postal transit or for whatever other reasons, or if you get low grade and have to rewrite and submit it again. Or, if you get high grade for it, you can even use it as a part of your preparation for your TEE of the relevant course.

## **Some Do's and Don'ts about writing assignments**

### **Do's**

- When you receive the dispatche(s) of the set of printed materials / course material, check them immediately and ask for the missing Blocks, Unit(s), booklet(s), Handbook(s), page(s), if any. You can use the format given in **Appendix-II** to write to the concerned Regional Centre in this regard.
- Send the assignment responses giving your enrolment number, name, address, title of the course, course code, number of the assignment and programme code. Write your enrolment number correctly. An incorrect enrolment number will put the University and you into a mess.
- Maintain copies and an account of assignment responses sent by you to the concerned Learner Support Centre as well as the corrected/evaluated responses received back by you. This will help you to maintain the schedule of your work and progress, and to avoid any difficulties and disappointments caused by unintended gaps in communication.
- Monitor your progress regarding the practical work. Maintain proper record of the practical activities completed by you.
- Do your work regularly. You should remember that by working regularly you get a chance to do better in later assignments because you can benefit from the comments/feedback received by you on your previous assignment responses. So, try to submit your assignment responses to the courses one after the other in the order they are given in the programme framework, as and when you complete it for each course, instead of submitting the assignment responses of all the courses together, en bloc at the same time.
- Before you write to us seeking answers to your queries, please do read this Programme Guide carefully and completely. We may have already answered your query/queries. Do follow our instructions carefully.
- Some useful weblink and application forms are given at **Appendices-III to V**, which you can use as required. Better you take a look at them, so that you may be able to recall the same when you really need them.

### **Don'ts**

- Do not write your assignments on thin or very poor quality paper.
- Do not write your enrolment number, course title, etc, on a separate strip/slip of paper and then paste/pin/tie it to the assignment responses. Write the enrolment number, name, etc as indicated on the top of very first page of your assignment response itself.
- Do not over-write, particularly while writing your enrolment number, course code, the assignment code/number and programme code. Let these be very distinct and clear.
- Do not misplace/lose your graded assignment-responses. You will need them till the programme is completed by you.
- Do not enclose doubts, letters, etc, if any, for clarification along with the assignment responses. In case you want to draw our attention to something of urgent/important nature, send it in a separate cover.

- Do not lift paragraph(s)/sentences ditto from the text of any source without giving the reference while answering the assignments.

### Assignment Submission Schedule for MAAE

Usually, the last date for submission of your assignment responses for December TEE is end of October, and for June TEE it is end of April. And, sometimes it may be extended by the University. This submission date will help you to complete the assignment work in time, if you start working on the assignments as soon as you get the course material. You should pace out your work in such a way that you will be able to submit your assignment responses course-wise separately, one after the other as soon as it is done for each course, or all of them collectively by the end of date specified by the university for particular TEE.

Course Code	Assignment Code
<b>I Year</b>	
MAE – 001	01: MAE – 001
MAE – 002	01: MAE – 002
MAE – 006	01: MAE – 006
MAE – 003	01: MAE – 003
MAE – 004	01: MAE – 004
MES – 016	01: MES – 016
<b>II Year</b>	
MAE – 005	01: MAE – 005
MES – 131	01: MES – 131
MAEE – 001	01: MAEE – 001
MAEE – 002	01: MAEE – 002
MESE -- 061	01: MESE – 061
MESE – 062	01: MESE – 062
MLL -- 001	01: MLL -- 001
MAEE -- 003	01: MAEE -- 003

#### Please note

- There is one assignment for each theory course. So, in the first year there are total of six assignments for six theory courses, and in the second year there are five assignments for the five theory courses.
- The assignment responses may be submitted by hand at your allotted Learner Support Centre (LSC) or send them by registered post / speed post to the Coordinator of the concerned LSC.
- If the last date for submission of the assignment falls on a holiday, the assignment response should be submitted on the following working day.
- You should retain a copy of all your assignment responses that you submit.
- In your own interest, it is essential to keep the acknowledgements of assignments submitted by you by hand at LSC or the postal receipts of your assignments sent by registered / speed post to it, as the case may be. Remember that you need these acknowledgements/receipts as proof, since a copy of the same is to be attached while submitting your examination form for the term-end examination (TEE).

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## 8. TERM-END EXAMINATION

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As stated earlier, Term-End Examination (TEE) is an important component of the evaluation system. *TEE carries 70% weight(age) in the scheme of evaluation for the final result of each theory course of MAAE.*

The University conducts TEE twice a year, i.e. in June and December of every year. But, the students are eligible to appear in the TEE for the first year courses of MAAE programme only towards end of one year duration from the date of commencement of particular admission session/cycle. Similarly, the students are eligible to appear in the TEE for the second year courses towards end of one year duration of the second year of MAAE programme. In case you fail to get required score or grade in the TEE for successful completion of any course, you will be eligible to re-appear in the next TEE that follows, but prior to completion by you of the maximum duration of four years allowed for completion of the programme.

However, to appear in the TEE you are required to fulfill certain conditions/formalities. To be eligible to appear in the Term-End Examination (TEE) for any course, you are required to fulfill the following three conditions/formalities.

- 1) You should have registered/pursued the prescribed courses.
- 2) You should have submitted the assignment responses for the respective courses.
- 3) You should have submitted the examination form in time along with prescribed fee for the given term-end examination in the prescribed form.

If you are eligible to appear in TEE, you have to submit your application online. Only one form is to be submitted for all the courses you intend to appear in one term-end examination. Examination date sheets (schedule which indicate the date and time of examination for each course) are made available at IGNOU website ([www.ignou.ac.in](http://www.ignou.ac.in)) approximately five months in advance. Thus, normally, the date sheet for June term-end examination is made available in February, and for the December term-end examination it is made available in the month of August.

- Normally, your LSC is the Examination Centre, though there are centres which are only examination centres. In case you wish to take examination at a particular centre, the code of your chosen centre should be filled-up as Examination Centre Code. However, if the Examination Centre chosen by you is not activated, you will be allotted any other Examination Centre under the same Region.
- Change of Examination Centre, once allotted, is not permissible under any circumstances.

The filled-in examination form is to be submitted online to the concerned Regional Centre under which your examination centre falls. The usual dates for submission of Examination Forms are given below.

<b>For June TEE</b>	<b>Late Fee</b>	<b>For Dec. TEE</b>	<b>Late Fee</b>	<b>Submission of Exam form</b>
1st March to 31st March	NIL	1st Sept. to 30th Sept	NIL	ONLINE
1st April to 30th April and beyond	As may be prescribed by the university	1st Oct. to 31st October and beyond	As may be prescribed by the university	



**Note:** The dates for submission of Examination form, Examination fee per course, late fee and format of Examination form are subject to change. Students may contact the concerned RC, or SED at headquarters, or visit University Website for update of details before submission of form. Students may appear in term-end examination at the centre of their choice by filling up the code of that study centre in the box of examination centre code in the examination form. If the centre opted by them is not available as examination centre or not allotted for any reason, they will be allotted alternative examination centre.

Your enrolment number is your roll number for the examination. Be careful while writing it on your answer book while writing the examination. Any mistake in writing the roll number will result in non-declaration of your results.

It is your duty to check whether you are registered for the particular course and whether you are eligible to appear for that examination or not. If you neglect this and take the examination without being eligible for it, your results will be cancelled.

To avoid discrepancies in filling up examination form or to avoid any hardship in appearing in the term-end examination, the students are advised:

- to remain in touch with their RC / SED for any change either in schedule of submission of examination form or in the fee thereof;
- to fill-up all the particulars carefully and properly in the examination form to avoid rejection/delay in processing of the form; and
- to retain the proof of submission of examination form till they receive examination intimation slip or Hall ticket.

**Issue of Examination Intimation Slip/Hall ticket:** University issues Examination Intimation Slip or Hall ticket to the students at least two weeks before commencement of the term-end examination and also uploads the information at the University's website [www.ignou.ac.in](http://www.ignou.ac.in). The students can download their Examination Intimation Slip or Hall ticket from the website within a week before commencement of the examination.

