

# PROGRAMME GUIDE

POST-GRADUATE DIPLOMA IN HIGHER EDUCATION  
(PGDHE)



School of Education  
Indira Gandhi National Open University  
New Delhi

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(PGDHE)**



**School of Education  
Indira Gandhi National Open University  
New Delhi**

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Dear Student,

We welcome you to our Post-graduate Diploma Programme in Higher Education.

All of us who are associated with this programme and you as one of its participants have surely some interest in higher education. Perhaps you may be a practicing teacher in an institution of higher learning, an undergraduate college, a professional college or perhaps a university department, or may be, you are planning to take up teaching career in one such institution. You may be teaching Economics or Physics, Mechanical Engineering or Fine Arts, Paediatrics or Social Work. Whatever may your specialization be, you may have a genuine interest to study more about this field 'higher education'. After all, you are a practitioner of higher education, or perhaps you are aspiring to be one. We presume that it is this interest of yours that has prompted you to join this PG diploma programme.

The PGDHE that you have enrolled in has been thoroughly revised to incorporate the latest developments in the field of higher education. The feedback for this purpose had been collected from students of the previous batches, our counselors, teachers, both from inside and outside, IGNOU and other experts in the field. We do hope you will find the discussions in the programme useful and interesting.

The mode of teaching-learning in this programme is very different from that in most of the university level courses you may have gone through. Here, the teaching-learning takes place through print materials which are mailed to you, audio and video programmes which you could watch or listen to on TV or at our Study Centre near the place of your residence, counseling sessions at the study centers, assignments which you need to submit from time to time for which we will give you our feedback and through an extended contact programme which we organize for you. This is what is called the distance mode of learning. Now that you have enrolled yourself in a programme through the distance learning mode, it is quite natural that you have many questions to ask, especially receive from time to time, you should have some understanding of the post-graduate diploma programme in higher education offered by IGNOU. Such an understanding will enable you to know what you can expect from this PG diploma programme, why you may have chosen this programme and how to complete it successfully.

This Programme Guide gives you some general information about the programme, its aims, its components, medium of instruction, use of audio-video programmes, duration of the programme, fee, course structure, unit structure and some useful suggestions regarding study materials, assignments, and counseling sessions. Besides, we shall give you some relevant details about project work, study centers, extended contact programme, examinations, etc. To start with, the information given here is enough to prepare you to study the course materials and participate in the counseling sessions.

With best wishes,

Members of Faculty  
School of Education  
IGNOU

**It would be of interest for you to know that, for the purposes of career advancement, the UGC has recognized the PGDHE as being equivalent to one orientation programme for teachers from all disciplines except education and as equivalent to two refresher courses for teachers from the discipline of education.**

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## 1. GENERAL INFORMATION

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### A Few Common Questions

You may perhaps want to ask the following questions:

- What degree / diploma is this Post-graduate Diploma in Higher Education (PGDHE) equivalent to?
- How is it going to help those who are already teaching at the higher levels of education?
- What employment opportunities does this Diploma provide?
- Is this PG Diploma a recognized one?

We will try and answer these questions briefly but as satisfactorily as possible. Before we do so, let us talk a little on who our target groups are.

### Who is the PGDHE Meant for?

The Post-graduate Diploma in Higher Education is primarily meant for all those who are concerned about higher education. Teachers who work in institutions of higher learning are our primary audience. But those who have acquired the requisite qualifications and aspire to become teachers in institutions of higher learning may also take up this programme. We identify the following as our main target groups:

- a) Those who teach in universities, colleges or professional institutions provided they have the qualifications listed under (b) below.
- b) Those who have completed successfully a post-graduate degree or obtained a professional degree with a second division and aspire to become teachers in one of the institution mentioned under (a) above.
- c) Those teachers in colleges and universities who want to undertake orientation / refresher courses for career advancement as this programme has been accorded equivalence by the UGC.

### Some Answers

Let us now try and answer the above questions in the given order.

- This Post-graduate Diplomas is unique in itself, because its purpose, intention and academic inputs are different from those of other diplomas or degrees offered by various educational institutions. PGDHE is, for instance, different from B.Ed. in that B.Ed. essentially prepares school teachers, while this PG Diploma is meant to prepare or improve the performance of teachers in institutions of higher learning. B.Ed. is a compulsory professional qualification for a graduate to take up teaching at secondary school level in India. It also qualifies a post-graduate to teach at the higher secondary school level. PGDHE, on the other hand, is also a professional qualification, but it is meant for post-graduates or professional degree holders

who teach or aspire to teach at the post-secondary stage, that is, in intermediates, undergraduate, post-graduate and professional colleges, polytechnics, universities and other institutions of higher education. However, it is not as of now a compulsory qualification for teaching at these levels. PGDHE is not a research degree the way M.Phil. is. PGDHE is again not comparable to "Diploma in Education". The latter is normally meant for matriculates teaching at the primary school level. Finally, PGDHE cannot be compared with the National Education Test (NET) conducted by the UGC. Obviously, PGDHE is not mere test; it is an educational programme.

