

# **Programme Guide**

**BACHELOR OF EDUCATION (B.Ed.)**



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

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## Material Production

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# CONTENTS

	<b>Pages Nos.</b>
<b>1. General Information</b>	<b>5</b>
1.1 Introduction	
1.2 Programme Objectives	
1.3 Duration	
1.4 Medium of Instruction	
1.5 Eligibility	
1.6 Programme Fees	
<b>2. Programme Structure</b>	<b>6</b>
<b>3. Instructional System</b>	<b>32</b>
<b>4. Delivery System</b>	<b>35</b>
<b>5. Operational Schedule</b>	<b>35</b>
<b>6. Evaluation</b>	<b>37</b>
<b>7. General Information About Assignments</b>	<b>38</b>
<b>8. Term-end Examination</b>	<b>42</b>
<b>9. General Instructions</b>	<b>44</b>

## Appendices

- I. Calendar of Activities
- II. List of Regional Centres
- III. List of Learner Support Centres
- IV. Some Forms for your Use

*Dear learner,*

*We welcome you to our academic programme, Bachelor of Education (B.Ed). Several commissions and committees have emphasized quality of teacher education and the need for professional development of teachers.*

*IGNOU offers B.Ed. Programme through open and distance learning (ODL) mode. The B.Ed. programme is duly recognized by the National Council of Teacher Education (NCTE).*

*This Programme Guide provides you with the important information about the programme viz., its objectives, structure, mode of delivery, counselling sessions, practical work, internship, workshops, assignments, evaluation, etc.*

*The information provided in the booklet will help you to organize and systematize your study related to the various components of the programme. This will further facilitate your active participation in the counselling sessions, internship and other practical activities and help you to submit assignments in time. It is expected that you will preserve this handbook to help you clarify your doubts during the programme.*

*With best wishes*

*Members of Faculty  
School of Education  
IGNOU*

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# 1. GENERAL INFORMATION

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## 1.1 Introduction

The Bachelor of Education (B.Ed) programme of Indira Gandhi National Open University (IGNOU) has been designed with the aim to develop an understanding of teaching-learning process at the upper Primary, secondary and senior-secondary levels among student teachers. It focuses on enabling student-teachers to reflect critically on perspectives of education and integrate holistically the theory and practice to facilitate active engagement of learners for knowledge creation.

## 1.2 Programme Objectives

The B.Ed. programme will focus on:

- develop an understanding of context of education in contemporary Indian Society,
- creating sensitivity about language diversity in classroom and its role in teaching-learning process,
- develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- identifying, challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc.,
- enabling student-teachers to acquire necessary competencies for organizing learning experiences,
- develop competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning,
- engage student-teachers with self, child, community and school to establish close connections between different curricular areas,
- enable student-teachers to integrate and apply ICT in teaching-learning process and in school management,
- systematizing experiences and strengthening the professional competencies of student teachers, and
- provides first-hand experience of the school activities through engaging student-teachers as interns in upper primary, secondary/senior secondary schools.

## 1.3 Duration

The **minimum duration** of the programme is **two years**. However, the **maximum period allowed** for completion of the programme is **five years**.

## 1.4 Medium of Instruction

The Bachelor of Education (B.Ed.) programme is offered in English and Hindi medium only.

## 1.5 Eligibility

Candidates with:

- at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Commerce/Humanities. Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto,

**AND**

- i) Trained in-service teachers in elementary education.
  - ii) Candidates who have completed a NCTE recognized teacher education programme through face-to-face mode.
- The reservation and relaxation in marks will be provided for SC/ST/OBC (Non creamy layer)/ PWD and EWS as per the also.

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## 2. PROGRAMME STRUCTURE

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The programme is essentially a judicious mix of theory and practical courses to facilitate student-teachers in acquiring skills and competencies necessary for teaching-learning at Upper primary secondary and senior secondary level. Illustrations and cases of relevant situations and activities comprise the core of each course. These are suitably supported by theoretical aspects to the extent needed. Keeping this in view, the programme has the following components:

### First Year

Core Courses	16 credits
Content-based Methodology Courses (two)	08 credits
Workshop-I	04 credits
EPC I and II	04 credits
Internship-I	04 credits

### Second Year

Core Courses	12 credits
Optional Courses	04 credits
Workshop-II	04 credits
EPC III and IV	04 credits
Internship-II	12 credits

**A learner has to complete 72 credits for successful completion of the programme**

## First Year

### Core Courses (16 Credits)

Course Code	Course Name	Credits
BES-121	Childhood and Growing Up	4
BES-122	Contemporary India and Education	4
BES-123	Learning and Teaching	4
BES-124	Language Across the Curriculum	2
BES-125	Understanding Disciplines and Subjects	2

### Content-based Methodology Courses (8 Credits)

(Any two Courses are to be Opted)

Course Code	Course Name	Credits
BES-141	Pedagogy of Science	4
BES-142	Pedagogy of Social Science	4
BES-143	Pedagogy of Mathematics	4
BES-144	Pedagogy of English	4
BES-145	Pedagogy of Hindi	4

### Practical Courses (12 Credits)

#### Workshop-I

Course No.	Course Code	Course Name	Credits
WBA 1	BESL-131	Workshop Based Activities	4

#### EPC

Course No.	Course Code	Course Name	Credits
EPC 1	BESL-121	Reading and Reflecting on the Texts	2
EPC 2	BESL-122	Application of ICT	2

#### Internship-I

Course No.	Course Code	Course Name	Credits
INT 1	BESL-133	Internship I	4

## Second Year

### Core Courses (12 Credits)

Course Code	Course Name	Credits
BES-126	Knowledge and Curriculum	4
BES-127	Assessment for Learning	4
BES-128	Creating an Inclusive School	2
BES-129	Gender, School and Society	2

### Optional Courses (04 Credits) (Any One Course to be Opted)

Course Code	Course Name	Credits
BESE-131	Open and Distance Education	4
BESE-132	Guidance and Counseling	4
BESE-133	Adolescence and Family Education	4
BESE-135	Information and Communication Technology	4

### Practical Courses (20 Credits)

#### Workshop-II

Course No.	Course Code	Course Name	Credits
WBA 2	BESL-132	Workshop Based Activities	4

#### EPC

Course No.	Course Code	Course Name	Credits
EPC 3	BESL-123	Drama and Art in Education	2
EPC 4	BESL-124	Understanding the Self and Yoga	2

#### Internship-II

Course No.	Course Code	Course Name	Credits
INT 2	BESL-134	Internship II	12



## **Detailed Description of Courses (First Year)**

### **BES-121: CHILDHOOD AND GROWING UP**

#### **Course Objectives:**

After the completion of this course, student-teachers will be able to:

- get acquainted with the concept of childhood and adolescence;
- develop understanding of the growing up process of children in diverse contexts;
- examine the different perspectives in child development;
- analyze and reflect on the impact of developmental contexts such as family life, schooling, peer groups and media upon children's development;
- discuss issues of children and adolescents and the need of developing life skills education programmes.

### **BLOCK 1: UNDERSTANDING CHILDHOOD AND ADOLESCENCE**

- Unit 1      Concept of Childhood and Adolescence
- Unit 2      Socialization and Growing up in Diverse Contexts
- Unit 3      Agencies of Socialization

### **BLOCK 2 GROWING UP: INFANCY TO ADULTHOOD**

- Unit 4      Understanding Growth and Development
- Unit 5      Different Perspectives in Child Development
- Unit 6      Dimensions of Child Development
- Unit 7      Methods of Studying Children and Adolescents

### **BLOCK 3 CRITICAL DEBATES IN CHILDHOOD AND ADOLESCENCE**

- Unit 8      Growing Up with Media
- Unit 9      Contemporary Issues Affecting Adolescents
- Unit 10     Life Skills Education for Adolescents
- Unit 11     Child Rights and Legislation

### **BES 122: CONTEMPORARY INDIA AND EDUCATION**

**Course Objectives:** After completion of this Course, the student-teachers will be able to:

- Understand the social realities of Indian society and its impact on education;
- Understand the issues relating to diversity, inequality and marginalization in society and its implications for education;
- Understand the concept of social change and social transformation in relation to education;
- Understand the concept and aims of education;

- Sensitize with different values enshrined in the constitution of India and its impact on education;
- Identify the contemporary issues in education and its educational implications;
- Understand the historical developments and policy frameworks for public education in India; and
- Acquainted with the current development in universalization of secondary education.

### **BLOCK 1 INDIAN SOCIETAL CONTEXT AND EDUCATION**

- Unit 1 Nature of Indian Society
- Unit 2 Aspirations of Indian Society
- Unit 3 Education and Policies
- Unit 4 Indian Society and Education

### **BLOCK 2 POLICY FRAMEWORKS FOR EDUCATION IN INDIA**

- Unit 5 Development of Education in India before Independence
- Unit 6 Development of School Education – 1947 To 1964
- Unit 7 Development of School Education – 1964 To 1985
- Unit 8 Development in School Education In 1986 And After

### **BLOCK 3 PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

- Unit 9 Concept and Nature of Education
- Unit 10 Philosophical Basis of Education
- Unit 11 Democratic Principles of Education
- Unit 12 Agencies of Education

### **BLOCK 4 ISSUES AND CONCERNS IN SECONDARY EDUCATION**

- Unit 13 Universalization of Secondary Education
- Unit 14 Equity and Equality in Education
- Unit 15 Curricular Issues and Quality Concerns in Secondary Education
- Unit 16 Professional Development of Secondary Teachers

## **BES 123: LEARNING AND TEACHING**

**Course Objectives:** After completion of this course, student teachers will be able to:

- understand psychological and socio-cultural perspective of learning,
- critically analyze various theoretical constructs of learning,
- appreciate the role of various factors in facilitating learning,
- identify appropriate learning strategies for facilitating construction of knowledge,
- analyze the complex nature of teaching learning process,
- understand various dimensions of teaching-learning process,
- recognize teachers role as a professional as well as a facilitator for learning,
- act as an innovator and action researcher, and
- apply suitable teaching-learning strategy in diverse contexts.

### **BLOCK 1 LEARNING: PERSPECTIVES AND APPROACHES**

- Unit 1 Understanding Learning
- Unit 2 Approaches to Learning
- Unit 3 Learning for Construction of Knowledge
- Unit 4 Learning in Various Contexts

### **BLOCK 2 UNDERSTANDING THE LEARNER**

- Unit 5 Learner in Socio-cultural Context
- Unit 6 Learner as an Individual-I
- Unit 7 Learner as an Individual-II

### **BLOCK 3 TEACHING-LEARNING PROCESS**

- Unit 8 Understanding Teaching
- Unit 9 Planning Teaching-Learning
- Unit 10 Organizing Teaching-Learning
- Unit 11 Teaching-Learning Resources
- Unit 12 Managing Classroom Teaching-Learning

### **BLOCK 4 TEACHER AS A PROFESSIONAL**

- Unit 13 Teacher in diverse Role
- Unit 14 Teacher as Innovator and Action Researcher
- Unit 15 Teacher as a Reflective Practitioner
- Unit 16 Professional Development of Teachers

## **BES 124: LANGUAGE ACROSS THE CURRICULUM**

### **Main objective:**

This course aims to foster integrated learning of language and other areas of curricular content which will enable the development of critical thinking, discourse perspective as well as communicative ability.

### **Course Objectives:**

- To provide scaffolding to support learning of language in each learner in all domains of language use, in each learning activity in school;
- To enhance language acquisition through awareness of language use;
- To create a link through the learning process;
- To enhance awareness of the relatedness of aspects;
- To provide opportunities to students to study content through different perspectives and modes(Reading, Writing, Listening, Speaking and all non-verbal means of representation and expression that we use when communicating);
- To encourage language and subject teachers to diversify methods and forms of classroom practice leading to innovation in the classroom;
- To create curriculum in response to student needs and interests;
- To use languages available in the classroom as a resource.