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## 9. SOME GENERAL INSTRUCTIONS AND OTHER IMPORTANT POINTS

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### General Instructions

In addition to the above information, keep in mind the following general instructions as well.

- 1) Please keep this Programme Guide handy and file all letters that you receive from the University from time to time. A record of your progress is maintained at our office in Headquarters.
- 2) Do write to us if you have any difficulty or problem while working through the programme. If there is any change in your address, remember to intimate the relevant authority sufficiently in advance. This will help the concerned official to send your course material, any information and letters promptly, without any delay or the risk of their being lost.
- 3) All types of communications are attended to as quickly as we can. It is, however, desirable that you make your letters brief and precise. If your letters present irrelevant detail and/or are written in ambiguous language, our responses to your queries will invariably get delayed.
- 4) Keep a time-table or schedule for yourself and always try to stick to it. Be regular in your work; much of your job will become easy. However, at times, you may have to change your own time-table suitably to adjust yourself to any unforeseen difficulties, such as illness, official duties, various familial and social obligations, etc. By doing so, you will save yourself from unexpected delays and forced/unwanted postponements. But, the golden principle is to do today what you may have planned to do tomorrow.
- 5) When you read the course Units/Blocks/Booklets carefully, it is better if you note down the important points. You can use the space in the broad margins of the pages of the Units for making notes and writing your comments. Try to answer ‘Check Your Progress’ questions. Please remember that the answers to these questions are not to be sent to us. The purpose is to enable you to evaluate your own performance while reading and to keep you on the right track. That is why they are called ‘Self-Check’ questions. They will enable you to realise whether you have comprehended what you have read. If you are not satisfied with your answers, do not get disappointed. You can compare your answers with those given under “Answers to Check Your Progress” section and see where improvement is needed. They will help you reinforce the information/knowledge you gain through your first reading of the text. At times, it is possible that you might have done a better answer than the one we presented. We welcome your suggestions, if any, in this regard.
- 6) Besides the printed materials, the other inputs available to you are audio-video programmes, face-to-face counselling sessions, Interactive Radio Counselling sessions and live teleconference sessions for theory and practical activities, and dissertation work, among other things. All these together will help you in writing your assignments, doing your practical activities, doing your dissertation work, etc and preparing for the final examinations.

The university reserves the right to change the rules or guidelines detailed in this Programme Guide. However, you will be informed about the important changes, if any, well in advance.

### Other Important Points

In the first year, after you complete reading of this Programme Guide, read thoroughly the courses MAE-001, MAE-002, MAE-006, MAE-003, MAE-004 and MES-016, and submit the assignments of these courses. Before you start doing your practical activities, please read thoroughly the single block

of course MAEL-101 given in the form of Student's Handbook for Practical Work. It is your real and timely guide that helps you in performing the community-based practical activities prescribed therein. Similarly, in the second year, after thorough reading of the relevant theory courses including your optional/elective courses, you submit the assignment responses of these courses. If you have opted for dissertation work, then you read single block of MAEP-001 given in the form of Handbook on Dissertation Work thoroughly, prepare and submit your dissertation proposal/synopsis to your RC, and get it approved timely so as to start your dissertation work at the earliest time possible at your end. Instead, if you have opted the course MAET-001, you read thoroughly the single block of it given in the form of Handbook on Case Study or Internships and do the relevant work to expeditiously complete the programme within the minimum duration of two years, though you have maximum of four years to complete the programme.

## APPENDICES

Appendix-I

### List of Regional Centres and Recognised Regined Centres of IGNOU REGIONAL CENTRES (ADDRESS, TELEPHONE NO., FAX, E-MAIL & JURISDICTION)

SL. NO.	REGIONAL CENTRE & CODE	REGIONAL CENTRE ADDRESS, TELEPHONE NO., FAX & E-MAIL	JURISDICTION
1	AGARTALA RC CODE : 26	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE AGARTALA MBB COLLEGE COMPOUND, AGARTALA, TRIPURA, PIN-799004 TEL: 0381-2516714 9434466968, 8637385919 (Mob.) E-MAIL: rcagartala@ignou.ac.in	STATE OF TRIPURA (DISTRICT: DHALAI, NORTH TRIPURA, SOUTH TRIPURA, WEST TRIPURA, GOMATI, KHOWAI, SEPAHIJALA, UNOKOTI)
2	AHMEDABAD RC CODE : 09	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE OPP. NIRMA UNIVERSITY, SARKHEJ, GANDHI NAGAR HIGHWAY, CHHARODI, AHMEDABAD – 382481(GUJARAT) TEL: 02717-242976 9825524580 (Mob.) E-MAIL: rcahmedabad@ignou.ac.in	STATE OF GUJARAT (DISTRICT: AHMEDABAD, ANAND, BANASKANTHA, BHARUCH, DAHOD, GANDHINAGAR, MEHSANA, PATAN, SABARKANTHA, SURAT, VADODARA, VALSAD, DANG, KHEDA, NARMADA, NAVSARI, PANCHMAHAL, TAPI, ARAVALLI, MAHISAGAR AND CHHOTA UDAIPUR) DAMAN & DADRA NAGAR HAVELI (U.T.)
3	AIZAWL RC CODE : 19	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE, SELESIH (A-S ROAD), AIZAWL MIZORAM - 796014 TEL: 0389-2391692 9436151784 (Mob.) E-MAIL: rcaizwal@ignou.ac.in	STATE OF MIZORAM (DISTRICT: AIZAWL, LUNGLEI, KOLASIB, MAMIT, SERCHHIP, SAIHA, CHAMPHAI, LAWNGTLAI) HNAHTHIAL, SAITUAL, KHAWZAWL)

4	ALIGARH RC CODE : 47	<p><u>LOCAL OFFICE</u> REGIONAL DIRECTOR IGNOU REGIONAL CENTRE SRI TIKARAM KANYA MAHAVIDYALAYA, RAMGHAT ROAD ALIGARH (UP) – 202001  8869829838 (Mob.) 7004131597 (Mob.) E-MAIL: rcaligarh@ignou.ac.in</p> <p><u>MAIN OFFICE</u> REGIONAL DIRECTOR IGNOU REGIONAL CENTRE PLOT NO. 88, VILLAGE – TUSYANA, KNOWLEDGE PARK 5, GREATER NOIDA, GAUTAM BUDDHA NAGAR - 201306 UTTAR PRADESH TEL: 0120-2405012 / 2405014 E-MAIL: rcnoida@ignou.ac.in</p>	STATE OF UTTAR PRADESH (DISTRICT: ALIGARH, BUDAUN, ETAH, ETAWAH, FIROZABAD, KASHIRAM NAGAR/KASGANJ, MAHAMAYA NAGAR/ HATHRAS, MAINPURI)
5	ANGUL RC CODE: 89	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE, PLOT NO. 758-759, SIMILIPADA CHOWK ANGUL 759 122 ODISHA Tel. No. 06764- 230018/19 9717801895 (Mob.) E-MAIL: rcangul@ignou.ac.in	STATE OF ODISHA (DISTRICT:, BARAGARH, DEOGARH, SAMBALPUR, JHARSUGUDA SUNDERGARH, SONEPUR, BOUDH AND ANGUL)
6	BANGALORE RC CODE : 13	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE NO. 222, SINGENA AGRAHARA VILLAGE, SARJAPUR HOBLI, ANEKAL TALUK BANGALORE-560099 KARNATAKA TEL: 080-29607272, 080-29601235 (Internet use) 9449337272 (Whatsapp.) E-MAIL: rcbangalore@ignou.ac.in	STATE OF KARNATAKA (DISTRICT: BANGALORE, BANGALORE RURAL, CHIKBALLAPUR, CHITRADURGA, DAVANAGERE, KOLAR, RAMANAGARA, SHIMOGA, TUMKUR, CHAMARAJANAGAR & CHIKMAGALUR DAKSHINA KANNADA, HASSAN, KODAGU, MANDYA, MYSORE, UDUPI)