The academic inputs provided in the PG Diploma are, to some extent, similar to those provided at academic staff colleges. The academic staff colleges provide a general orientation to higher education and then a subject upgradation input, whereas the PG Diploma in Higher Education gives much more than just a general orientation to higher education. **The UGC has now recognized the PGDHE as being equivalent to one orientation programme for teachers from all disciplines other than education, and as equivalent to two refresher courses for teachers from the discipline of education.** This has been done for career advancement of the teachers. So, it is a professional training programme meant for those engaged in higher education.

It is also interesting to note here that the **Rastogi Committee (1997) on teachers in higher education recommends a programme like the PGDHE of IGNOU as a desirable input for professionalisation of teaching at higher education.**

- Those who are already teacher at higher education, and who undergo this programme may find it useful for the following reasons.
  - this will provide an additional qualification which may help them improve their professional competencies, promotion, etc.
  - this will equip them with relevant competencies, knowledge and skills which will in turn help them perform better as teachers as administrators.
- Those who have the relevant qualifications and who aspire to become teachers in institutions of higher learning may also benefit from this PG Diploma. There is a possibility that the PG Diploma may receive special weightage when people are selected / appointed for the various academic / administrative positions at institutions of higher learning.
- Indira Gandhi National Open University, came into existence by an Act of Parliament in September 1985. The programmes, i.e. Degrees, Diplomas, etc., offered by IGNOU are therefore treated at par with those offered by any of the central or state universities of India. So you need not worry about the recognition of this PG Diploma. Any course launched by IGNOU is a recognized course. The PG Diploma in Higher Education has been specifically developed according to the responsibility entrusted to IGNOU in the National Policy on Education – 1986.

We hope we have answered satisfactorily some of the questions given above the PG Diploma Programme in Higher Education. Now, let us turn to some of the specific details regarding the Programme itself.

### **Aims of the PG Diploma Programme**

Acknowledging the need for creating opportunities for professional development among teachers of higher education, the National Policy on Education – 1986 had called for initiating a distance

education programme for this purpose. It had charged IGNOU with this responsibility. The PG Diploma Programme in Higher Education has been visualized and developed in response to this recommendation of the National Policy on Education – 1986. The Rastogi Committee (1997) on teachers in higher education reiterated the same view. This programme has been created with a view to providing a university or college teacher, or a person who is qualified and who aspires to be one, with the necessary knowledge, understanding and skills pertaining to higher education.

More specifically, the objectives of the PG Diploma are to enable the participants:

- a) to acquire a perspective regarding the system of higher education in India, its context, its functions and its linkages with other systems;
- b) to develop professional competencies associated with an effective university teacher, and
- c) to develop readiness to undertake reforms and innovations in the practice of higher education.

### **Eligibility**

Regular teachers in universities, colleges and other institutions of higher learning and those having a post-graduate or a professional degree in any subject as per the requirements prescribed by the UGC and other such agencies for recruitment of lecturers in institutions of higher learning are eligible to apply.

### **Medium of Instruction**

The medium of instruction is English. We offer this programme in English, i.e. the print, audio/video materials and assignments are in English and we expect your responses to the assignments also in English. However, those who desire to write assignment-responses and answers to term-end examination questions in Hindi are allowed to do so. Moreover, if you so wish, you may submit your project proposals/outlines and then the Project Reports (Course V) also in Hindi. Of course, such proposals and reports in English are welcome.

### **Duration**

Normally, you can complete this PG Diploma in one year. But some of you may need, for some inevitable reasons, more time to complete it. Keeping in view the constraints which may demand some of your time, we allow you to take three more years. In essence, you can complete your PG Diploma either in year or upto a maximum period of four years from the date of admission. But we would like you to complete it in one year.

However, a certificate of completion in one or more successfully completed Course(s) can be awarded on request to students who do not wish or are unable to complete all the five courses required for claiming the PG Diploma within four years as said above.

### **Fee**

If you pay the fee once you continue to be on our rolls, even if you take more than one year to complete the PG Diploma. However, the fee is valid only up to four years from the date of admission. Besides, it is valid for only the PG Diploma in Higher Education. Fees once paid are not refundable on any account whatsoever, nor are then transferable.

As regards the Programme Fee, for those whose admission is confirmed, it may be paid in one instalment of Rs. 1,100/- at the time of acceptance of admission. Apart from the Programme Fee, a student has to pay registration fee of Rs. 300/- at the time of admission. The total amount to be paid for completing this PG Diploma will be Rs. 1,400/-.

The **Extended Contact Programme (ECP)** the sixth course of the PGDHE like the other five courses is compulsory for all of you. This is a course, which requires your physical presence, and hence attendance on all these days is must. A separate registration fee of Rs. 300/- is charged from all those participating in the ECP. Further necessary details like the scheduling and the venue of the Extended Programme (ECP) will be communicated to you by the concerned Regional Director.