### **BLOCK 1: UNDERSTANDING LANGUAGE ACROSS THE CURRICULUM**

- Unit 1 Language and Society
- Unit 2 Language and Learning
- Unit 3 Understanding Language Across the Curriculum (LAC)
- Unit 4 Classroom as a Space for Discourse

### **BLOCK 2 TEACHING AND ASSESSING LANGUAGE ACROSS THE CURRICULUM**

- Unit 5 Teaching Listening Across the Curriculum
- Unit 6 Developing the Speaking Abilities
- Unit 7 Reading Comprehension
- Unit 8 Writing Across the Curriculum
- Unit 9 Assessing Language Across the Curriculum

## **BES 125: UNDERSTANDING DISCIPLINES AND SUBJECTS**

### **Course Objectives**

At the end of the Course, the student-teachers will be able to understand and explain:

- What is knowledge and how it is different from information;
- The ways in which knowledge is acquired;
- The structure of knowledge as reflected in different disciplinary streams and subjects;
- How did disciplines evolve and acquire their distinctive identities;
- The ways in which different disciplines and school subjects inter-linked;
- The nature of various school subjects;
- Inter-relationships amongst various disciplines;
- Inter-relationships between curriculum and syllabus;
- What constitute curricular materials;
- The pedagogical demands of disciplinary knowledge at different stages of school education;
- How content in various subjects are organized in school curricula; and
- The factors which determine choice of streams and subjects by students.

### **BLOCK 1 UNDERSTANDING KNOWLEDGE AND DISCIPLINES**

- Unit 1 Knowledge and Disciplines
- Unit 2 Perspectives of Disciplinary Knowledge
- Unit 3 Disciplinary Knowledge and School Education

### **BLOCK 2 SUBJECTS IN SCHOOL CURRICULUM**

- Unit 4 Subject Concerns in School Curriculum
- Unit 5 Organizing Subjects in School Curriculum
- Unit 6 Making Subject Choices

### **Pedagogy Courses**

## **BES 141: PEDAGOGY OF SCIENCE**

### **Course Objectives**

**After completion of this course, student teachers will be able to:**

- understand the nature of science and its place in curriculum,
- appreciate the importance of development of scientific temper among learners,
- develop teaching-learning objectives for science teaching,
- identify and use appropriate approaches for teaching learning of science,
- select and integrate suitable learning resources to facilitate learning in science,

- construct and use appropriate assessment tool for assessing learner's progress in science,
- appreciate the role of innovations and research in expanding knowledge domain of science,
- adopt appropriate strategies for professional development of self, and
- revisit few important concepts of science and integrate them thematically.

### **BLOCK 1 UNDERSTANDING SCIENCE**

- Unit 1 Science: Perspectives and Nature
- Unit 2 Aims and Objectives of Science Teaching-Learning
- Unit 3 Process Skills in Science
- Unit 4 Science in School Curriculum

### **BLOCK 2 TEACHING-LEARNING OF SCIENCE**

- Unit 5 Organizing Teaching-Learning Experiences
- Unit 6 Approaches in Science Teaching-Learning
- Unit 7 Methods in Science Teaching-Learning
- Unit 8 Learning Resources in Science
- Unit 9 Assessment in Science

### **BLOCK 3 CONTENT BASED METHODOLOGY-I**

- Unit 10 Food
- Unit 11 Material
- Unit 12 The Living World
- Unit 13 How Things work

### **BLOCK 4 CONTENT BASED METHODOLOGY-II**

- Unit 14 Moving Things, people and Idea
- Unit 15 Natural Phenomena
- Unit 16 Natural Resources

## **BES-142 PEDAGOGY OF SOCIAL SCIENCE**

### **Course Objectives:**

- To develop an understanding of the nature of Social Sciences and its relationship with natural sciences.
- To help student teachers reflect on the interface of Social Sciences with society.
- To develop professional outlook and humane approach among student teacher of Social Sciences.
- To acquaint student teacher with nature of different disciplines within Social Sciences and their interrelationships and concerns in teaching of Social Sciences.
- To help student teacher reflect on school curriculum, pedagogical practices and issues related to it.
- To acquaint student teacher with different approaches to teaching of Social Sciences.
- To acquaint students teachers with the use of specific pedagogic practices used in different subject areas in Social Sciences.
- To enable student teachers to make use of different teaching – learning strategies in a democratic classroom situation.
- To develop competencies in using different forms of evaluation among student teachers.
- To enable student teachers to become reflective practitioners capable of transacting theoretical knowledge into practices through innovative teaching leaning strategies.
- To equip student teachers with the knowledge of application of pedagogical principles in teaching of specific content areas in Social Sciences.

### **BLOCK 1 PEDAGOGY OF SOCIAL SCIENCES**

- Unit 1 Social Sciences: Nature, Context, and Concerns
- Unit 2 Issues and Challenges of Teaching Social Sciences
- Unit 3 Teaching Learning Strategies and Learning Resources in Social Sciences
- Unit 4 Planning and Organizing Teaching Learning Experiences
- Unit 5 Assessment and Evaluation in Social Sciences

### **BLOCK 2 TEACHING-LEARNING PROCESS: SPECIFIC TO SUBJECT AREAS**

- Unit 6 Teaching-Learning Process in History
- Unit 7 Teaching-Learning Process in Political Science
- Unit 8 Teaching – Learning Process in Geography
- Unit 9 Teaching-Learning Process in Economics

### **BLOCK 3 CONTENT BASED METHODOLOGY: HISTORY AND POLITICAL SCIENCE**

Unit 10 Events and Processes

Unit 11 Livelihood, Economics and Society

Unit 12 State and Government

Unit 13 Indian Constitution and Democratic Politics

### **BLOCK 4 CONTENT BASED METHODOLOGY: GEOGRAPHY AND ECONOMICS**

Unit 14 India: Physical Environment

Unit 15 Resources: Their Development and Utilization

Unit 16 Major Economic Issues

Unit 17 Economic Institutions

### **BES-143 PEDAGOGY OF MATHEMATICS**

#### **Course Objectives**

- After completion of the course, student-teacher will be able to:
- develop a critical understanding of changing perspectives of mathematics,
- appreciate the Indian contribution in development of mathematics,
- understand the nature of mathematics and its place in curriculum,
- construct teaching-learning objectives for mathematics,
- identify and use appropriate approaches for teaching learning of mathematics,
- select and integrate suitable learning resources to facilitate learning in mathematics,
- construct and use appropriate assessment tools for assessing learner's progress in mathematics,
- appreciate the role of innovations and research in expanding knowledge domain of mathematics, and
- adopt appropriate strategies for professional development of self.

### **BLOCK 1 UNDERSTANDING THE DISCIPLINE OF MATHEMATICS**

Unit 1 Nature and Scope of Mathematics

Unit 2 Aims and Objectives of Teaching –Learning Mathematics

Unit 3 How Children Learn Mathematics

Unit 4 Mathematics in School Curriculum



## **BLOCK 2 TEACHING –LEARNING OF MATHEMATICS**

Unit 5 Approaches and Strategies for Learning Mathematics

Unit 6 Organizing Teaching-Learning Experiences

Unit 7 Learning Resources and ICT for mathematics teaching –learning

Unit 8 Assessment in Mathematics

Unit 9 Professional Development of Mathematics Teacher

## **BLOCK 3 CONTENT BASED METHODOLOGY-I**

Unit 10 Number system, Number theory, Exponents and Logarithms

Unit 11 Polynomials: Basic Concepts and Factoring

Unit 12 Linear Equation, Inequalities and Quadratic equation

Unit 13 Set, Relation, Function and Graphs

## **BLOCK 4 CONTENT BASED METHODOLOGY-II**

Unit 14 Statistics and Probability

Unit 15 Parallel Line, Parallelogram and Triangles

Unit 16 Trigonometry and Its Application

Unit 17 Mensuration & Coordinate Geometry

## **BES-144 TEACHING OF ENGLISH**

This course on the ‘Teaching of English’ is basically an attempt to enhance the student teachers’ understanding of their learners, the learning process, the nature and structure of language and the teaching of it in terms of more effective methodologies of teaching and valuation. The assumptions behind developing this course are:

- To gain insights about the language learner, not only as a cognitive entity, but as a social being functioning in a multilingual environment;
- To understand the nature of language as a dynamic entity, subject to variation and change;
- To critically reflect over their classroom experience and innovation teaching strategies so that they may more effectively teach the four skills of speaking, listening, reading and writing; and
- To upgrade themselves in the new issues related to the learners, the learning process, classroom management, methodology of teaching and evaluation.

## **BLOCK 1 INSTRUCTIONAL PLANNING IN TEACHING OF ENGLISH**

- Unit 1 Nature, Need and Objectives
- Unit 2 Who are the learners of Language
- Unit 3 Approaches, Methods and Techniques in English Language Teaching (ELT)
- Unit 4 Daily Unit Plans: Strategies for Classroom Transaction
- Unit 5 Monitoring Instruction

## **BLOCK 2 LISTENING COMPREHENSION AND SPEAKING**

- Unit 6 Teaching Listening
- Unit 7 Developing Speaking/Oral Skills
- Unit 8 Speaking Activities
- Unit 9 Testing Listening Ability and Listening Comprehension
- Unit 10 Testing Speaking Skills

## **Block 3 READING COMPREHENSION**

- Unit 11 The Reading Process and Developing Reading Skills
- Unit 12 Reading Comprehension
- Unit 13 Teaching Literature
- Unit 14 Teaching Vocabulary

## **BLOCK 4 TEACHING WRITING AND GRAMMAR**

- Unit 15 The Writing Process
- Unit 16 Different types of Writing
- Unit 17 Grammar Teaching – Changing Methodologies and their Implications
- Unit 18 Improving and Assessing Writing Ability
- Unit 19 Testing Grammar and Usage

## **BES 145: हिन्दी शिक्षण प्रविधि**

**शिक्षण उद्देश्य:** इस पाठ्यक्रम के अध्ययन के पश्चात् शिक्षार्थी—

1. हिन्दी भाषा के शिक्षण के उद्देश्य बता सकेंगे;
2. हिन्दी का मातृभाषा, द्वितीय भाषा तथा तृतीय भाषा के रूप में पढ़ाने के कारण बता सकेंगे;
3. हिन्दी को तीनों रूपों में पढ़ाने के उद्देश्य बता सकेंगे;
4. हिन्दी को तीनों रूपों में पढ़ाने में सक्षम हो जाएंगे;
5. हिन्दी भाषा की प्रकृति, प्रकार्य तथा भाषिक तत्त्वों के विषय में बता सकेंगे;
6. शिक्षार्थियों में भाषागत विभिन्न कौशलों का विकास कर सकेंगे;
7. हिन्दी भाषा का व्याकरण शिक्षण कर परिनिष्ठित भाषा का शिक्षण कर सकेंगे; और
8. मूल्यांकन, क्रियात्मक शाधे कार्य करने तथा छात्रों द्वारा समुन्नयन कार्य सम्पन्न कराने में सक्षम हो सकेंगे।

### **हिन्दी शिक्षण : सैद्धान्तिक पक्ष**

- भाषा की प्रकृति एवं प्रकार्य
- भाषा अधिगम प्रक्रिया
- विद्यालयी स्तर की भाषा
- हिन्दी शिक्षण: विविध संसाधन

### **भाषिक योग्यताओं का विकास**

- हिन्दी के भाषिक तत्त्व
- श्रवण एवं मौखिक कौशलों का विकास
- पठन कौशल का विकास
- लिखित अभिव्यक्ति कौशल का विकास

### **साहित्यिक विधाओं का शिक्षण एवं व्याकरण शिक्षण**

- भाषा शिक्षण एवं साहित्य शिक्षण
- कविता शिक्षण
- गद्य शिक्षण निबन्ध
- निबंधतेर गद्य विधाओं का शिक्षण
- व्याकरण शिक्षण

### **मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य**

- भाषा संप्राप्ति मूल्यांकन
- सतत एवं व्यापक मूल्यांकन
- निदानात्मक एवं उपचारात्मक कार्य
- क्रियात्मक अनुसंधान
- समुन्नयन कार्य

## **COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPCs)**

### **BESL-121: READING AND REFLECTING ON THE TEXTS**

**Course Objectives:** Student-Teacher will be able to:

- develop reading skills to be able to have a deeper engagement with a variety of texts at the secondary and senior secondary level;
- enhance their capacities as readers and writers by becoming participants in the process of reading, comprehending and writing;
- read and reflect interactively by engaging with the text – individually and in small groups;
- develop skills of listening, speaking and writing, with a sense of purpose and meaning, and respond to the text with their own opinions within the context of other's ideas.