7	BHAGALPUR RC CODE : 82	<u>MAIN OFFICE</u> REGIONAL DIRECTOR IGNOU REGIONAL CENTRE BHAGALPUR ROOM NO.305, INSTITUTIONAL AREA, MITHAPUR, PATNA – 800001 (BIHAR) TEL: 0641-2610055 9431107033 (Mob.) E-MAIL: rcbhagalpur@ignou.ac.in  <u>LOCAL OFFICE</u> REGIONAL DIRECTOR IGNOU REGIONAL CENTRE, DEPTT. OF ECONOMICS BUILDING, TNB COLLEGE CAMPUS, BHAGALPUR – 812007	STATE OF BIHAR (DISTRICT: BHAGALPUR, BANKA, MUNGER)
8	BHOPAL RC CODE : 15	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 12 ARERA HILLS, BHOPAL – 462011(MADHYA PRADESH) TEL: 0755-2578455/2578452 0755-2570517 9968658388 (Mob.) E-MAIL: rcbhopal@ignou.ac.in	STATE OF MADHYA PRADESH (DISTRICT: ALIRAJPUR, BHIND, DATIA, HARDA, KHANDWA, MANDSAUR, NEEMUCH, RAJGARH, SHAJAPUR, BAWANI, BHOPAL, DEWAS, GUNA, HOSHANGABAD, JHABUA, KHARGONE, MORENA, RATLAM, SHEOPUR, VIDISHA, ASHOK NAGAR, BETUL, BURHANPUR, DHAR, GWALIOR, INDORE, RAISEN, SEHORE, SHIVPURI, UJJAIN, AGAR-MALWA)
9	BHUBA- -NESHWAR RC CODE :21	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE C-1, INSTITUTIONAL AREA, BHUBANESWAR – 751013 (ODISHA) TEL: 0674-2301348 / 2301250 0674-2300310/330 0674-2971071 9437235847 (Mob.) E-MAIL: rcbhubaneswar@ignou.ac.in	STATE OF ODISHA (DISTRICT:- BHADRAK, BALASORE, CUTTACK, DHENKANAL, GANJAM, GAJAPATI, JAJPUR, JAGATSINGHPUR, KHORDHA, KEONJHAR, KANDHAMAL, KENDRAPARA, MAYURBHANJ, NAYAGARH, PURI)

10	BIJAPUR RC CODE : 85	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 1ST FLOOR, PLAZA II TOURISM DEPARTMENT BUILDING OPP. DR.B.R. AMBEDKAR STADIUM INDI ROAD, VIJAYAPURA - 586101 KARNATAKA  TEL: 08352-252006 9482311006 (Mob.) E-MAIL: rcbijapur@ignou.ac.in	STATE OF KARNATAKA COVERING (DISTRICTS BAGALKOT, BIJAPUR, BIDAR, GULBARGA, KOPPAL, RAICHUR, YADGIR, HAVERI, GADAG, BELLARY, BELGAUM, DHARWAD) STATE OF MAHARASHTRA (DISTRICTS SOLAPUR, LATUR)
11	CHANDIGARH RC CODE : 06	<u>MAIN OFFICE</u> REGIONAL DIRECTOR IGNOU, REGIONAL CENTRE (CHANDIGARH) PLOT NO. 5, SECTOR 12 (PART I), URBAN ESTATE, KARNAL - 132001 (HARYANA)  <u>LOCAL OFFICE</u> REGIONAL DIRECTOR IGNOU, REGIONAL CENTRE (CHANDIGARH) CDCL BUILDING, GROUND FLOOR PLOT NO. 5, SECTOR 28 B MADHYA MARG, CHANDIGARH -160019 9411060765 (Mob.) E-MAIL: rcchandigarh@ignou.ac.in	STATE OF PUNJAB (DISTRICT: PATIALA, MOHALI, RUP NAGAR, FATEHGARH SAHEB), STATE OF HARYANA (DISTRICT: AMBALA, PANCHKULA), CHANDIGARH (U.T.)

12	CHENNAI RC CODE : 25	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE PERIYAR THIDAL 84/1, EVK SAMPATH SALAI, VEPERY, CHENNAI – 600007 TAMILNADU TEL: 044-26618040/26618489 9940130097 (Mob.) E-MAIL: rcchennai@ignou.ac.in	STATE OF TAMILNADU (DISTRICT: CHENNAI, THIRUVALLUR, KANCHIPURAM, VELLORE, THIRUVANNAMALAI, KRISHNAGIRI, DHARMAPURI, SALEM, NAMAKKAL, VILLUPURAM, CUDDALORE, PERAMBALUR, NAGAPATTINAM), PUDUCHERRY (U.T.), RANIPET, TIRUPATTUR, CHENGALPATTU, KALLAKURICHI, MAYILADUTHURAI
13	COCHIN RC CODE : 14	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE KALOOR, P.O COCHIN – 682017 KERALA TEL: 0484-2340203 9445120908 (Mob.) E-MAIL: rccochin@ignou.ac.in	STATE OF KERALA (DISTRICT: ALAPPUZHA, ERNAKULAM, IDUKKI, KOTTAYAM, PALAKKAD, THRISSUR, LAKSHADWEEP (U.T.)
14	DARBHANGA RC CODE : 46	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE L N M UNIV. CAMPUS, NEAR CENTRAL BANK KAMESHWAR NAGAR DARBHANGA-846004 (BIHAR) TEL: 06272-251833 06272-251862 FAX: 06272-253719 9431691933 (Mob) 9455471814 (Mob) E-MAIL: rcdarbhang@ignou.ac.in	STATE OF BIHAR (DISTRICT: BEGUSARAI, DARBHANGA, EAST CHAMPARAN, GOPALGANJ, SHEOHAR, SITAMARHI, SAMASTIPUR, MADHUBANI, MUZAFFARPUR & WEST CHAMPARAN)



15	DEHRADUN RC CODE : 31	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE DEHRADUN NANOOR KHERA, TAPOVAN RAIPUR ROAD, DEHRADUN-248008 UTTARAKHAND TEL: 0135-2789200 0135-2789205 9410706050 (Mob.) E-MAIL: <a href="mailto:rcdehradun@ignou.ac.in">rcdehradun@ignou.ac.in</a>	STATE OF UTTARAKHAND (DISTRICT: DEHRADUN, PAURI, CHAMOLI, TEHRI, UTTARAKASHI, RUDRAPRAYAG, HARIDWAR, NAINITAL, ALMORA, PITHORAGARH, US NAGAR, CHAMPAWAT, BAGESHWAR)
16	DELHI 1 RC CODE : 07	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE PLOT NO J-2/1 BLOCK - B 1 MOHAN COOPERATIVE INDUSTRIAL ESTATE, MATHURA ROAD NEW DELHI - 110 044 TEL: <a href="tel:011-46552431">011-46552431</a> 9971762641 (Mob.) E-MAIL: <a href="mailto:rcdelhi1@ignou.ac.in">rcdelhi1@ignou.ac.in</a>	STATE OF DELHI (COVERING AREAS OF MEHRAULI, CHANAKYAPURI, LODHI COLONY, SOUTH EXTENSION, R.K. PURAM, VASANT KUNJ, SAKET, GREEN PARK, LAJPAT NAGAR, G.K., MALVIYA NAGAR, BHOGAL, ASHRAM, HAUZ KHAS, MUNIRIKA, OKHLA, SANGAM VIHAR, FRIENDS COLONY, BADARPUR), STATE OF HARYANA (DISTRICT: FARIDABAD, PALWAL)
17	DELHI 2 RC CODE : 29	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE (DELHI-2) (IAEA HOUSE) INDIAN ADULT EDUCATION ASSOCIATION, 17-B, INDRAPRASTHA ESTATE, MAHATMA GANDHI MARG, OPPOSITE INDRAPRASTHA METRO STATION, NEXT TO WHO CONSTRUCTED BUILDING NEW DELHI – 110002 TEL:-011-23379373 /23379376 23379377 / 9910626464 (Mob.) E-MAIL: <a href="mailto:rcdelhi2@ignou.ac.in">rcdelhi2@ignou.ac.in</a>	STATE OF DELHI (COVERING AREAS OF KARALA, PRAHLADPUR, BANAGAR, LIBASPUR, RAMA VIHAR, RANI BAGH, SULTAN PURI, BUDH VIHAR, MANGOLPURI, PITAMPURA, JAHANGIR PURI, JHARODA MAJARA, BURAI, DR. MUKHERJEE NAGAR, MODEL TOWN, SHAKURPUR COLONY, GTB NAGAR, ASHOK VIHAR, SHASTRI NAGAR, CIVIL LINES, YAMUNA VIHAR, NAND NAGRI)

18	DELHI 3 RC CODE : 38	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE (DELHI-3) DELHI LIBRARY ASSOCIATION BUILDING RANGANATHAN BHAWAN, C-BLOCK, NEAR COMMUNITY CENTRE, NARAINA VIHAR, NEW DELHI – 110028 TEL: 011-25774255/25774256 9479608369 (Mob.) E-MAIL: rcdelhi3@ignou.ac.in	STATE OF DELHI (COVERING AREAS OF MUNDKA, NANGLOI JAT, PEERAGARHI, PUNJABI BAGH, BAKARWALA, MEERA BAGH, MOTI NAGAR, TILAK NAGAR, TILANGPUR KOTLA, VIKASPURI, SUBHASH NAGAR, UTTAM NAGAR, JANAKPURI, NAJAFGARH, MAHAVIR ENCLAVE, SAGARPUR, DWARKA, PALAM, PALAM FARMS, KAPASERA, DHAULA KUAN, NARAINA, MAHIPALPUR, MANSAROVAR GARDEN), STATE OF HARYANA (DISTRICTS: GURUGRAM, MEWAT)
19	DEOGHAR RC CODE : 87	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE BASUWADIH, ROHINI ROAD JASIDIH DISTT.-DEOGHAR – 814112 (JHARKHAND) 9848423053(Mob) 8986646561 (Mob.) 8986613424(Mob.) E-MAIL: rcdeoghar@ignou.ac.in	STATE OF JHARKHAND COVERING (DISTRICTS DEOGHAR, GODDA, SAHIBGANJ, PAKUR, DUMKA, JAMTARA & GIRIDIH)
20	GANGTOK RC CODE : 24	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 6TH MILE, TADONG NH-10, BELOW HOLY CROSS SCHOOL, PO.TADONG GANGTOK -737102 SIKKIM TEL: 03592-270923 / 231102, 03592-231103 9832093223 (Mob.) 9549800438(Mob.) E-MAIL: rcgangtok@ignou.ac.in	STATE OF SIKKIM (DISTRICT: MANGAN, GANGTOK, PAKYONG, GYALSHING, NAMCHI, SORENG)

21	GUWAHATI RC CODE : 04	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE HOUSE NO 71, GMCH ROAD CHRISTIAN BASTI GUWAHATI ASSAM -781005 TEL: 0361-2343771 / 2343785 0361-2343786 0361-2343784 9810757379 (Mob.) 9436304240 (Mob.) E-MAIL: <a href="mailto:rcguwahati@ignou.ac.in">rcguwahati@ignou.ac.in</a>	STATE OF ASSAM (DISTRICT: KARBI ANGLONG (EAST), KARBI ANGLONG (WEST), MORIGAON, DARRANG, KAMRUP, KAMRUP METROPOLITAN, NALBARI, BARPETA, BONGAIGAON, DHUBRI, SOUTH SALMARA- MANKACHAR, GOALPARA, KOKRAJHAR, BAKSA, UDALGURI, CHIRANG, DIMA HASAO, CACHAR, HAILAKANDI, KARIMGANJ)
22	HYDERABAD RC CODE : 01	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE FIRST FLOOR, M-5 BLOCK MANORANJAN COMPLEX, TELANGANA STATE HOUSING BOARD COMPLEX (ADJACENT TO GANDHI BHAWAN METRO STATION) M. J. ROAD, NAMPALLY HYDERABAD - 500 001 TELANGANA TEL: 040-23117550/23117552 9492451812 (Mob.) E-MAIL: <a href="mailto:rchyderabad@ignou.ac.in">rchyderabad@ignou.ac.in</a>	STATE OF TELANGANA (DISTRICT: ADILABAD, BHADRADRI, KOTHAGUDEM, HYDERABAD, JAGTIAL, JANGAON, JAYASHANKAR BHOOPALPALLY, JOGULAMBA GADWAL, KAMAREDDY, KARIMNAGAR, KHAMMAM, KOMARAM BHEEM ASIFABAD, MAHABUBABAD, MAHABUBNAGAR, MANCHERIAL, MEDAK, MEDCHAL MALKAJIGIRI NAGAR KURNOOL, NALGONDA, NIRMAL, NIZAMABAD, PEDDAPALLI, RAJANNA SIRCILLA, RANGAREDDY, SANGAREDDY, SIDDIPET, SURYAPET, VIKARABAD, WANAPARTHY, WARANGAL RURAL, WARANGAL URBAN, YADADRI, BHUANAGIRI)
23	IMPHAL RC CODE : 17	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE, ASHA - JINA COMPLEX NORTH AOC, IMPHAL, MANIPUR -795001 TEL: 0385-2953462 9434069397 (Mob.) E-MAIL: <a href="mailto:rcimphal@ignou.ac.in">rcimphal@ignou.ac.in</a>	STATE OF MANIPUR (DISTRICT: BISHNUPUR, CHURACHANDPUR, CHANDEL, IMPHAL EAST, IMPHAL WEST, SENAPATI, TAMENGLONG, THOUBAL, UKHRUL, KAKCHING, TENGNOUNPAL, KAMJONG, KANGPOKPI, JIRIBAM, NONEY, PHERZAWL)

24	ITANAGAR RC CODE : 03	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE HMCT BUILDING, RAJIV GANDHI GOVT. POLYTECHNIC, VIVEK VIHAR, ITANAGAR – 791113 (ARUNACHAL PRADESH) TEL: 0360-2954806 8870833684 (Mob) E-MAIL: rcitanagar@ignou.ac.in	STATE OF ARUNACHAL PRADESH (DISTRICTS: ANJAW, CHANGLANG, EAST KAMENG, EAST SIANG, KAMLE, KRA DAADI, KURUNG KUMEY, LEPA RADA, LOHIT, LONGDING, LOWER DIBANG VALLEY, LOWER SIANG, LOWER SUBANSIRI, NAMSAI, PAKKE-KESSANG, PAPUMPARE, SHI YOMI, SIANG, TAWANG, TIRAP, UPPER DIBANG VALLEY, UPPER SIANG, UPPER SUBANSIRI, WEST KAMENG, WEST SIANG)
25	JABALPUR RC CODE : 41	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 2ND FLOOR, ARTS BLOCK, RAJSHEKHAR BHAVAN, RDVV CAMPUS, PACHPEDI, JABALPUR – 482001 (MADHYA PRADESH) TEL: 0761-2600411/2609896 9039301886 (Mob.) E-MAIL: rcjabalpur@ignou.ac.in	STATE OF MADHYA PRADESH (DISTRICT: ANUPPUR, BALAGHAT, CHHINDWARA, DINDORI, JABALPUR, KATNI, MANDLA, NARSHINGAPUR, SEONI, SHAHDOL, SIDDHI, SINGRAULI, UMARIA, DAMOH, PANNA, SAGAR, CHHATTARPUR, REWA, SATNA, NIWARI, TIKAMGARH, PANDHURNA, MAUGANJ, MAIHAR)
26	JAIPUR RC CODE : 23	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 70/80, SECTOR-7, PATEL MARG, MANSAROVAR, JAIPUR – 302020 (RAJASTHAN) TEL: 0141-2785730 7597454843 (Mob.) E-MAIL: rcjaipur@ignou.ac.in	STATE OF RAJASTHAN (DISTRICT: AJMER, ALWAR, BARAN, BHARATPUR, BHILWARA, BUNDI, CHITTORGARH, CHURU, DAUSA, DHOLPUR, HANUMUNGARH, JAIPUR, JHALAWAR, JHUNJHUNU, KARALI, KOTA, SAWAIMADHOPUR , SIKAR, SRIGANGANAGAR & TONK)