### **BLOCK: UNDERSTANDING, READING AND REFLECTING ON THE TEXT**

Unit 1: Reading

Unit 2: Reading for Text Comprehension

Unit 3: Reading and Reflection

### **BESL 122: APPLICATION OF ICT**

**Course Objectives:** Student-Teacher will be able to:

- explain the meaning of ICT;
- operate the Windows and/or Linux operating systems;
- use word processing, Spread sheets, and Presentation software;
- acquire the skill of maintaining the computer system and the skill of troubleshooting with the help of antivirus and other tools;
- elucidate the application of ICT for teaching-learning process;
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups;
- understand the social, economic, security and ethical issues associated with the use of ICT;
- identify the policy concerns for ICT;

### **BLOCK: ICT IN EDUCATION AND ITS IMPLICATIONS**

Unit 1: ICT for Teaching and Learning

Unit 2: Use of ICT in Evaluation and Research

Unit 3: ICT for Administrative Support

Unit 4: ICT for building Knowledge Society

## **PRACTICAL COURSES SCHOOL INTERNSHIP**

The practical courses shall ensure student teacher's sustained engagement with the Self, the Learners, Community and School. The engagement with the field is comprised of (a) Tasks and Assignments, (b) School Internship; and (c) Courses on Enhancing Professional Capacities (EPC). School Internship shall provide learning opportunities to a student teacher like a regular teacher and participate in all kinds of school activities including practice teaching and organizing various school based activities. The objectives of School Internship that student teacher shall:

- involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher and an understanding of the 'school culture'; and
- learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- develop a broad repertoire of perspectives, professional capacities, teacher disposition, sensibilities and skills;
- undertake responsibility for planning and implementation of learning situations for specific units of study;
- reflect on their practice, and learn to adapt and modify their visualization/ implementation towards betterment of student learning;

In order to provide meaningful and holistic engagement with the learners and the school; the School Internship is spread over both years:

<b>Year I: School Internship-I</b>	<b>04 credits</b>
<b>Year II: School Internship-II</b>	<b>12 credits</b>

### **BESL 133: SCHOOL INTERNSHIP-I**

School Internship 1 is of four weeks and the School Internship 2 is of sixteen (16) weeks. As part of -Engagement with the Field, during internship the student teacher is expected to (a) involve in various school activities and processes,(b)reflect his/her professional capacities through various prescribed activities and (c) undertake different school based activities.

These activities would help the student teacher to gain the feeling of the multiple roles of a teacher and develop understanding of the school culture.

During School Internship 1, the student teacher may be encouraged to gain experiences from various schools to understand the context of teaching in government and private schools or the dynamics of teaching at elementary and senior secondary levels. During internship, he/ she is expected to undertake the followings:

- A) Involvement in All Types of Ongoing School Activities & Processes**
- B) Activities under Courses on Enhancing Professional Capacities (EPCs)**
- C) Other School Based Activities**

### **BESL 131: WORKSHOP-1**

Workshop 1 will be of 12 days duration.

During the workshop, following activities will be undertaken:

- Assessment of reports/submissions related to Internship 1 i.e. BESL 133
- Assessment of reports of Individual activities related to BESL 121 and BESL 122
- Group activities and hands on practice related to BESL 121 and BESL 122
- Sessions for practice on various dimensions of teaching learning process i.e. planning, development of ICT resources, integration, development of assessment tools and activities suggested by various course coordinators.
- Workshop based activities will be assessed on the basis of tools, which will be developed as per nature of the activity.

## **SECOND YEAR**

### **BES 126: KNOWLEDGE AND CURRICULUM**

#### **Course Objectives:**

- To present appropriate theoretical understanding about nature knowledge and the corresponding process of knowing
- To become conscious of critical role of culture in knowing in the school context.
- To refine knowledge and analytical understanding about curriculum, syllabi and textbooks
- To develop understanding about the role various determinants (both at National and school Level) on curriculum.
- To develop thinking about the relationship between teaching and decision-making regarding curriculum by shaping the concepts of the teacher as a curriculum implementer, developer and the principal as a curriculum leader.
- To develop understanding of alternatives related to decisions about what to teach, how you organize knowledge for learning, and how to imparting this knowledge to students.

#### **BLOCK 1 KNOWLEDGE IN EDUCATION**

- Unit 1 Understanding Knowledge
- Unit 2 Process of Knowing
- Unit 3 Educational Thinkers on Knowledge
- Unit 4 Knowledge, Society and Power

#### **BLOCK 2 UNDERSTANDING CURRICULUM**

- Unit 5 Curriculum: Meaning and its Dimensions
- Unit 6 Domains and Determinants of Curriculum
- Unit 7 Curriculum Designing
- Unit 8 Curriculum Renewal

#### **BLOCK 3 CURRICULUM ENGAGEMENT IN SCHOOLS**

- Unit 9 School: The Site of Curriculum Engagement
- Unit 10 Curriculum Implementation in Schools
- Unit 11 Curriculum Leadership

## **BES 127: ASSESSMENT FOR LEARNING**

**Objectives:** At the end of this course, the student-teachers will be able to:

- understand the critical role of Assessment in enhancing learning;
- understand the constructivist paradigm of assessment used in teaching-learning situations;
- understand the concept of assessment as an ongoing process of development of learning but not an end-teaching activity;
- understand the assessment and evaluation approaches used in teaching-learning situations;
- acquainted with the current trends and practices of educational evaluation;
- use of various techniques and tools of evaluation;
- prepare different tools for assessing learner's performance;
- use ICT for assessing performance of the learners;
- understand the application of various statistical techniques/methods in assessing learners performance; and
- compare and interpret performance of the learners quantitatively and qualitatively.

### **BLOCK 1 EVALUATION IN TEACHING-LEARNING PROCESS**

- Unit 1 Concept and Purpose of Evaluation
- Unit 2 Perspectives of Assessment
- Unit 3 Approaches to Evaluation
- Unit 4 Issues, Concerns, and Trends in Assessment and Evaluation

### **BLOCK 2 TECHNIQUES AND TOOLS OF ASSESSMENT AND EVALUATION**

- Unit 5 Techniques of Evaluation
- Unit 6 Criteria of a Good Tool
- Unit 7 Tools for Assessment and Evaluation
- Unit 8 ICT Based Assessment and Evaluation

### **BLOCK 3 LEARNER'S EVALUATION**

- Unit 9 Teacher Made Achievement Tests
- Unit 10 Commonly Used Tests in Schools
- Unit 11 Identification of Learning Gaps and Corrective Measures
- Unit 12 Continuous and Comprehensive Evaluation (CCE)



## **BLOCK 4 ANALYSING AND INTERPRETING LEARNER'S PERFORMANCE**

Unit 13 Tabulation and Graphical Representation of Data

Unit 14 Measures of Central Tendency

Unit 15 Measures of Dispersion

Unit 16 Correlation – Its Interpretation and Importance

Unit 17 Nature of Distribution and Its Interpretation

### **BES 128: CREATING AN INCLUSIVE SCHOOL**

**OBJECTIVES:** At the end of the course, the learners will be able to:

- develop a comprehensive understanding of the concept and principles of inclusion
- identify and address diverse needs of all learners and appreciate their needs
- enable them to be sensitive towards the needs of children with special needs and ensure their participation
- understand policies, programmes and acts related to children with special needs
- familiarize with various teaching- learning strategies that engage all learners
- develop pedagogic materials to practice pedagogy that can develop ability and confidence in learners;
- evaluate the practices on inclusive education

### **BLOCK 1 DIVERSITY AND INCLUSION**

Unit 1 Introduction to Diversity and Inclusion

Unit 2 Children with Sensory Disabilities

Unit 3 Children with Neuro Developmental Disabilities

Unit 4 Children with Loco Motor, Multiple and Other Disabling Conditions

### **BLOCK 2 STRATEGIES FOR CREATING INCLUSIVE CLASSROOMS**

Unit 5 Strategies of Teaching-Learning and Evaluation

Unit 6 Adaptations in Curriculum and Expanded Core Curriculum

Unit 7 Aids, Appliances and ICT

Unit 8 Resources for Inclusion

## **BES 129: GENDER, SCHOOL AND SOCIETY**

**OBJECTIVES:** At the end of the course, the learners will be able to:

- understand gender issues in school and society
- generate sensitivity among student teachers
- understand the constitutional provisions of human rights and women's rights
- demonstrate competency and skills in addressing gender concerns
- familiarize with various pedagogic practices related to gender
- critically evaluate and challenge gender inequalities and explore the role of family, caste, religion, culture, law, state, media

### **BLOCK 1 GENDER ISSUES IN SCHOOL AND SOCIETY**

- Unit 1 Understanding Basic Gender Concepts
- Unit 2 Gender Roles and Patriarchy in Indian Perspective
- Unit 3 Patriarchies in Interaction with other Social Structures and Identities
- Unit 4 Gender Relations in School

### **BLOCK 2 GENDER AND PEDAGOGIC PRACTICES**

- Unit 5 Teaching as Activism
- Unit 6 Standpoint Theory and Knowledge Location
- Unit 7 Participatory Classroom
- Unit 8 Strategies to Promote Gender Equality in the Classroom

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## **OPTIONAL COURSES**

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### **BESE 131: OPEN AND DISTANCE EDUCATION**

**Objectives:** After working through the course, the learner will realize that open and distance education:

- is well-defined and highly institutionalized means of education to a large number of the disadvantaged learners;
- is highly dependent on multiple media and multimedia for teaching and learning at a distance;
- has effective mechanism for continuous and terminal evaluation of learning; and is a cost-effective system for education.

## **BLOCK 1 OPEN AND DISTANCE EDUCATION: GENESIS AND EVOLUTION**

Unit 1 Historical Developments

Unit 2 Theoretical Foundations

Unit 3 Indian Experiences

Unit 4 Global Practices

## **BLOCK 2 TEACHING AT A DISTANCE: DESIGN AND DEVELOPMENT OF ODE RESOURCES**

Unit 5 Designing SLMs

Unit 6 Media and Technology for ODE

Unit 7 Development of Self-Learning Print Materials

Unit 8 Development of eLearning Resources

## **BLOCK 3 LEARNER SUPPORT SERVICES IN ODE**

Unit 9 Distance Learners and Self-Directed Learning

Unit 10 Counselling and Tutoring in Teaching at a Distance

Unit 11 Assessment of Learner-Performance

Unit 12 Learner Support System and Services

## **BLOCK 4 PLANNING AND MANAGEMENT OF ODE**

Unit 13 Management of ODE Systems

Unit 14 Quality Assurance in ODE

Unit 15 Economics of ODE

Unit 16 Research in ODE

## **BESE 132: GUIDANCE AND COUNSELING**

### **Objectives of the Course:**

- To sensitize student-teachers towards need and importance of guidance and counseling
- To develop caring attitude and concern for children
- To identify the areas/situations that need guidance and counseling
- To develop competencies to help students resolve their social, emotional, academic and career problems to achieve optimum potential

- To acquaint oneself with different techniques of guidance and counseling to deal with student problems
- To design, plan and execute guidance programmes in school
- To promote inclusive learning environment in school

### **BLOCK 1 INTRODUCTION TO GUIDANCE AND COUNSELLING**

- Unit 1 Understanding Guidance and Counselling
- Unit 2 Guidance in the School
- Unit 3 Personnel in Guidance Programme
- Unit 4 Counselling in Schools

### **BLOCK 2 TECHNIQUES AND PROCEDURES**

- Unit 5 Techniques of Guidance
- Unit 6 Guidance Programme
- Unit 7 Group Guidance
- Unit 8 Techniques of Counselling

### **BLOCK 3 CAREER DEVELOPMENT**

- Unit 9 Nature of Work and Career Development
- Unit 10 Occupational Information
- Unit 11 Career Patterns
- Unit 12 Career Developments of Girls in India

### **BLOCK 4 GUIDING STUDENTS WITH SPECIAL NEEDS**

- Unit 13 Guiding Students with Disabilities
- Unit 14 Socio-Emotional Problems of Students with Disability
- Unit 15 Behavioural Problems of Students
- Unit 16 Mental Health and Stress Management

### **BESE-133 ADOLESCENCE AND FAMILY EDUCATION**

Adolescence is the most significant stage of human life. It is an age of transformation from childhood to adulthood. During this stage, individuals undergo many changes in their developmental dimensions namely physical, social, emotional, cognitive and moral aspects.