27	JAMMU RC CODE : 12	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE RAJINDER VIHAR, PHASE-I, BANTALAB, JAMMU J&K - 181123 9452877419 (Mob) 8492989090 (Mob.) E-MAIL: rcjammu@ignou.ac.in	STATE OF JAMMU & KASHMIR (JAMMU REGION - DISTRICT: DODA, JAMMU, KATHUA, KISHTWAR, POONCH, RAJOURI, RAMBAN, REASI, SAMBA, UDHAMPUR)
28	JODHPUR RC CODE : 88	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE NEAR NIFT CAMPUS, KHASRA NO.406, NAGAUR ROAD, NH-62 KARWAR, JODHPUR - 342030 (RAJASTHAN) TEL:0291-2755424 0291-2756579 9881499499 (Mob) 9414036579 (Mob.) E-MAIL: rcjodhpur@ignou.ac.in	STATE OF RAJASTHAN COVERING (DISTRICTS: JODHPUR, BARMER, JAISALMER, RAJASMAND, UDAIPUR, BIKANER, JALORE, SIROHI, NAGOUR, DUNGARPUR, PALI, PRATAPGARH, BANSWARA)
29	JORHAT RC CODE : 37	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE JORHAT P/O KOROKATOLY, BALIGAON JORHAT, ASSAM – 785015 TEL:0376-2951116 0376-2951114 9435300316 (Mob.) E-MAIL: rcjorhat@ignou.ac.in	STATE OF ASSAM (DISTRICT: NAGAON, GOLAGHAT, JORHAT, SIVASAGAR, DIBRUGARH, TINSUKIA, LAKHIMPUR, DHEMAJI, SONITPUR, BISWANATH, CHARAIDEO, HOJAI & MAJULI)
30	KARNAL RC CODE : 10	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE PLOT NO.5, SECTOR 12, (Part- 1), URBAN ESTATE, KARNAL – 132001 (HARYANA) TEL: 0184-2271514 9466436503 (Mob.) E-MAIL: rckarnal@ignou.ac.in	STATE OF HARYANA (DISTRICT: BHIWANI, FATEHABAD, HISAR, JHAJJAR, JIND, KAITHAL, KARNAL, KURUKSHETRA, MAHENDRAGARH, PANIPAT, REWARI, ROHTAK, SIRSA, SONIPAT, YAMUNANAGAR AND CHARKHIDADRI)

31	KHANNA RC CODE : 22	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE I.T.I.BUILDING BULEPUR DISTRICT LUDHIANA, KHANNA-141401 (PUNJAB) TEL: 01628-229993 / 237361 9780200700 (Mob.) E-MAIL: rckhanna@ignou.ac.in	STATE OF PUNJAB (DISTRICT: GURDASPUR, AMRITSAR, TARN TARAN, KAPURTHALA, JALANDHAR, HOSHIARPUR, SBS NAGAR/ NAWANSHAHR, BARNALA, SANGRUR, BATHINDA, MANSA, MUKTSAR, LUDHIANA, FEROPUR, FARIDKOT, MOGA, FAZILKA, PATHANKOT, MALERKOTLA)
32	KOHIMA RC CODE : 20	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE, NEAR MT. HERMON SCHOOL, DBHSS ROAD, KENUOZOU AREA KOHIMA-797001, NAGALAND. TEL: 0370-2260366 / 2260167 0370-2241968 9436324103 (Mob.) E-MAIL: rckohima@ignou.ac.in	STATE OF NAGALAND (DISTRICT: KOHIMA, DIMAPUR, WOKHA, MOKOKCHUNG, ZUNHEBOTO, TUENSANG, LONGLENG, KIPHIRE, MON, PEREN, PHEK, NOKLAK, NIULAND, CHUMUKEDIMA, SHAMATOR, TSEMINYU)
33	KOLKATA RC CODE : 28	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE BIKASH BHAWAN, 4TH FLOOR NORTH BLOCK SALT LAKE, BIDHAN NAGAR KOLKATA - 700 091 (WEST BENGAL) TEL: 033-23349850 MOB: 9957576286 E-MAIL: rckolkata@ignou.ac.in	
34	KORAPUT RC CODE : 44	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE DISTT. AGRICULTURE OFFICE ROAD, KORAPUT – 764020 (ODISHA) TEL: 06852-252982 9439331223 (Mob.) E-MAIL: rckoraput@ignou.ac.in	STATE OF ODISHA (DISTRICT: KORAPUT, MALKANGIRI, NABARANGPUR, NUAPADA, RAYAGADA, BOLANGIR, KALAHANDI)

35	LUCKNOW RC CODE : 27	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 5-C/INS-1, SECTOR - 5 VRINDAVAN YOJNA, TELIBAGH LUCKNOW 226 029 UTTAR PRADESH TEL: 0522-2442832 9450362910 (Mob.) E-MAIL: rclucknow@ignou.ac.in	STATE OF UTTAR PRADESH (DISTRICT: AMETHI, AURAIYA, BAHRAICH, BALRAMPUR, BANDA, BARABANKI, BAREILLY, BASTI, CHITRAKUT, AYODHAYA, FARUKHABAD (FATEHGARH), FATEHPUR, GONDA, HAMIRPUR, HARDOI, JALAUN(ORAI), JHANSI, KANNAUJ, KANPUR RURAL, KANPUR URBAN, KAUSHAMBI, LAKHIMPUR(KHERI), LALITPUR, LUCKNOW, MAHOBA, PILIBHIT, RAEBAREILY, SHAHJANANPUR, SHRAVASTI, SIDHARTHANAGAR, SITAPUR, UNNAO)
36	MADURAI RC CODE : 43	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE SIKKANDAR CHAVADI ALANGANALLUR MAIN ROAD (BEHIND JEEVA THEATRE) MADURAI- 625018 TAMIL NADU. TEL: 0452-2380775, 2380733 9442150808 (Mob.) E-MAIL: rcmadurai@ignou.ac.in	STATE OF TAMIL NADU (DISTRICT: COIMBATORE, DINDIGUL, ERODE, KARUR, MADURAI, NILGIRIS, PUDUKKOTTAI, RAMANATHAPURAM, SIVAGANGA, THANJAVUR, THENI, THIRUVARUR, TIRUCHIRAPPALLI, TIRUPUR, VIRUDHUNAGAR, ARIYALUR, TENKASI, TIRUNELVELI, TUTICORIN)

37	MUMBAI RC CODE : 49	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE (MUMBAI) 1ST, 2ND AND 3RD FLOOR, MAHATMA BUILDING-03, PLOT NO.43, OPP. DAV PUBLIC SCHOOL, SECTOR 09, NEW PANVEL EAST, DISTT. RAIGAD - 410206, MUMBAI (MAHARASHTRA) 9419973362(Mob.) 9441866568 (Mob.) E-MAIL: <a href="mailto:rcmumbai@ignou.ac.in">rcmumbai@ignou.ac.in</a>	STATE OF MAHARASHTRA (DISTRICT: MUMBAI, THANE, RAIGAD, RATNAGIRI, PALGHAR, MUMBAI SUBURBAN)
38	NAGPUR RC CODE : 36	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE "GYAN VATIKA" 14, HINDUSTAN COLONY AMARAVATI ROAD NAGPUR - 440 033 MAHARASHTRA TEL: 0712-2536999, 2537999 0712-2538999 9860022681 (Mob) E-MAIL: <a href="mailto:rcnagpur@ignou.ac.in">rcnagpur@ignou.ac.in</a>	STATE OF MAHARASHTRA (DISTRICT: AKOLA, AMRAVATI, BHANDARA, BULDHANA, CHANDRAPUR, GADCHIROLI, GONDIA, HINGOLI, NAGPUR, NANDED, PARBHANI, WARDHA, WASHIM, YAVATMAL)
39	NOIDA RC CODE : 39	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE PLOT NO. 88, VILLAGE – TUSYANA, KNOWLEDGE PARK 5, GREATER NOIDA, GAUTAM BUDDHA NAGAR - 201306 UTTAR PRADESH TEL: 0120-2405012 / 2405014 0120-2405013 9971762641(Mob.) E-MAIL: <a href="mailto:rcnoida@ignou.ac.in">rcnoida@ignou.ac.in</a>	STATE OF UTTAR PRADESH (DISTRICT: GAUTAM BUDH NAGAR, GHAZIABAD, MEERUT, BAGHPAT, BULANDSHAHR, HAPUR, SAHARANPUR, MUZAFFARNAGAR, BIJNOR, SHAMLI, AMROHA, MORADABAD, SAMBHAL, RAMPUR, AGRA, MATHURA) STATE OF DELHI (MAYUR VIHAR PH- I & II, MAYUR VIHAR EXTN., VASUNDHARA ENCLAVE, EAST DELHI)