The objectives of the Course are to:

- describe the concept of Adolescence Education‘,
- understand the genesis of adolescence education programme,
- explain the need for adolescence education programme in schools,
- understand the various developmental dimensions during adolescence,
- discuss the need for having the knowledge of reproductive health,
- explain the need for the development of various life skills,
- discuss the need for guidance and counseling for adolescents,
- discuss the need to build the capacity of teachers in handling adolescents, explain various programmes and services available for adolescents, and
- explain the ethical issues in adolescence education.

### **BLOCK 1 ADOLESCENCE: DEVELOPMENT OF SELF AND IDENTITY**

Unit 1: Understanding Adolescence: Characteristics, issues and debates

Unit 2: Developmental Dimensions (physical, social and emotional aspects)

Unit 3: Developmental Dimensions (Cognitive and Moral Aspects)

Unit 4: Potential Challenges of Adolescents

### **BLOCK 2 ISSUES AND CONCERNS OF ADOLESCENTS**

Unit 5: Sex, Gender and Sexuality

Unit 6: Sexual and Reproductive Health (including HIV/AIDS)

Unit 7: Mental Health Concerns

Unit 8: Substance Misuse

Unit 9: Media related Adolescence Issues

### **BLOCK 3 LIFE SKILLS, GUIDANCE AND COUNSELLING**

Unit 10: Basic Concept and Objectives of Life Skills

Unit 11: Life Skills for Teachers and Students

Unit 12: Basic Concepts of Guidance and Counselling

Unit 13: Approaches and Strategies for Guiding and Counselling Adolescents

### **BLOCK 4 TEACHER EMPOWERMENT FOR ADOLESCENCE EDUCATION**

Unit 14: Adolescence Education Programme

Unit 15: Capacity Building of Teachers

Unit 16: Programmes and Services for Adolescent Outreach

Unit 17: Ethical Issues in Adolescence Education

### **BESE 135: INFORMATION AND COMMUNICATION TECHNOLOGY**

**Objectives:** After going through this course, student teacher will be able to:

- explain the meaning, nature, scope and evolution of ET, IT and ICT in education
- Examine the teaching-learning system and the potential of ICT

- Interpret and adopt ICTs in line with educational aims and principles.
- Design, develop, use and evaluate ICTs
- Curate, critically evaluate and use available ICTs
- Integrate ICT into teaching-learning, evaluation, administration and other learning support systems
- Participate in collaborative networks for learning, sharing and co-creating knowledge,
- Use ICT for making classroom processes more inclusive and address multiple learning disabilities, and
- Use ICT for their professional development.

### **BLOCK 1 UNDERSTANDING ICT**

Unit 1 Meaning and nature of Information Communication Technology (ICT)

Unit 2 Scope and evolution of Information Communication Technology (ICT)

Unit 3 Learning Theories: Implications for ICT

Unit 4 Teaching-learning System

### **Block 2 TEACHING AND LEARNING RESOURCES**

Unit 5 Non-digital Teaching Learning Resources

Unit 6 Digital Teaching Learning Resources

Unit 7 Open Educational Resources

Unit 8 Educational Software Applications

### **BLOCK 3 ICT AND PEDAGOGY**

Unit 9 ICT mediated Teaching-learning Environment

Unit 10 Selection and Integration of ICT resources

Unit 11 ICT and Assessment

Unit 12 ICT: Collaboration, Co-creation and sharing of Knowledge

### **BLOCK 4 SUPPORT SYSTEMS, LEGAL AND ETHICAL ISSUES**

Unit 13 ICT for Educational Management

Unit 14 Learning Support Systems

Unit 15 ICT for Inclusive Classroom

Unit 16 ICT: Social, Legal and Ethical Issues

## **COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPCs)**

### **BESL 123: DRAMA AND ART IN EDUCATION**

**Objectives:** Student-Teacher will be able to:

- understand the relationship between the head, heart and hand through drama and art;
- develop ability to appreciate the inherent rhythm, beauty and harmony in teaching learning process;
- enhance teaching-learning skills through drama and art;
- use drama process and art to assess students in holistic way;
- develop aesthetic sensibilities;

#### **BLOCK: DRAMA AND ART IN EDUCATION**

Unit 1: Application of Drama and Art in Education Unit 2: Drama and Art for Pedagogy

Unit 3: Drama and Art for Social Intervention

### **BESL 124: UNDERSTANDING THE SELF AND YOGA**

**Objectives:** Student-Teacher will be able to:

- understand the development of self;
- critically analyze the professional identity of teacher;
- understand the social identity of the self;
- use varied form of self expressions;
- appreciate the relation between self and yoga;
- revisit the childhood experiences and understand the influences on the self;
- interact with the self through different media.

#### **BLOCK 1 THE WORLD WITHIN ONESELF**

Unit 1 Development of the self and Self Expression

Unit 2 Social self

Unit 3 Revisiting the self

#### **BLOCK 2 SELF AND YOGA**

Unit 4 Introduction to Yoga and Yogic Practices

Unit 5 Yoga and Health

## **BESL 134: SCHOOL INTERNSHIP-II**

For school internship, the student teacher shall be placed in one school but may be in two levels (upper elementary/secondary/higher secondary). During the first week of SI, the student teacher is expected to undertake the following activities and write reflective dairy: (a) Explores the school in totality, its philosophy and aims, organization and management, teachers and students with their profiling; (b) Critically study the transaction of curriculum followed by the school, assessment of teaching-learning and resources available within the school; and (c) Plan and execute student interaction and analyze the time table.

After one week of observation is done, then the following activities shall be undertaken as given in the following table for which some reports are to be submitted in Workshop II.

- A) Involvement in All Types of Ongoing School Activities & Processes**
- B) Classroom Teaching (2 School Subjects)**
- C) Activities under Courses on Enhancing Professional Capacities (EPCs)**
- D) Other School Based Activities**

## **BESL 132: WORKSHOP-2**

Workshop 2 will be of 12 days duration.

During the workshop, following activities will be undertaken:

- Assessment of reports/submissions related to Internship-II
- Assessment of reports of Individual activities related to EPC III and EPC IV
- Group activities related to EPC III and EPC IV
- Sessions for activities suggested by various course coordinators will be part of workshop.
- Workshop based activities will be assessed on the basis of tools, which will be developed as per nature of the activity.

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## **3. INSTRUCTIONAL SYSTEM**

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The B.Ed, programme-delivery-system includes the multi-media approach i.e., self-learning material, audio/video programmes, tele-conferencing, assignments, counseling session, internship including activities related to EPC, practice-teaching and school-based activities and workshop-based activities. The internship will be held at a upper primary secondary/senior secondary school (Work Centre), where the teacher trainee will work as fulltime intern, while the counseling and workshop-based activities will be carried out in the Teacher Training Institutes designated as Learning Support Centres (LSCs).

### **Print Material**

The print materials are study materials for both theory and practical courses of the programme. It is supplied to the students in the form of blocks. Each block contains 3-5 units. Each course has a code number. The print material related to workshop based activities and internship (BESL-131, 132, 133



and 134) is available in the form of Student - Teachers Handbook. The University sends study materials and assignments, wherever prescribed, to the learners by registered post and if a student does not receive the same for any reason whatsoever, the University shall not be held responsible for that.

### **Audio and Video Programmes**

The Audio and Video programmes are supplementary, meant for clarification and enhancement of understanding. These are used during counseling and workshop sessions at the learner support centre. Besides, the video programmes are telecast on the national network of Doordarshan.

### **Assignments**

Assignments are the integral and compulsory component of the instructional system. There is one assignment for each theory course. These assignments are to be submitted to the concerned Programme Centre in accordance with the submission-schedule provided separately in the programme guide. In case a student wants to have assignments, he/she can obtain a copy of the same from the Study Centre or Regional Centre or may download it from the IGNOU website: [www.ignou.ac.in](http://www.ignou.ac.in)

### **Counselling Sessions**

Generally the counseling sessions will be held at the learner support Centres during weekends (Saturday and Sunday) and long holidays. Within the general schedule of the programme, the coordinator at the learner support Centres will decide on the coverage of these sessions. The learner support centre coordinators will also provide the counseling schedule. The counseling sessions will include clarifications required in the print-material & audio/video programmes through active interaction with students. The counseling sessions are organized for theory courses. In this programme, 12 theory courses i.e. 9 core courses, 2 methodology courses and 1 special course are offered to each learner. Hence counseling sessions for 12 theory courses are to be organized at PSCs.

### **Teleconferencing**

To provide more clarity and understanding, two-way audio and one-way video facility will be used during teleconferencing at Regional Centres.

Interactive Radio Counselling (IRC) and Interactive Programmes through Gyan Vani and Gyan Darshan will also be made available.

### **Conduct of Practicals**

To provide effective support to the practical work, IGNOU has set up a number of work Centres and Programme Centres all over the country.

- i) **Work Centre:** It is the High, Higher/Senior Secondary School where the student-teacher will work as intern and carry out activities related to EPC, practice teaching and school-based activities.
- ii) **Learner Support Centre:** It is a Teachers Training College where academic counseling and practical workshop will be conducted. The learner support centre will be managed by the Programme Incharge and each learner support centre will be handling about 50 student teachers.

The detailed particulars regarding Learner Support Centre and Work Centre to which you are attached will be communicated to you by the Regional Centre.

Practicals will be held in the schools (the work centre) and also in the institutions identified as Learner Support Centres. As mentioned earlier, in practical courses, the practical work consists of EPC courses, Internship including teaching-practice and school-based activities, Practical- oriented assignments and Activities related to EPC will be carried out in the school i.e., the works centre (the place where the student -teacher is teaching).

The workshop-based practicals will be organised in two practical workshops of 24 days duration, i.e., 12 days each spreading over two years. The two workshops include intensive face-to-face interaction to develop skills and competencies and will be organised at the Learner Support Centre or at any other suitable place. The student-teachers will have to do practical work and various activities required for the development of teaching skills and competencies in the school after taking due permission from the concerned school under the guidance of the supervisor (teacher educator) and Principal/Headmaster, senior teacher (Mentors). On the whole, A student-teacher is expected to go through approximately 864 hours of contact time. The details of practical work are provided in the Student Teacher handbook.

#### WHOM TO CONTACT FOR WHAT

Centre/Place	Nature of Practical Work	Academic Persons
Work centre	a) Internship I and II	Headmaster/Principal/ Senior Teachers (Mentors)
	b) Activities related to EPC	Headmaster/Principal/ Senior Teachers (Mentors), Supervisors (Teacher Educators).
Programme Centre	a) Workshop-based Activities	Leaner Support Centre, Coordinator/ Workshop Facilitator.
	b) Practical-oriented assignments and Assignments based on the theory courses	Academic counsellor/ Workshop facilitator.
	c) Counselling Sessions	Academic Counsellors.

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## 4. DELIVERY SYSTEM

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The B.Ed, programme is a of 2 years duration. However, the courses of B.Ed,programme will be delivered in two clusters as suggested below:

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The B.Ed, programme is a of 2 years duration. However, the courses of B.Ed,programme will be delivered in two clusters as suggested below:

### First Year

- Core Courses: Five (BES 121-125) 16 Credits
- Content-based Methodology Courses:  
(Two of the school teaching subjects from BES 141-BES 145) 08 Credits
- Workshop-I (12 days) 04 Credits
- Enhancing Professional Capacities Courses (EPC I & II) 04 Credits
- Internship-I (04 weeks) 04 Credits

### Second Year

- Core Courses: Five (BES 126-129) 12 Credits
- Optional Courses:  
(Any one course is to be opted from BESE 131-BESE 135) 04 Credits
- Workshop-II (12 days) 04 Credits
- Enhancing Professional Capacities Courses (EPC I & II) 04 Credits
- Internship-II (16 weeks) 12 Credits

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## 5. OPERATIONAL SCHEDULE

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### First Year

Dispatch of the following course materials from the University will be done in staggered manner.