40	PANAJI RC CODE : 08	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE H.NO.1576, NEAR P & T STAFF QUARTERS, ALTO PORVORIM, P.O. GOA- 403521. GOA TEL: 0832-2414553 9764425250(Mob.) E-MAIL: rcpanaji@ignou.ac.in	STATE OF GOA (DISTRICT: NORTH GOA, SOUTH GOA), STATE OF KARNATAKA (DISTRICT: UTTARA KANNADA), STATE OF MAHARASHTRA (DISTRICT: SINDHUDURG)
41	PATNA RC CODE : 05	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE INSTITUTIONAL AREA MITHAPUR PATNA PATNA - 800 001 BIHAR TEL: 0612-2365039, 2360080 9438036660 (Mob.) 8521919590 (Mob.) E-MAIL: rcpatna@ignou.ac.in	STATE OF BIHAR (DISTRICT: ARWAL, BHOJPUR, BUXAR, JEHANABAD, LAKHISARAI, NALANDA, PATNA, SHEIKHPURA, VAISHALI, SIWAN, SARAN, ROHTAS, KAIMUR, NAWADA, GAYA, AURANGABAD, JAMUI)
42	PORT BLAIR RC CODE : 02	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE Opp- AIR CARGO COMPLEX, VIP ROAD, P.O. JUNGLIGHAT PORT BLAIR -744103 (A&N) TEL: 03192-242888 03192-230111 9447472638 (Mob.) E-MAIL: rcportblair@ignou.ac.in	ANDAMAN & NICOBAR ISLANDS [U.T.] (DISTRICT: NORTH & MIDDLE ANDAMAN, SOUTH ANDAMAN, NICOBAR)
43	PUNE RC CODE : 16	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE OPPOSITE VITTHAL MANDIR, NEAR TO PALAK PARK SOCIETY, BALEWADI GAON, BALEWADI PUNE – 411045 (MAHARASHTRA) TEL: 020-29911579, 020-29912364, 020-29910886 9441929218 (Mob.) 7013473708 (Mob.) E-MAIL: rcpune@ignou.ac.in	STATE OF MAHARASHTRA (DISTRICT: NANDURBAR, DHULE, JALGAON, AURANGABAD, NASIK, JALNA, AHMADNAGAR, BEED, PUNE, OSMANABAD, SANGLI, SATARA, KOLHAPUR)

44	RAGHU NATHGANJ RC CODE : 50	<p><u>MAIN OFFICE</u></p> <p>REGIONAL DIRECTOR</p> <p>IGNOU REGIONAL CENTRE BIKASH BHAWAN, 4TH FLOOR NORTH BLOCK SALT LAKE, BIDHAN NAGAR KOLKATA - 700 091 (WEST BENGAL)</p> <p>TEL: 033-23349850</p> <p>033-23592719 / 23589323 (RCL)</p> <p>033-23347576/24739393 9570328976 (Mob.)</p> <p><u>LOCAL OFFICE</u></p> <p>REGIONAL DIRECTOR</p> <p>IGNOU REGIONAL CENTRE RAGHUNATHGANJ 1ST FLOOR, B-9 KARMATIRTHA COMPLEX, UMARPUR, (NEAR UMARPUR CROSSING, HAAT BAZAR) RAGHUNATHGANJ, P.O- GHORSALA -742 235 DIST. MURSHIDABAD (WEST BENGAL)</p> <p>9570328976 (Mob.)</p> <p>E-MAIL: rcraghunathganj@ignou. ac.in</p>	STATE OF WEST BENGAL (DISTRICT: MURSHIDABAD, BIRBHUM, MALDA)
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45	RAIPUR RC CODE : 35	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE IGNOU COMPLEX, KACHNA, RAIPUR POST SADDU RAIPUR – 492014 (CHHATTISGARH) TEL: 0771-2283285/2971322 9424203734 (Mob.) 9908471308 (Mob) E-MAIL: rcraipur@ignou.ac.in	STATE OF CHHATTISGARH (DISTRICT: BILASPUR, DHAMTARI, DURG, JANJGIR- CHAMPA, JASHPUR, KANKER, KAWARDHA, KORBA, KORIYA, MAHASAMUND, RAIGARH, RAIPUR, RAJNANDGAON, SURAJPUR, SARGUJA, BALOD, BALODBAZAR, BALRAMPUR, BEMETARA, GARIABANDH, MUNGELI, DANTEWADA, BASTAR, KONDAGAON, NARAYANPUR, BIJAPUR, SUKMA, SARANGARH, BILAIGARH, MOHLA MANPUR, SAKTI, MANENDRAGARH- CHIRMIRI-BHARATPUR, KHAIRAGARH- CHHUIKHANDAN-GANDAI, GAURELA-PENDRA- MARWAHI)
46	RAJKOT RC CODE : 42	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE KANKOT MAIN ROAD, OFF KALAWAD ROAD, OPP. ADARSH NIVASI BOY'S SCHOOL, RAJKOT - 360005 GUJARAT 9717032908(Mob.) 9824673124(Mob.) E-MAIL: rcrajkot@ignou.ac.in	STATE OF GUJARAT (DISTRICT: RAJKOT, KACHCHH, JAMNAGAR, PORBANDAR, JUNAGADH, AMRELI, BHAVNAGAR, SURENDRANAGAR, DEV- BHOOMI DWARKA, GIR- SOMNATH, BOTAD, MORBI), DIU (U.T.)
47	RANCHI RC CODE : 32	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 2ND FLOOR, KRISHNA MALL, ASHOK NAGAR, RANCHI – 834002 (JHARKHAND) TEL: 0651-2244688/2244699 0651-2244677 9438133363(Mob.) EMAIL: rcranchi@ignou.ac.in	STATE OF JHARKHAND (DISTRICT: RANCHI, LOHARDAGA, GUMLA, SIMDEGA, LATEHAR, WEST SINGHBHUM, SARAIKELA, KHARASAWAN, EAST SINGBHUM, HAZARIBAGH, CHATRA, KODERMA, KHUNTI, RAMGARH, BOKARO, DHANBAD, GARHWA, PALAMU)

48	SAHARSA RC CODE : 86	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE KOSHI CHOWK, SAHARSA – 852201, BIHAR TEL: 06478-219015, 06478-295252 9473194888 (Mob.) E-MAIL: <a href="mailto:rcsaharsa@ignou.ac.in">rcsaharsa@ignou.ac.in</a>	STATE OF BIHAR COVERING (DISTRICTS: KHAGARIA, SAHARSA, SUPAUL, MADHEPURA, KATIHAR, ARARIA, KISHANGANJ & PURNEA)
49	SHILLONG RC CODE : 18	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE SHILLONG NEHU CAMPUS UMSHING-MAWKYNROH SHILLONG, MEGHALAYA-793022 TEL: 0364 – 2950669 9436465886 (Mob.) EMAIL: <a href="mailto:rcshillong@ignou.ac.in">rcshillong@ignou.ac.in</a>	STATE OF MEGHALAYA (DISTRICT: EAST GARO HILLS, SOUTH WEST GARO HILLS, WEST GARO HILLS, NORTH GARO HILLS, SOUTH GARO HILLS, EAST JAINTIA HILLS, WEST JAINTIA HILLS, EAST KHASI HILLS, SOUTH WEST KHASI HILLS, WEST KHASI HILLS, EASTERN WEST KHASI HILLS, RI-BHOI.
50	SHIMLA RC CODE : 11	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE BLOCK NO.9, SDA COMPLEX, KASUMPTI, SHIMLA- 171009 (HIMACHAL PRADESH) TEL: 0177-2624612 / 2624613 FAX: 0177-2624611 8427753410 (Mob.) E-MAIL: <a href="mailto:rcshimla@ignou.ac.in">rcshimla@ignou.ac.in</a>	STATE OF HIMACHAL PRADESH (DISTRICT: BILASPUR, CHAMBA, HAMIRPUR, KANGRA, KINNAUR, KULLU, LAHUL & SPITI, MANDI, SHIMLA, SIRMAUR, SOLAN, UNA)

51	SILIGURI RC CODE : 45	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 17/12, J.C BOSE ROAD SUBHAS PALLY SILIGURI DISTRICT- DARJEELING WEST BENGAL-734001  TEL: 0353-2526818 9436474912 (Mob.) 9434199100 (Mob.) E-MAIL: rcsiliguri@ignou.ac.in	STATE OF WEST BENGAL (DISTRICT: COOCHBEHAR, JALPAIGURI, DARJEELING, UTTAR DINAJPUR, DAKSHIN DINAJPUR, ALIPURDUAR, KALIMPONG)
52	SRINAGAR RC CODE : 30	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE SAIDA KADAL, RAINWARI, SRINAGAR – 190003 (J&K)  TEL: 0194-3102400 9628094226 (Whatsapp) 9985877110 (Mob.) E-MAIL: rcsrinagar@ignou.ac.in	UT OF JAMMU & KASHMIR (SRINAGAR REGION - DISTRICT: ANANTNAG, BANDIPORE, BARAMULLA, BUDGAM, GANDERBAL, KULGAM, KUPWARA, PULWAMA, SHOPIAN, SRINAGAR)  UT OF LADAKH (DISTRICT – KARGIL & LEH)
53	TRIVANDRUM RC CODE : 40	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE CAMPUS, MUTTATHARA, VALLAKADAVU P.O THIRUVANANTHAPURAM PIN - 695 008 KERALA  TEL: 0471-2344113 9447044132 (Mob.) E-MAIL: rctrivandrum@ignou.ac.in	STATE OF KERALA (DISTRICTS: PATHANAMTHITTA, KOLLAM, THIRUVANANTHAPURA M), STATE OF TAMIL NADU (DISTRICT: KANYAKUMARI)

54	VARANASI RC CODE : 48	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE GANDHI BHAWAN B.H.U. CAMPUS VARANASI-221005 UTTAR PRADESH TEL: 0542-2368622 0542-2368448 0542-2369629 9896344566 (Mob.) E-MAIL: rcvaranasi@ignou.ac.in	STATE OF UTTAR PRADESH (DISTRICT: AMBEDKAR NAGAR, ALLAHABAD,AZAMGARH, BALLIA, CHANDAULI, DEORIA, GHAZIPUR, GORAKHPUR, JAUNPUR, KUSHINAGAR, MAHARAJGANJ, MAU, MIRZAPUR, PRATAPGARH, SANT KABIR NAGAR, SANT RAVIDAS NAGAR, SONEBHADRA, SULTANPUR, VARANASI,)
55	VATAKARA RC CODE : 83	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE NO.14/329 B-E, (ADJ. TO 110 KV, KSEB SUBSTATION) ARAKKILAD ROAD, PUTHUR, VATAKARA – 673 104. KERALA TEL: 0496-2525281, 9895033281 (Mob.) E-MAIL: rcvatakara@ignou.ac.in	STATE OF KERALA (DISTRICT: KANNUR, KASARAGOD, WAYANAD, KOZHIKODE, MALAPPURAM), [MAHE- PUDUCHERRY(UT)
56	VIJAYAWADA RC CODE : 33	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 9-76-18, FIRST FLOOR, S.K.P.V.V. HINDU HIGH SCHOOL PREMISES, 1- TOWN KOTHAPETA, VIJAYAWADA – 520001 ANDHRA PRADESH TEL: 0866-2565253 9441929218 (Mob.) 8891850816 (Mob.) E-MAIL: rcvijayawada@ignou.ac.in	STATE OF ANDHRA PRADESH (DISTRICT: NTR, KRISHNA, PALNADU, GUNTUR, BAPATLA, PRAKASAM, SRI POTTI SRIRAMULU NELLORE, KURNOOL, NANDYAL, ANANTAPURAMU, SRI SATHYA SAI, YSR, ANNAMAYYA, TIRUPATI, CHITTOOR)

57	VISAKHA- -PATNAM RC CODE : 84	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 2ND FLOOR, VUDA COMPLEX USHODAYA JUNCTION SECTOR – 12, M.V.P. COLONY VISAKHAPATNAM – 530017 ANDHRA PRADESH TEL: 0891-2511200 E-MAIL: rcvisakhapatnam@ignou. ac.in	STATE OF ANDHRA PRADESH COVERING (DISTRICTS: SRIKAKULAM, PARVATHIPURAM MANYAM, VIZIANAGARAM, VISAKHAPATNAM, ALLURI SITARAMARAJU, ANAKAPALLI, KAKINADA, KONASEEMA, EAST GODAVARI, ELURU, WEST GODAVARI) AND YANAM TOWN OF PUDUCHERRY UT
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## IGNOU – ARMY, NAVY, ASSAM RIFLES RECOGNIZED REGIONAL CENTRES

No	Recognized RC Name	Code	Address, Phone No and E-mail	Operational Area
<b>IGNOU – ARMY RECOGNIZED REGIONAL CENTRES</b>				
1.	IAEP - KOLKATA	51	REGIONAL DIRECTOR IGNOU ARMY RECOG. REG. CENTRE COL. EDUCATION, FORT WILLIAM HQ EASTERN COMMAND C/O 99 APO KOLKATA - 908 542 WEST BENGAL  033-22222668 (CIVIL) 2670(MILITARY) 033-22222668 rcarmy51@ignou.ac.in	EASTERN COMMAND AREA
2.	IAEP - CHANDIMANDIR	52	REGIONAL DIRECTOR IGNOU ARMY RECOG. REG. CENTRE COL. EDUCATION (G.S.EDU.BRANCH) HQ WESTERN COMMAND CHANDIMANDIR -134107 HARYANA  0172-2589355, (CIVIL) 2670 (MILITARY) 0712-2589355 rcarmy52@ignou.ac.in	WESTERN COMMAND AREA
3.	IAEP - LUCKNOW	53	REGIONAL DIRECTOR IGNOU ARMY RECOG. REG. CENTRE IAEP HQ.CENTRAL COMMAND- GS (EDN) LUCKNOW - 226002 UTTAR PRADESH  0522-2482968(CIVIL); 2670(MIL) rcarmy53@ignou.ac.in	CENTRAL COMMAND AREA



4.	IAEP- PUNE	54	REGIONAL DIRECTOR IGNOU ARMY RECOG. REG. CENTRE COL. EDUCATION H Q SOUTHERN COMMAND HRDC-1 BEG&CENTRE C/O 56 APO - 908 791 020-20265568 CIVIL); 3019(MILITAR 020-26102670 rcarmy54@ignou.ac.in	SOUTHERN COMMAND AREA
5.	IAEP - UDHAMPUR	55	REGIONAL DIRECTOR IGNOU ARMY RECOG. REG. CENTRE COL. EDUCATION UTTAR KAMAN MUKHYALAYA 908545 C/O 56APO, HQ NORTHERN COMMAND UDHAMPUR JAMMU & KASHMIR 01992-242486 01992-242486 rcarmy55@ignou.ac.in	NORTHERN COMMAND AREA
6.	IAEP- JAIPUR	56	REGIONAL DIRECTOR IGNOU ARMY RECOG. REG. CENTRE EDUCATION BRANCH HQ SOUTHERN WESTERN COMMAND C/O 56 APO 908546 JAIPUR RAJASTHAN 0141-6640 (MILITARY) rcarmy56@ignou.ac.in	SOUTH WESTERN COMMAND
7.	IAEP- IHQ	57	ARMY FOREIGN LANGUAGE SCHOOL (AFLC), DELHI CANTT.	IHQ of MOD
IGNOU – NAVY RECOGNIZED REGIONAL CENTRES				