#### Compulsory Courses

BES 121 : All Blocks

BES 122 : All Blocks

BES 123 : All Blocks

BES 124 : All Blocks

BES 125 : All Blocks

BESL-121 and BESL-122: All Blocks

Programme Guide

Student-teachers' Handbook for Ist Year

Practical Courses

### **Content-based Methodology (Any Two courses)**

BES 141: All Blocks

BES 142: All Blocks

BES 143: All Blocks

BES 144: All Blocks

BES 145: All Blocks

Assignments (Compulsory and Content Based Methodology Courses)

- Academic Counseling for Theory Courses (BES 121-125)
- Internship 1
- Workshop 1
- First Year Term-end Examination

### **Second Year**

Dispatch of the following course materials:

#### **Compulsory Courses**

BES 126 : All Blocks

BES 127 : All Blocks

BES 128 : All Blocks

BES 129 : All Blocks

BESL 123 and BESL-124 : B All Blocks

#### **Optional Course (Only one course to be opted among the following)**

BESE 131: All Blocks

BESE 132: All Blocks

BESE-133: All Blocks

BESE 135: All Blocks

**Assignments** BES -126-129, BES-131-135.

*Assignments of the compulsory (BES-126-129) and any one of the optional Courses (BES - 131 to BES - 135) is to be completed.*

- Academic Counselling (compulsory courses)
- Internship II
- Academic Counselling (optional courses)
- Workshop II
- Second Year Term-end Examination

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## 6. EVALUATION

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### Evaluation

The system of evaluation, both for theory and practical work, is as follows:

**Theory:** For theory courses, evaluation comprises three aspects:

- a) Self-evaluation exercises within each unit of study (non-credit).
- b) Continuous evaluation in the form of periodic compulsory tasks/ assignments. This carries a weightage of 30% for each course. One task/assignment in each theory course is compulsory.
- c) The term-end examination has a weightage of 70% of the total for each course.

Term-end examinations will be held in June/December every year. For **e.g., Candidates of academic year January/July, 2023, the first term-end examination will be held in December, 2023 only for first year courses. The students will be permitted to appear in the term-end examination for the courses of 2nd year only after completion of two years.**

**Practical:** For Practical courses, evaluation comprises following aspects:

- 1) Continuous assessment of the activities at school during internship by mentors.
- 2) Assessment of portfolio and reflective journal of the student-teacher, which is being prepared during internship.
- 3) Assessment of activities related to EPCs completed during internship and workshop.
- 4) Assessment of performance in workshops.
- 5) Assessment during internship by a teacher educator appointed by RC/SOE. SOE will develop essential assessment tools for assessing various activities during internship.

**The student will have to obtain at least D grade in each course in both continuous and terminal evaluation separately. However, the overall average should be at least C grade for the successful completion of a course.**

If a student has missed any term-end examination of a course for any reason, he/she may appear in the subsequent term-end examination. This facility will be available until a student secures the minimum pass grade, but only up to a period of five years from the date of registration.

- **A learner cannot attend both the workshops simultaneously. First year workshop could be attended only after completion of activities during Internship I. Similarly, to attend 2nd workshop, completion of all the activities related to internship II will be a mandatory condition.**
- **Generally the gap of one academic year is mandatory between Ist Workshop and IInd Workshop.**
- **A learner has to complete all activities related to internship II before attending the workshop II i.e. workshop of Second Year.**

The letter grade system is used for grading continuous and terminal examination components. These letter grades are:

Letter grade	Qualitative level	Point grade	Percent (%)
A	Excellent	5	80% & above
B	Very Good	4	60-79.9%
C	Good	3	50-59.9%
D	Satisfactory	2	40-49.9%
E	Unsatisfactory	1	Below 40%

The student will be declared successful if he/she scores at least C grade in theory courses and practical courses separately.

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## 7. GENERAL INFORMATION ABOUT ASSIGNMENTS

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### Submission of Assignments

The purpose of our asking student teacher to work on assignment is to test the capacity of transferring the theoretical learning from the courses to practical situations.

The answers are to be based on your own judgment and experience as a teacher. You should not reproduce the text materials or copy the information from other sources. However, you may use the course materials 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 extra reading materials for working on the assignments. They are designed in such a way so as to guide you to integrate the knowledge of the course materials with your concrete personal experiences. Please note that the assignments carry the weightage of 30% marks towards the final evaluation of theory courses and submission of related assignments is a pre-requisite for appearing in theory term-end examination for respective courses. If you do not complete the assignments, according to time schedule of Assignments of this year, then you have to attempt new assignment(s) of next academic year.

The following points should be kept in mind when you prepare the assignments:

- Make the answer concise and systematic. Always try to avoid irrelevant details and focus on the question and its various aspects.
- Take care of the work 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 the responses and not to restrict your expression.
- You have to write the answers in your own handwriting. If you feel that your handwriting is not properly legible, you may send us typed responses.
- Orientation to the assignments will be provided in the workshops. You have to send the assignment responses to the Programme Centre you are attached to (as per the date set for each assignment).

The dates are given in the programme schedule provided later in this booklet.

**How to send-in completed 'Assignment-Responses' and Other Issues**

- 1) Write your enrolment no., name and full address and date at the top right hand corner of the first page of your assignment response(s).
- 2) Write the course title code and assignment code in capital letters in the centre at the top of the first page of your response(s).

(Leave the top left-hand corner blank for office use). The top of the first page of your response(s) should look something like this: .

Course Title .....

Course Code .....

Assignment Code.....

Enrol. No .....

Name .....

Address .....

Date .....

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

- 3) The assignment-response should be complete in all respects. Incomplete responses will bring you poor grades. Don't send responses piece-meal.
- 4) Use only foolscap size paper for your responses. Use ordinary writing paper.
- 5) Leave a 3/2" margin on the left, and at least 4 lines in between each answer in an assignment response. This will enable the resource person evaluating the response to write useful comments at appropriate places.
- 6) Make sure you answer the questions on the basis of the Units sent to you.
- 7) You should not send printed articles as your answers to assignments.
- 8) Please keep a copy of the assignment responses that you send us. You may need this in case you have to resubmit it in a situation when it may have been lost in postal transit.
- 9) Remember that any two or more answers to a particular assignment, if found to be identical or very similar, will either be returned unmarked or awarded very low grades. It is entirely the discretion of the evaluator to ask you to re-do the assignment or give a very low grade in such cases.

10) Please submit the assignments to the Programme Incharges of the concerned Programme Centre by the specified date. If the last date for the submission of assignment falls on a holiday the assignment response should be submitted on the following working day.

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

#### **Do's**

- When you receive a set of materials, units and assignments, check them immediately and ask for the missing page(s)/Unit(s)/assignment(s), if any. If you wait till you start writing answers to the assignments, you will lose valuable time.
- Write your Enrolment Number correctly. A slight change in the number may put the University and you to trouble.
- Maintain an account of assignment-responses sent to the concerned Programme Centre and the corrected responses received by you. This will help you to maintain the schedule of your work and avoid any difficulties and disappointments caused by unintended gaps in communication.
- 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 comments received by you on the assignment.
- Before you write to us to answer your queries, do read this Programme Guide carefully. We may already have answered your query/queries. Do follow our instructions carefully.

#### **Don'ts**

- Do not write your assignments/letters on thin paper.
- Do not write your enrolment number, course title, etc., on a separate sheet and then paste/pin/tie it to the assignment. Write the enrolment number and the name on the top of assignment-response itself.
- Do not over-write, particularly, while writing your enrolment number and the assignment number. Let these be very distinct and clear.
- Do not remind the Learner Support Centre concerned to send back corrected responses. These will be sent to you at the earliest possible opportunity, if you follow the deadlines for Submitting them.
- Do not misplace/lose your graded assignment-responses. You will need them till the Programme is over.
- Do not enclose doubts for clarification, if any, along with the responses. Send them separately giving your enrolment number, name, address, the title of the course, the number of the unit or the assignment. In case you want to draw our attention to something of urgent/important nature, send it in a separate cover.
- Do not lift sentence(s)/paragraph(s) from the text without giving the reference while answering the assignments.



## ASSIGNMENT-SUBMISSION SCHEDULE FOR B.ED.

It will help you to complete the assignment in time if you start working on the assignments as soon as you get the print material. You should pace out your work, in such a way so that the assignment for each theory course is submitted by the date specified in the schedule.

Last Date of Submission	Course Code	Assignment Code
September 30/March 31	BES - 121	01 - BES - 121
September 30/March 31	BES - 122	01 - BES - 122
September 30/March 31	BES - 123	01 - BES - 123
September 30/March 31	BES - 124	01 - BES - 124
September 30/March 31	BES - 125	01 - BES - 125

### First Teaching Subject (ES - 341 to ES - 345) Choose any one subject

September 30/March 31	BES - 141 - 145	01 - BES - 141 - 145
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### Second Teaching Subject (ES - 341 to ES - 345) Choose any one subject

September 30/March 31	BES - 141 - 145	01 - BES - 141 - 145
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### Second year

September 30/March 31	BES - 126	01 - BES - 126
September 30/March 31	BES - 127	01 - BES - 127
September 30/March 31	BES - 128	01 - BES - 128
September 30/March 31	BES - 129	01 - BES - 129

### Optional Course (BESE 131 to BESE 135)

#### Choose any one subject

September 30/March 31	BESE-131 to BESE-135	01-BESE-131 to BESE-135
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### Please note

- There is one assignment for each theory course. A total of 12 theory courses are offered to you.
- The Assignment Responses (AR's), may be submitted by hand at your Learner Support Centre or sent by post to the Coordinator of your Programme Learner Support Centre.
- You should retain a copy of all the assignments in your own interest.
- If the last date for the submission of assignment falls on a holiday, the Assignment Response should be submitted on the following working day.

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## 8. TERM-END EXAMINATION

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As stated earlier, term-end examination is another component of the evaluation system. Term- end examination carries 70% weightage in the final result.

The University conducts term-end examinations twice a year i.e., in June and in December. You can take the examination after the completion of the minimum duration of the course i.e. completion of one year from commencement of session for first year exam and completion of two years from commencement of session for second year exam.

In case you fail to get a pass score (D grade) in the Term-end Examination, you will be eligible to reappear in the next Term-end Examination for that course as and when it is held, within the full span of the programme.

To be eligible to appear in the term-end examination in any course, you are required to fulfill the following three conditions:

- You should have opted and pursued the prescribed course.
- You should have completed the submission of assignments for the respective course.
- You should submit the examination form in time.

Examination date sheets (schedule which indicate the date and time of examination for each course) are sent to all the programme centres approximately one month in advance. The same is also notified through the IGNOU website from time to time. Thus, normally, the date sheet for December examination is sent in the month of Nov.

It is a pre-requisite to submit the Examination Form for taking an examination in any course. Copies of the examination forms are available at Programme Centres/Regional Centres/Students Evaluation Division at Headquarters. A copy is enclosed here in this programme guide.

Examination fee @Rs. 200/- per course in the form of demand draft drawn in favour of IGNOU and payable at concerned Regional Centre.

After receiving the examination form from you, the University will send the intimation slip 15 days before the commencement of examination. If you do not receive the intimation slip 15 days before the commencement of examination, you may contact your Programme Centre. Even

if you have not received intimation slips or misplaced the intimation slip, you can take the examination by showing your identity card (student card) to the examination centre superintendent.

Your programme centre is normally your examination centre. Change of examination centre is permissible in exceptional cases for which you have to make a request to the **Registrar, Student's Evaluation Division, Block 12, at least one month before the commencement of examination.**

Your enrolment no. is your roll no. for the examination. Be careful in writing it. Any mistake in writing the roll no. will result in non-declaration of your results.

It is your duty to check whether you are registered for the 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.

Programme Centre is the contact point for you. The university cannot send communications to all the students individually. All the important communications are sent to the coordinators of the programme centres and regional directors. The coordinators will display a copy of such important circular/notification on the notice board of the programme centre for the benefit of all the students. You are therefore; advised to get in touch with your coordinator for so as to get the latest information about assignment, submission of examination forms, date sheet, list of students admitted to a particular examination, declaration of result, etc. While communicating with the university regarding examinations please write your enrolment number and complete address clearly. In the absence of such details, your problems may not receive due attention.

### **On-line submission of Examination Fee**

It is an essential pre-requisite for you to submit the Examination Form through online mode for taking examination in any course.

Examination fee @ Rs. 200/- per course is required to be paid through **online by Credit/Debit Card/Net Banking**. The student can submit On-line examination form as per guidelines through IGNOU website at [www.ignou.ac.in](http://www.ignou.ac.in).

### **Where to submit**

Examination form must be submitted **only online as per guidelines through IGNOU Website, [www.ignou.ac.in](http://www.ignou.ac.in).**

### **Issue of Examination Hall Ticket**

University issues Examination Hall Ticket at ignou website only. The Hall ticket must be downloaded from the University Website [www.ignou.ac.in](http://www.ignou.ac.in) and approach the exam centre for appearing in the exam.