8.	INEP - NEW DELHI	71	REGIONAL DIRECTOR IGNOU NAVY RECOG. REG. CENTRE DIRECTORATE OF NAVAL EDUCATION INTEGRATED HQS. MINISTRY OF DEF WEST BLOCK.5, IIND FLR, WING-II RK PURAM, NEW DELHI - 110 066 DELHI  011-26194686, 011-26105067  rcnavy71@ignou.ac.in	NAVAL HQS
9.	INEP - MUMBAI	72	REGIONAL DIRECTOR IGNOU NAVY RECOG. REG. CENTRE HQ. WESTERN NAVAL COMMAND SHAHID BHAGAT SINGH MARG MUMBAI - 400 023 MAHARASHTRA  022-22752245,022- 22665458  rcnavy72@ignou.ac.in	HQ WESTERN NAVAL COMMAND
10.	INEP - VISAKHAPATNAM	73	CAPTAIN A G SELVAM REGIONAL DIRECTOR IGNOU NAVY RECOG. REG. CENTRE HQ EASTERN NAVAL COMMAND VISAKHAPATNAM - 530 014 ANDHRA PRADESH  0891-2812669,0891- 2515834  rcnavy73@ignou.ac.in	HQ EASTERN NAVAL COMMAND
11.	INEP - KOCHI	74	REGIONAL DIRECTOR IGNOU NAVY RECOG. REG. CENTRE NAVAL BASE HQ SOUTHERN NAVAL COMMAND KOCHI - 682 004 KERALA  0484-266210,2662515,0484- 2666194  rcnavy74@ignou.ac.in	HQ SOUTHERN NAVAL COMMAND
IGNOU – ASSAM RIFLES RECOGNIZED REGIONAL CENTRES				

12.	IAREP - SHILLONG	81	REGIONAL DIRECTOR IGNOU ASSAM- RIFLES RECOG. R.C. DIRECTORATE GENERAL ASSAM RIFLES (DGAR) LAITUMUKHRAH SHILLONG - 793 011 MEGHALAYA -0364-2705181 0364-2705184 iarrc_81@rediffmail.com	COMMAND AREA
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## REQUEST FORM FOR OBTAINING MATERIALS NOT RECEIVED

The Regional Director  
IGNOU Regional Centre  
(Complete address)

.....  
.....  
.....

### Subject: Non-receipt of Study Material

Enrolment No.: .....  
Programme: .....  
Medium of Study: .....

I have not received the Study Materials in respect of the following:

<i>Sl.No.</i>	<i>Course Code</i>	<i>Blocks</i>
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I have remitted all the dues towards the course fee and there is no change in my address, which is as follows:

Name and Address .....  
.....  
.....

Date .....  
Signature

---

### For Official Use

Date of dispatch of study material to the student .....  
(Alternatively, you can also submit online request from IGNOU Website)

**A) Website Links for Submission of Online Applications for Re-Registration, Term-End Examination, Re-Evaluation and Copy of Answer Script**

- 1) **For Re-Registration, Visit:** Home ([www.ignou.ac.in](http://www.ignou.ac.in)) → Register Online → Re-Registration
- 2) **For Term-End Examination, Visit:** Home ([www.ignou.ac.in](http://www.ignou.ac.in)) → Register Online → Term-End Examination
- 3) **For Re-Evaluation, Visit:** Home ([www.ignou.ac.in](http://www.ignou.ac.in)) → Register Online → Re-Evaluation
- 4) **For Re-Evaluation and Photocopy of Answer Script, Visit:** Home ([www.ignou.ac.in](http://www.ignou.ac.in)) → Register Online → Re-Evaluation and Copy of Answer Script

**B) For Downloading Some Other Important and Useful Forms, Visit:**

Home ([www.ignou.ac.in](http://www.ignou.ac.in)) → Student Support → Student Zone → Forms

The Forms available at this link include the following, among other things.

- Fee Reimbursement for SC/ST
- Application Form for Obtaining Duplicate Copy of Degree/Diploma/Certificate
- Application Form for Obtaining Duplicate Copy of Grade Card/Mark Sheet
- Application Form for Issue of Official Transcript
- Application Form for Instructions for Verification of Mark Sheet and Certificate
- Application Form for Early Declaration of Result of Term-End Examination
- Application Form for Improvement in Division/Class
- Change of Medium and Course of Study



**STUDENT REGISTRATION DIVISION  
APPLICATION FOR CHANGE OF ADDRESS/CORRECTION OF NAME**

Date: .....

<i>Please tick the appropriate box:</i>	
Change/Correction of Address	<input type="checkbox"/>
Correction of Name	<input type="checkbox"/>

To  
The Registrar  
Student Registration Division  
IGNOU, Maidan Garhi  
New Delhi-110 068

**THROUGH CONCERNED REGIONAL DIRECTOR**

Enrolment No.  Programme

Name (in capital letters) .....

**I. DETAILS FOR CHANGE/CORRECTION OF MAILING ADDRESS**

**New Address**

**Old Address**

.....	.....
City..... PIN.....	City..... PIN.....
State .....	State .....

**2. CORRECTION OF NAME**

*(For correction in the spelling of name. please attach an attested photocopy of 10th class Certificate)*

Name as recorded: ..... (in Capital Letters)

Correct Name: ..... (in Capital Letters)

.....  
Signature of Student

**For Official Use**

CONTROL NUMBER ..... LOT NO. .... DATE .....



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY**

**(To be submitted at the concerned Regional Centre)**

**APPLICATION FORM FOR ISSUE OF MIGRATION CERTIFICATE**

(To be filled-in by the Applicant – Before filling-in the form, see instruction on reverse)

1. Name: .....
2. Father's/Husband's Name: .....
3. Address: ..... PIN .....
4. Particulars of last examination: .....

Examination Passed (Programme)	Year of Passing	Enrolment No.	Marks Obtained	Grades Obtained

5. Name of the Regional Centre and Study Centre to which the Candidate is attached .....
6. Name of the University to which the Candidate wants to migrate .....

<b>Draft Details</b>		
Amount Rs. _____	D.D.No. _____	Date: _____
Bank Name _____		
Place of Issue _____		

(To be filled in by the Admissions Division)

1. The information furnished by Shri/Smt./Km. \_\_\_\_\_  
is correct as per scholar register.
2. He/She may be issued the Migration Certificate applied for \_\_\_\_\_  
Date \_\_\_\_\_ Dealing Assistant \_\_\_\_\_ Section Officer \_\_\_\_\_

I hereby declare that the information provided is correct to the best of my knowledge and I have paid all fee due to the University. In the event of any of the above information being found incorrect, the Certificate shall be liable to cancellation by the University.

Received the Migration Certificate No. \_\_\_\_\_ Dated \_\_\_\_\_

Date:.....

## INSTRUCTIONS

1. A fee of Rs.400/- should be remitted by way of a Demand Draft drawn in favour of IGNOU and payable at concerned Regional Centre/City.
2. At the time of submission of the application for issue of Migration Certificate the student should attach xerox copy of consolidated Statement of Marks of Provisional Certificate issued by this University (duly attested) for verification.
3. Duplicate Migration Certificate can be issued on payment of Rs.400/- only in case it has been lost, destroyed or mutilated on submission of an Affidavit drawn up on a non-judicial stamp paper of the value of Rs.10/- to be sworn before a Magistrate on the following format.

“I, \_\_\_\_\_  
Son/daughter/wife of \_\_\_\_\_ resident of \_\_\_\_\_  
\_\_\_\_\_ hereby solemnly  
declare that the Migration Certificate No. \_\_\_\_\_ Dated \_\_\_\_\_  
issued to me by the \_\_\_\_\_ to enable  
me to join \_\_\_\_\_ University has  
been lost and I did not join any other University on the basis of the same nor have I submitted the same  
for joining any other University. In case the lost Migration Certificate is found, I shall deposit the same  
to the University”.