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## 9. GENERAL INSTRUCTIONS

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- 1) Please file all letters that the University sends you, and keep the Programme Guide handy. A record of your progress is maintained at our Computer Division.
- 2) Do write to us if you have any difficulties or problems while working through the Programme.
  - a) Remember to intimate the relevant authority sufficiently in advance, if there is any change of address.
  - b) This will help the concerned official to send your lessons and letters promptly, without any 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 or/and are written in ambiguous language, our responses to your queries will invariably get delayed.
- 4) Keep a time-table schedule for yourself and always try to stick to it. Be regular in your work. Much of your job will become easy.
- 5) In your own time-table you must make provision for unforeseen difficulties, such as illness, official duties, various social obligations, etc. By doing so, you will save yourself from unexpected delays and forced/unwanted postponements. The golden principle is to do today what you may have planned to do tomorrow.
- 6) Along with printed materials, the other inputs that you will receive are audio-video programmes, counselling sessions, internship and workshop guidance. On the basis of these inputs you will do practical, write assignments and prepare for the final examinations.
- 7) When you receive the printed material, read the Units carefully and note down the important points.
  - You can use the space in the broad margin of the pages 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 and to keep you on the right track. That is why they are called Self-Check questions. They will enable you to realize 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 the model answers and see where improvement is needed. (At times, it is possible that you may have a better answer than the one we presented. We welcome your suggestions.) In any case they would help you reinforce the information/knowledge you gain through your first reading of the text.
  - The university reserves the right to change the rules detailed in this Students' Programme Guide. However, you will be informed about those changes through supplementary circulars well in advance.

**Calendar of Activities  
Session Commences From January,**

Activities	First Year												Second Year											
	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December
Admission																								
Induction at PSCs																								
Orientation of RPs																								
Despatch of Material																								
Counseling																								
Internship																								
Assignment Submission																								
Workshop																								
Term end Examination																								
Monitoring																								

**Calender of Activities  
Session Commences from July**

Activities	First Year												Second Year											
	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June
Admission																								
Induction at PSCs																								
Orientation of RPs																								
Despatch of Material																								
Counselling																								
Internship																								
Assignment Submission																								
Workshop																								
Term end Examination																								
Monitoring																								

**Indira Gandhi National Open University**  
**Regional Services Division**  
**List of Regional Centres**

S. N.	REGIONAL CENTRE, CODE AND NO OF LEARNER SUPPORT CENTRES	ADDRESS OF THE REGIONAL CENTRE TEL., FAX & E-MAIL	JURISDICTION
1.	AGARTALA RC CODE: 26	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, M.B.B. COLLEGE COMPOUND P.O. AGARTALACOLLEGETILLA AGARTALA- 799 004 TRIPURA 0381-2519391 0381-2516714 0381-2516266 rcagartala@ignou.ac.in	STATE OF TRIPURA (DISTRICT: DHALAI, NORTH TRIPURA, SOUTH TRIPURA, WESTTRIPURA, GOMATI, KHOWAI,SEPAHIJALA, UNOKOTI)
2.	AHMEDABAD RC CODE: 09	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, OPP. NIRMA UNIVERSITY SARKHEJ-GANDHINAGAR HIGHWAY CHHARODI AHMEDABAD - 382 481 GUJARAT 02717-242975-242976 02717-241579 02717-256458 02717-241580 rcahmedbad@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) DAMAN & DADRANAGAR HAVELI (U.T.)
3.	AIZWAL RC CODE: 19	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, HOUSE NO. YC-10 ROPHIRA BUILDING CHALTLANG DAWRKAWN AIZAWL - 796 012 MIZORAM 0389-2391692/2395260 0389-2391789 rcaizwal@ignou.ac.in	STATE OF MIZORAM (DISTRICT: AIZAWL, LUNGLEI, KOLASIB, MAMIT, SERCHHIP, SAIHA, CHAMPHAI, LAWNGTLAI)
4.	ALIGARH RC CODE: 47	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, 3/310, MARRIS ROAD ALIGARH - 202 001 UTTAR PRADESH 0571-2700120/2701365 0571-2402147 rcaligarah@ignou.ac.in	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 ANGUL PLOT NO.758-759, SIMILIPADA CHOWK ANGUL 759122 ODISHA PH.OFF: 06764 - 230016/17 (For Students Support Services) 230018 (RC Office: Administration & Finance) 230019 (RD Office) E- MAIL: rcangul.ignou.ac.in	STATE OF ODISHA (DISTRICT : SAMBALPUR, JHARSUGUDA, SUNDARGARH, BARGARH, DEBAGARH, SUBARNAPUR, BOUDH AND ANGUL)
6.	BANGALORE RC Code: 13	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, BTMC OLD DIVISION OFFICE (SOUTH) No. 70-46-31/11, WARD No.117 GROUND FLOOR, BELOW RTO	STATE OF KARNATAKA (DISTRICT: BANGALORE, BANGALORE RURAL, CHIKBALLAPUR, CHITRADURGA, DAVANAGERE, KOLAR, RAMANAGARA, SHIMOGA,

		(AUTORICKSHAW) 57 OFFICE, SHANTI NAGAR BANGALORE-560027, KARNATAKA 080-26654747/26657376 080-26639711 080-26644848 rcbangalore@ignou.ac.in	TUMKUR, RAMANAGARA, CHAMARAJANAGAR & CHIKMAGALUR DAKSHINAKANNADA, HASSAN, KODAGU, MANDYA, MYSORE, UDUPI)
7.	BHAGALPUR RC CODE: 82	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, 3RD FLOOR, SUMAN PLAZA CENTRALJAIL ROAD, TILKAMANJHI BHAGALPUR BHAGALPUR BIHAR 812001 0641-2610055/2610066 0641-2610077 rcbhagalpur@ignou.ac.in	STATE OF BIHAR (DISTRICT: BHAGALPUR, BANKA, MUNGER)
8.	BHOPAL RC CODE: 15	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, 12, ARERA HILLS BHOPAL BHOPAL-462 011 MADHYAPRADESH 0755-2578455/2578452 0755-2762524 0755-2578454 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, ASHOKNAGAR, BETUL, BURHANPUR, DHAR, GWALIOR, INDORE, RAISEN, SEHORE, SHIVPURI, UJJAIN, AGAR-MALWA)
9.	BHUBANESHWAR RC CODE: 21	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, C - 1, INSTITUTIONAL AREA BHUBANESHWAR - 751 013 ODISHA 0674-2301348/2301250 0674-2301352 0674-2371457 0674-2300349 rcbhubaneswar@ignou.ac.in	STATE OF ORISSA : BHA DRAK, BALASORE, CUTTACK, DHENKANAL, GANJAM, GAJAPATI, JAJPUR, JAGATSINGHPUR, KHORDHA, KEONJHAR, KANDHAMAL, KENDRAPARA, MAYURBHANJ, NAYAGARH, PURI, SRCKANDHMAL
10.	BIJAPUR RC Code: 85	REGIONAL DIRECTOR, 1ST FLOOR, PLAZA-II TOURISM DEPARTMENT BUILDING (OPP. TO DR. B.R. AMBEDKAR STATION) INDIAROAD-VIJAYPURA KARNATAKA 08352-260006 9482311006 rcbijapur@ignou.ac.in	STATE OF KARNATAKACOVERING (DISTRICTS BAGALKOT, BIJAPUR, BIDAR, GULBARGA, KOPPAL, RAICHUR, YADGIR, HAVERI, GADAG, BELLARY, BELGAUM, DHARWAD) STATE OF MAHARASHTRA (DIS- TRICTS SOLAPUR, LATUR)
11.	CHANDIGARH RC Code: 06	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, SCO 208, 1st FLOOR SECTOR 14 PANCHKULA- 134 109 HARYANA 0172-2590277, 2590278 0172-2590208 0172-2590279 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 <a href="mailto:rcchennai@ignou.ac.in">rcchennai@ignou.ac.in</a> 044-26618438	STATE OF TAMILNADU (DISTRICT: CHENNAI, THIRUVALLUR, KANCHIPURAM, VELLORE, THIRUVANNAMALAI, KRISHNAGIRI, DHARMAPURI, SALEM, NAMAKKAL, VILLUPURAM, CUDDALORE, PERAMBALUR, NAGAPATTINAM), PUDUCHERRY(U.T.)
13.	COCHIN RC CODE: 14	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, KALOOR, ERNAKULAM DIST. COCHIN – 682017, KERALA Ph. Off-0484-2340203/2348189/2330891 Fax:0484-2340204 E-MAIL: <a href="mailto:rccochin@ignou.ac.in">rccochin@ignou.ac.in</a>	STATE OF KERALA (DISTRICT: ALAPPUZHA, ERNAKULAM, IDUKKI, KOTTAYAM, PALAKKAD, THRISSUR, LAKSHADWEEP(U.T.)
14.	DARBHANGA RC CODE: 46	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, LALIT NARAYAN MITHILA UNIV. CAMPUS, KAMESHWAR NAGAR, NEAR CENTRALBANK DARBHANGA-846004 BIHAR 06272-251862 06272-251833 06272-253719 <a href="mailto:rcdarbhanga@ignou.ac.in">rcdarbhanga@ignou.ac.in</a>	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, NANOOR KHERA, TAPOVAN RAIPURROAD DEHRADUN-248 008 UTTARAKHAND 0135-2789200 0135-2789205 0135-2789190 0135-2789180 <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 MOHANCOOPERATIVE INDUSTRIAL ESTATE, MATHURAROAD NEW DELHI- 110 044 DELHI 011-26990082/26990082-83 011-26058354 011-26990084 <a href="mailto:rcdelhi1@ignou.ac.in">rcdelhi1@ignou.ac.in</a>	STATE OF DELHI (COVERING AREAS OF MEHRAULI, CHANAKYAPURI, LODHICOLONY, SOUTHEXTENSION, R.K. PURAM, VASANT KUNJ, SAKET, GREEN PARK, LAJPAT NAGAR, G.K., MALVIYANAGAR, 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, GANDHI SMRITI & DARSHAN SAMITI, RAJGHAT NEW DELHI- 110 002 DELHI 011-23392374/23392376 23392377/23392 737 011-26493257 011-23392375 <a href="mailto:rcdelhi2@ignou.ac.in">rcdelhi2@ignou.ac.in</a>	STATE OF DELHI (COVERING AREAS OF KARALA, PRAHLADPUR, BANAGAR, LIBASPUR, RAMAVIHAR, RANI BAGH, SULTAN PURI, BUD VIHAR, MANGOLPURI, PITAMPURA, JAHANGIR PURI, JHARODA MAJA, BURAI, DR. MUKHERJEE NAGAR, MODEL TOWN, SHAKURPUR, COLONY, GTBNAGAR, ASHOK VIHAR, SHASTRI NAGAR, CIVILLINES, YAMUNAVIHAR, NAND NAGRIBHR)

18.	DELHI 3 RC CODE: 38	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, F-634-636 PALAM EXTENSION SHAHEED RAMPHAL CHOWK (NEAR SECTOR 7) DWARKA NEWDELHI- 110 077 DELHI 011-25088964 011-25088939 011-25088944 011-25088983 rcdelhi3@ignou.ac.in	STATE OF DELHI (COVERING AREAS OF MUNDKA, NANGLOI JAT, PEERAGARHI, PUNJABI BAGH, BAKARWALA, MEERABAGH, MOTI NAGAR, TILAKNAGAR, 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 DEOGHAR, JASIDIH JHARKHAND 814142 06432-34448,9234455958-957-975 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, 5TH MILE TADONG EASTSIKKIM GANKTOK - 737 102 SIKKIM 0359-231102/270923,0359-231103 rcgangtok@ignou.ac.in	STATE OF SIKKIM (DISTRICT: EAST SIKKIM, WEST SIKKIM, NORTH SIKKIM, SOUTH SIKKIM)
21.	GUWAHATI RC CODE: 04	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, HOUSE NO 71, GMCH ROAD CHRISTIANBASTI, GUWAHATI ASSAM 781005 0361-2343771 /2343785 0361-2343786 0361-2343784 rcguwahati@ignou.ac.in	STATE OF ASSAM (DISTRICT: KARBI ANGLONG (EAST), KARBIANGLONG (WEST), MORIGAON, DARRANG, KAMRUP, KAMRUPMETROPOLITAN, NALBARI, BARPETA, BONGAIGAON, DHUBRI, SOUTH SALMARA- MANKACHAR, GOALPARA, KOKRAJHAR, BAKSA, UDALGURI, CHIRANG, DIMAHASAO, CACHAR, HAILAKANDI, KARIMGANJ)
22	HYDERABAD RC CODE: 01	REGIONAL DIRECTOR, M-5 BLOCK, 1ST FLOOR MANORANJAN COMPLEX TELANGANASTATE HOUSING BOARD COMPLEX (Adjacent TO GANDHIBHAWAN METRO STATION) MJ ROAD NAMPALLY, HYDERABAD 040-23117550-53 040-27152527,040-23117554 rchyderabad@ignou.ac.in	STATE OF TELANGANA (DISTRICT: ADILABAD, HYDERABAD, KARIMNAGAR, KHAMMAM, MEDAK, MAHABOBNAGAR, NALGONDA, NIZAMABAD, RANGA REDDY, WARANGAL)
23.	IMPHAL RC CODE: 17	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, ASHA JINA COMPLEX NORTHA.O.C. IMPHAL-795 001 MANIPUR 0385-2421190/2421191 0385-2421192 rcimphal@ignou.ac.in	STATE OF MANIPUR (DISTRICT: BISHNUPUR, CHURACHANDPUR, CHANDEL, IMPHALEAST, IMPHAL WEST, SENAPATI, TAMENGLONG, THOUBAL, UKHRUL, KAKCHING, TENGNOUNPAL, KAMJONG, KANGPOKPI, JIRIBAM, NONEY, PHERZAWL)

24.	ITANAGAR RC CODE: 03	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, ‘HORNHILL COMPLEX’ ‘C’ SECTOR (NEAR CENTRAL SCH.) NAHARLAGUN, PAPUM PARE ITANAGAR - 791 110 ARUNACHAL PRADESH 0360-2351705/2247536 0360-2247538 0360-2350990 rcitanagar@ignou.ac.in	STATE OF ARUNACHAL PRADESH (DISTRICT: ANJAW, CHANGLANG, EAST KAMENG, EAST SIANG, KURUNG KUMEY, KARADADI, LONGDING, LOHIT, LOWER DIBANG VALLEY, LOWERSUBANSIRI, PAPUM PARE, TAWANG, TIRAP, UPPER DIBANG, UPPER SUBANSIRI, UPPER SIANG, WESTKAMENG, WEST SIANG)
25.	JABALPUR RC CODE: 41	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, 2ND FLOOR, RAJSHEKHAR BHAVAN RANIDURGAVATIVISHVA VIDYALAYA CAMPUS, PACHPEDHI JABALPUR - 482 001 MADHYA PRADESH 0761-2600411/2609896 0761-2609919 rcjabalpur@ignou.ac.in	STATE OF MADHYA PRADESH (DISTRICT: ANNUPUR, BALAGHAT, CHHINDWARA, DINDORI, JABALPUR, KATNI, MANDLA, NARSHINGAPUR, SEONI, SHAHDOL, SIDDHI, SINGRAULI, UMARIA, DAMOH, PANNA, SAGAR, CHHATTARPUR, REWA, SATNA, TIKAMGARH)
26.	JAIPUR RC CODE: 23	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, 70/80, SECTOR - 7 PATELMARG, MANSAROVAR JAIPUR - 302 020 RAJASTHAN 0141-2785730/2785427 0141-2396427, 0141-2785763 0141-2784043 rcjaipur@ignou.ac.in	STATE OF RAJASTHAN (DISTRICT: AJMER, ALWAR, BARAN, BHARATPUR, BHILWARA, BUNDI, CHITTORGARH, CHURU, DAUSA, DHOLPUR, HANUMUNGARH, JAIPUR, JHALAWAR, JHUNJHUNU, KARALI, KOTA, SAWAIMADHEPUR, SIKAR, SRIGANGANAGAR & TONK)
27.	JAMMU RC CODE: 12	REGIONAL DIRECTOR, IGNOU REGIONAL CENTRE, GOVT. SPMR COLLEGE OF COMMERCE AUROBINDO BLOCK, 1ST FLOOR CANALROAD JAMMU - 180 001 JAMMU & KASHMIR 0191-2579572 /2546529 0191-2502921, 0191-2585154 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, PLOT NO. 439 PALLINK ROAD OPP. KAMALANAGAR HOSPITAL JODHPUR RAJASTHAN 342008 0291-2755424, 0291-2751524 0291-2756579 rcjodhpur@ignou.ac.in studentsrcjodhpur@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 JANAMBHUMI BUILDING TULSHI NARAYAN SARMAHPATH NEAR NEHRU PARK JORHAT - 785001 ASSAM 0376-2301116, 0376-2301115/2301114 rcjorhat@ignou.ac.in	STATE OF ASSAM (DISTRICT: NAGAON, GOLAGHAT, JORHAT, SIVASAGAR, DIBRUGARH, TINSUKIA, LAKHIMPUR, DHEMAJI, SONITPUR, BISWANATH, CHARA IDEO, HOJAI & MAJULI)

30.	KARNAL RC CODE: 10	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 06 SUBHASH COLONY NEARHOMEGUARDOFFICE KARNAL- 132 001 HARYANA 0184-2271514/2260075 0184-2254621,0184-2255738 rckarnal@ignou.ac.in	STATE OF HARYANA (DISTRICT: BHIWANI, FATEHABAD, HISAR, JHAJJAR, JIND, KAITHAL, KARNAL, KURUKSHETRA, MAHENDRAGARH, PANIPAT, REWARI, ROHTAK, SIRSA, SONIPAT, YAMUNANAGAR)
31	KHANNA RC CODE: 22	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE I.T.I. BUILDING, G.T. ROAD BULEPUR (DISTRICT LUDHIANA) KHANNA - 141 401 PUNJAB 01628-229993/237361 01628-238632,01628-238284 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)
32	KOHIMA RC CODE: 20	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE NEAR MOUNT HERMON SCHOOL DON BOSCO HR. SECSCHOOLROADKENUOZOU KOHIMA - 797 001 NAGALAND 0370-2260366/2260167 0370-2241968,0370-2260216 rckohima@ignou.ac.in	STATE OF NAGALAND (DISTRICT: KOHIMA, DIMAPUR, WOKHA, MOKOKCHUNG, ZUNHEBOTO, TUENSANG, LONGLENG, KIPHIRE, MON, PEREN, PHEK)
33	KOLKATA RC CODE: 28	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE BIKASH BHAWAN, 4TH FLOOR NORTH BLOCK SALT LAKE, BIDHAN NAGAR KOLKATA- 700091 WEST BENGAL 033-23349850 033-23592719/ 23589323 (RCL) 033-24739393,033-23347576 rckolkata@ignou.ac.in	STATE OF WEST BENGAL (DISTRICT: KOLKATA, NORTH 24 PARAGANAS, SOUTH 24 PARAGANAS, PURBA MEDINIPUR, PASCHIM MEDINIPUR, BANKURA, HOWRAH, HOOGHLY, PURULIA, BURDWAN, NADIA)
34	KORAPUT RC CODE: 44	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE DISTRICT AGRICULTURE OFFICE RD BEHIND PANCHAYAT BHAWAN AT/PO/DISTT.-KORAPUT 764020 ODISHA 06852-251535 06852-251535,06852-252503 rckoraput@ignou.ac.in	STATE OF ODISHA (DISTRICT: KORAPUT, MALKANGIRI, RAYAGADA, NABARANGPUR, KALAHANDI, NUAPADA, BOLANGIR, SONEPUR, BOUDH)
35	LUCKNOW RC CODE: 27	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 5-C/INS-1, SECTOR - 5 VRINDAVANYOJNA, TELIBAGH LUCKNOW 226029 UTTAR PRADESH 0522-2442832 rclucknow@ignou.ac.in	STATE OF UTTAR PRADESH (DISTRICT: AMETHI, AURAIYA, BAHRAICH, BALRAMPUR, BANDA, BARABANKI, BAREILLY, BASTI, CHITRAKUT, FAIZABAD, FARUKHABAD (FATEHGARH), FATEHPUR, GONDA, HAMIRPUR, HARDOI, JALAUN (ORAI), JHANSI, KANNAUJ, KANPUR RURAL, KANPUR URBAN, KAUSHAMBI, LAKHIMPUR (KHERI), LALITPUR, LUCKNOW, MAHOBA, PILIBHIT, RAEBAREILLY, SHAHJAHANPUR, SHRAVASTI, SIDHARTH NAGAR, SITAPUR, UNNAO)

36	MADURAI RC CODE: 43	REGIONAL DIRECTOR IGNOU REGIONALCENTRE SIKKANDAR CHAVADI ALANGANALLUR ROAD MADURAI625018 TAMIL NADU 0452-2380775 /2380733 0452-2380588 rcmadurai@ignou.ac.in	STATE OFTAMIL NADU (DISTRICT: COIMBATORE, DINDIGUL, ERODE, KARUR, MADURAI, NILGIRIS, PUDUKKOTTAI, RAMANATHAPURAM, SIVAGANGA, THANJAVUR, THENI, THIRUVARUR, TIRUCHIRAPPALLI, TIRUPUR, VIRUDHUNAGAR, ARIYALUR)
37.	MUMBA I RC CODE: 49	REGIONAL DIRECTOR IGNOU REGIONALCENTRE 2nd AND 3rd FLOOR KAPPEESH BUILDING, M. G. ROAD OPP TO MULUND RLY. STATION MULUND (WEST), MUMBAI- 400 080 MAHARASHTRA 022-25925540/25923159 022-25925411 rcmumbai@ignou.ac.in	STATE OF MAHARASHTRA (DIS- TRICT: MUMBAI, THANE, RAIGAD, RATNAGIRI, PALGHAR, MUMBAI SUBURBAN)
38.	NA GPUR RC CODE: 36	REGIONAL DIRECTOR IGNOU REGIONALCENTRE -GYAN VATIKAI 14, HINDUSTANCOLONY AMARAVATI ROAD NAGPUR - 440 033 MAHARASHTRA 0712-2536999,2537999 0712-2022000 0712-2538999 rcnagpur@ignou.ac.in	STATE OFMAHARASHTRA (DIS-TRICT: AKOLA, AMRAVATI, BHANDARA, BULDHANA, CHANDRAPUR, GADCHIROLI, GONDIA, HINGOLI, NAGPUR, NANDED, PARBHANI, WARDHA, WASHIM, YAVATMAL)
39.	NOIDA RC CODE: 39	REGIONAL DIRECTOR IGNOU REGIONALCENTRE C-53 SECTOR 62 INSTITUTIONALAREA NOIDA -201 305 UTTAR PRADESH 0120-2405012/2405014 0120-2405013 rcnoida@ignou.ac.in	STATE OF UTTAR PRADESH (DISTRICT: GAUTAM BUDH NAGAR, GHAZIABAD, MEERUT, BAGHPAT, BULANDSHAHR, HAPUR, SAHARANPUR, MUZAFFARNAGAR, BIJNOR, SHAMLI, AMROHA, MORADABAD, SAMBHAL RAMPUR, AGRA, MATHURA) STATEOFDELHI (MAYUR VIHAR PH-I & II, MAYUR VIHAR EXTN., VASUNDHARAENCLAVE, EAST DELHI)
40.	PANAJI RC CODE: 08	REGIONAL DIRECTOR IGNOU REGIONALCENTRE H. NO. 1576 NEAR P&T STAFF QUARTERS ALTOPORVORIMP.O. 403521 GOA 0832-2414553,0832-2414550 rcpanaji@ignou.ac.in	STATE OF GOA(DISTRICT: NORTH GOA, SOUTH GOA), STATE OF KARNATAKA (DISTRICT: UTTARA KANNAD), STATE OF MAHARASHTRA (DISTRICT: SINGDHDURG)
41.	PATNA RC CODE: 05	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE INSTITUTIONALAREA MITHAPUR PATNA-800 001 BIHAR 0612-2219539 /2219541 0612-2687042 0612-2219538 rcpatna@ignou.ac.in	STATEOFBIHAR (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 KANNADA SANGHA BUILDING NEAR SYNDICATE BANK 18, TAGORE ROAD, MOHANPURA PORT BLAIR-744101 ANDAMAN & NICOBAR ISLANDS 03192-242888/230111, 03192-230111 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 MSFC BUILDING, 1ST FLOOR 270, SENAPATI BAPAT ROAD PUNE - 411 016 MAHARASHTRA 020-25671867/25651321 020-25880091, 020-25671864 rcpune@ignou.ac.in	STATE OF MAHARASHTRA (DIS- TRICT: NANDURBAR, DHULE, JALGAON, AURANGABAD, NASIK, JALNA, AHMADNAGAR, BEED, PUNE, OSMANABAD, SANGLI, SATARA, KOLHAPUR)
44.	RAGHUNATH GANJ RC CODE: 50	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE BAGAN BARI NEAR DENABANK, FULTALA MURSHIDABAD RAGHUNATHGANJ WESTBENGAL-742225 03483-271555/271666 03483-271666, 03483-271666 rcraghunathganj@ignou.ac.in	STATE OF WEST BENGAL (DISTRICT: MURSHIDABAD, BIRBHUM, MALDA)
45.	RAIPUR RC CODE: 35	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE IGNOU COMPLEX HOUSING BOARD COLONY, KACHNA POST: SADDU RAIPUR - 492 014 CHHATTISGARH 0771-2428285/5056508 0771-2445839 0771-2583578, 0771-2445839 rcraipur@ignou.ac.in	STATE OF CHHATTISGARH (DISTRICT: BILASPUR, DHAMTARI, DURG, JANJIGIR-CHAMPA, JASHPUR, KANKER, KAWARDHA, KORBA, KORIYA, MAHASAMUND, RAIGARH, RAIPUR, RAJNANDGAON, SURAJPUR, SARGUJA, BALOD, BALODBAZAR, BALRAMPUR, BEMETARA, GARIABANDH, MUNGELI, DANTEWADA, BASTAR, KONDAGAON, NARAYANPUR, BIJAPUR, SUKMA)
46.	RAJKOT RC CODE: 42	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE SAURASHTRA UNIVERSITY CAMPUS RAJKOT 360005 GUJARAT 0281-2572988 0281-2561449, 0281-2571603 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 KRISHNA MALL, 2ND FLOOR (OPP. GST BUILDING, ASHOK NAGARRANCHI, JHARKHAND- 834002 0651-2244688/2244699 0651-2244677 0651-2244400 rcranchi@ignou.ac.in	STATE OF JHARKHAND (DISTRICT: RANCHI, LOHARDAGA, GUMLA, SIMDEGA, LATEHAR, WEST SINGHBHUM, SARAİKELA, KHARASAWAN, EAST SINGHBHUM, HAZARIBAGH, CHATRA, KODERMA, KHUNTI, RAMGARH, BOKARO, DHANBAD, PALAMU, GARHWA)

48.	SAHARSA RC CODE: 86	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE LAXMI NIWAS, KOSHI CHOWK SAHARSA 852201 BIHAR 06478-219014,219015 06478-219018 rcsaharsa@ignou.ac.in	STATE OF BIHAR COVERING (DIS- TRICTS: KHAGARIA, SAHARSA, SUPAUL, MADHEPURA, KATIHAR, ARARIA, KISHANGANJ & PURNIA)
49.	SHILLONG RC CODE: 18	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE UMSHING MAWKYNROH NEHU CAMPUS SHILLONG - 793022 MEGHALAYA 0364-2550088/2550102/2550015 0364-2551010 rcshillong@ignou.ac.in	STATE OF MEGHALAYA (DISTRICT: EAST GARO HILLS, EAST JAINTIA HILLS, EAST KHASI HILLS, NORTH GAROHILLS, RIBHOI, SOUTHGARO HILLS, SOUTHWEST GARO HILLS, SOUTHWEST KHASI HILLS, WEST GARO HILLS, WEST JAINTIA HILLS, WESTKHASI HILLS)
50.	SHIMLA RC CODE: 11	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE CHAUHAN NIWAS BUILDING, KHALINI SHIMLA 171 002 HIMACHAL PRADESH 0177-2624612/2624613 18001808055(TOLLFREE) 0177-2620125,0177-2624611 rcshimla@ignou.ac.in	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 SUBHASPALLY SILIGURI SILIGURI-734001 WESTBENGAL 0353-2526818/2526819 0353-2526829,0353-2526829 rcsiliguri@ignou.ac.in RCSILIGURI45@GMAIL.COM	STATE OF WEST BENGAL (DISTRICT: COOCHBEHAR, JALPAIGURI, DARJEELING, UTTAR DINAJPUR, DAKSHINDINAJPUR, ALIPURDUAR)
52.	SRINAGAR RC CODE: 30	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE NEAR LAWRENCE VIDHYA BHAWAN KURSURAJ BAGH SRINAGAR - 190 008 JAMMU & KASHMIR 0194-2311251,0194-2311258 0194-2421506,0194-2311259 rcsrinagar@ignou.ac.in	STATE OF JAMMU & KASHMIR (SRINAGAR REGION - DISTRICT: ANANTNAG, BANDIPORE, BARAMULLA, BUDGAM, GANDERBAL, KARGIL, KULGAM, KUPWARA, LEH, PULWAMA, SHOPIAN, SRINAGAR)
53.	TRIVANDRUM RC CODE: 40	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE RAJADHANI COMPLEX OPPPRSHOSPITAL KILLIPALAM, KARAMANA P.O. THIRUVANANTHAPURAM - 695002 KERALA 0471-2344113/2344120 0471-2344115,0471-2344121 rctrivandrum@ignou.ac.in	STATE OF KERALA (DISTRICTS: PATHANAMTHITTA, KOLLAM, THIRUVANANTHAPURAM), STATE OF TAMIL NADU (DISTRICTS: KANYAKUMARI, TIRUNELVELI, THOOTHUKUDI)

54.	VARANASI RC CODE: 48	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE GANDHI BHAWAN B.H.U. CAMPUS VARANASI 221005 UTTAR PRADESH 0542-2368022/2368622 0522-2364893 0542-2369629 rcvaranasi@ignou.ac.in	STATE OF UTTAR PRADESH (DIS- TRICT: AMBEDKAR NAGAR, AZAMGARH, BALLIA, CHANDAULI, DEORIA, GHAZIPUR, GORAKHPUR, JAUNPUR, KUSHINAGAR, MAHARAJGANJ, MAU, MIRZAPUR, SANT KABIR NAGAR, SANT RAVIDAS NAGAR, SONEBHADRA, VARANASI, ALLAHABAD, PRATAPGARH, SULTANPUR)
55.	VATAKARA RC CODE: 83	REGIONAL DIRECTOR IGNOU REGIONAL CENTRE MADHAVI BUILDING, 2NDFLOOR NUT STREET (PO), VATAKARA KOZHIKODE 673104 KERALA 0496-2525281,0496-2516055 0496-2515413 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 SKPVV HINDU HIGH SCHOOL PREMISES, KOTHAPET VIJAYAWADA 520001 ANDHRA PRADESH 0866-2565253/2565959 0866-2565253 0866-2565353	STATE OF ANDHRA PRADESH (DIS- TRICT: KRISHNA, GUNTUR, PRAKASHAM, NELLORE, CHITTOOR, KADAPA, KURNOOL, ANANTAPUR)
57.	VISAKHAPATNAM RC CODE: 84	rcvijayawada@ignou.ac.in REGIONAL DIRECTOR IGNOU REGIONAL CENTRE 2ND FLOOR VUDA COMPLEX SECTOR-12, MVP COLONY USHODAYAJUNCTION VISAKHAPATNAM - 530017 ANDHRA PRADESH 0891-2511200 0891-2511300 rcvisakhapatnam@ignou.ac.in	STATE OF ANDHRA PRADESH COVERING (DISTRICTS: EAST GODAVARI, WEST GODAVARI, VISAKHAPATNAM, VIZIANAGARAM & SRIKAKULAM), [YANAM-PUDUCHERRY(UT)]



**IGNOU Recognized Regional Centres**  
**IGNOU – Army Recognized Regional Centres**

Sl. No.	RecognizedRC Name Area	Code	Address	Operational Area
01	IAEP- KOLKATA	51	REGIONALDIRECTOR IGNOUARMYRECOG.REG.CENTRE COL.EDUCATION, FORTWILLIAM HQ EASTERN COMMAND C/O 99 APO KOLKATA- 908 542 WESTBENGAL 033-22222668(CIVIL) 2670(MILITARY) 033-22222668 rcarmy51@ignou.ac.in	EASTERN COMMAND AREA
02	IAEP - CHANDIMANDIR	52	REGIONALDIRECTOR IGNOUARMYRECOG.REG.CENTRE COL.EDUCATION(G.S.EDU.BRANCH) HQ WESTERN COMMAND CHANDIMANDIR -134107 HARYANA 0172-2589355, (CIVIL) 2670(MILITARY) 0712-2589355 iaeprc52@rediffmail.com	WESTERN COMMAND AREA
03	IAEP - LUCKNOW	53	REGIONALDIRECTOR IGNOUARMYRECOG.REG.CENTRE IAEPHQ. CENTRALCOMMAND- GS(EDN) LUCKNOW - 226002 UTTAR PRADESH 0522-2482968(CIVIL);2670(MIL) iaepcc53@yahoo.co.in	CENTRAL COMMAND AREA
04	IAEP - PUNE	54	REGIONALDIRECTOR IGNOUARMYRECOG.REG.CENTRE COL.EDUCATION H Q SOUTHERN COMMAND HRDC-1BEG&CENTRE C/O 56APO - 908 791 020-20265568CIVIL);3019(MILITAR 020-26102670 armypunerc54@yahoo.com	SOUTHERN COMMAND AREA
05	IAEP - UDHAMPUR	55	REGIONALDIRECTOR IGNOUARMYRECOG.REG.CENTRE COL.EDUCATION UTTARKAMAN MUKHYALAYA 908545 C/O 56APO, HQ NORTHERN COMMAND UDHAMPUR JAMMU & KASHMIR 01992-242486,01992-242486 iaeparmy55@rediffmail.com	NORTHERN COMMAND AREA

06	IAEP-JAIPUR	56	REGIONAL DIRECTOR IGNOUARMYRECOG.REG.CENTRE EDUCATIONBRANCH HQ SOUTHERN WESTERN COMMAND C/O 56APO 908546 JAIPUR, RAJASTHAN 0141-6640(MILITARY) swciaep@gmail.com	SOUTHWE STERN COMMAND
<b>IGNOU – Navy Recognized Regional Centres</b>				
01	INEP- KOCHI	74	REGIONALDIRECTOR IGNOUNAVYRECOG.REG.CENTRE NAVALBASE HQ SOUTHERNNAVALCOMMAND KOCHI - 682 004 KERALA 0484-266210,2662515,0484-2666194 inepkochi_10@rediffmail.com	HQ SOUTHERN NAVAL COMMAND
02	INEP - MUMBAI	72	REGIONALDIRECTOR IGNOUNAVY RECOG.REG.CENTRE HQ. WESTERN NAVALCOMMAND SHAHID BHAGAT SINGH MARG MUMBAI - 400 023 MAHARASHTRA 022-22752245,022-22665458 inepm@rediffmail.com	HQ WESTERN COMMAND
03	INEP -NEWDELHI	71	REGIONALDIRECTOR IGNOUNAVYRECOG.REG.CENTRE DIRECTORATEOFNAVALEDUCATION INTEGRATED HQS.MINISTRYOFDEF WESTBLOCK.5,IINDFLR, WING-II RK PURAM, NEW DELHI - 110 066 DELHI 011-26194686,011-26105067 inepdelhi@rediffmail.com	NAVAL HQS
04	INEP- VISAKHAPATNAM	73	CAPTAINAG SELVAM REGIONALDIRECTOR IGNOUNAVYRECOG.REG.CENTRE HQ EASTERN NAVALCOMMAND VISAKHAPATNAM- 530 014 ANDHRA PRADESH 0891-2812669,0891-2515834 rc73@ignou.ac.in	HQ EASTERN NAVAL COMMAND
<b>IGNOU – Assam Rifles Recognized Regional Centres</b>				
01	IAREP-SHILLONG	81	REGIONALDIRECTOR IGNOUASSAM-RIFLESRECOG. R.C. DIRECTORATEGENERALASSAM RIFLES(DGAR), LAITUMUKHRAH SHILLONG- 793 011 MEGHALAYA 0364-2705181,0364-2705184 iarrc_81@yahoo.com	COMMAND AREA