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## 2. COURSE STRUCTURE

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The PGDHE programme consists of six courses, two of them being a project (i.e. Course 5) and a face-to-face contact programme. Each course (except Course 5 and Course 6) consists of four booklets, a few audio and a few video programmes. The details are given below:

Course No.	Course Code	Title	Credits
1.	MES-101	Higher Education: Its Context and Linkages	6
2.	MES-102	Instruction in Higher Education	6
3.	MES-103	Higher Education: The Psycho-social Context	6
4.	MES-104	Planning and Management of Higher Education	6
5.	MES-105	Project Work	6
6.	MES-106	Extended Contact Programme	4

### MES 101 HIGHER EDUCATION: ITS CONTEXT AND LINKAGES

This course attempts to place higher education in its socio-historical and development perspective. Besides it discusses the aims of higher education and examines the place of higher education in India in relation to the constitutional provisions and its development through five year plans. The course also deals with the various problems and emerging concerns in the area and presents a detailed discussion on the progressive role of the Indian university teacher in providing a suitable direction to the university as well as the society.

### MES 102 INSTRUCTION IN HIGHER EDUCATION

The course deals with the dynamics involved in classroom instruction in higher education in a systems perspective. It presents the various relevant instructional inputs and discusses their potential in the context of the different instructional objectives. This is followed by a detailed examination of the instructional process wherein the instructional inputs are in operation. And

lastly, the course provides perspectives for evaluation in higher education and discusses the mechanics involved in the evaluation of higher education instructional outputs.

#### **MES-103 HIGHER EDUCATION: THE PSYCHO-SOCIAL CONTEXT**

This course has been developed to provide all those who are concerned with higher education, a basic understanding of the significant psychological factors and processes which influence teaching, learning and students development in the college and university years. An attempt has been made to address these issues from the experiential frameworks of psychology. A special effort has been made to include all contemporary developments in the field which have implications for higher education.

#### **MES 104 PLANNING AND MANAGEMENT OF HIGHER EDUCATION**

The course gives a broader perspective on the planning and management of higher education in the country and focuses on its structural and organizational characteristics. It also discusses the different managerial components in the institutional context as well as provides some useful tips to the teachers for reorienting their managerial skills. Lastly, it discusses the various steps involved in curriculum planning and development, and the role of teachers in selecting their instructional strategies meaningfully.

#### **MES 105 PROJECT WORK**

The course on Project Work requires you to work on a theme in an area of your choice within the framework of the contents of the above four courses. The tasks for the project work could be production of a course, survey of learner needs, etc. The Project Work is meant to help you manifest and explore your specific area of interest.

A few lines on how to develop the Project Report. You have to work on a Project in an area of your choice but essentially related to higher education. We are giving you a few suggestions which will enable to make up your mind about Project Work. However, you are free to suggest your own topic (s) for it. You can work on you Project, only after your Project proposal is approved.

The word 'Project' should not scare us. It simply means a preliminary form of research. You will have to collect some relevant information and data pertaining to a particular theme, a problem or an issue. For this purpose, we have developed a **Research** Manual to familiarize you with the process of research incorporating different types of research especially in the context of education. You may read this manual very carefully before embarking on your proposal. After collecting information and data you should analyse it carefully and draw your own conclusions. When you put all these together in a coherent form and in an intelligible language, you state the theme, collect information / data on it, analyse the data and draw conclusions from your analysis, you will get your project report. We shall help you overcome your difficulties, if any, when you are on your Project.

#### **Course 6 Extended Contact Programme (ECP)**

The Extended Contact Programme, a compulsory ten day face-to-face situation has been visualized as a component to develop those skills and competencies that are required for teaching at the higher level. The ten-day interaction is built round lecturers, discussions, individual and

group activities derived from all the five courses of the PGDHE. The objectives is to cull out from the theoretical discussions, the practical area for which a face-to-face contact is essential. Please refer to page 12 for more details on the ECP.

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### **3. INSTRUCTIONAL COMPONENTS**

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#### **Print Material**

As mentioned, the PG Diploma Programme comprises four theory Courses, a Project and a practical oriented ECP. Each theory Course comprises 4 Blocks, and each Block consists of 3-5 Units. In other words, you are required to complete 66 Units which will be presented in 16 Blocks; 4 of these Blocks thus, constitute a Course.

#### **Audio and Video Programmes**

The audio or video programmes may not give you any new information, but they will certainly supplement the print materials. You will grasp some concepts / ideas given in print more clearly with the help of the audio/video media. You may also have the satisfaction of learning through different media and thus get motivated to keep on with your study. If you make use of all these media, you will have less difficulty in writing your assignment responses and preparing for the final examinations. However, you should not be under the impression that without the help of the audio-video programmes one cannot complete the Post-graduate Diploma Programme. Audio-video programmes may give you additional help. That is all.

#### **Assignments**

Assignments are integral and compulsory component of PGDHE's instructional system. There are three tutor-marked assignments for each course (except for Course 5 and Copurse 6). You can submit 3 assignments in each course out of which the best 2 will be evaluated. Make sure to answer assignment nos. 3, 6, 9 and 12 as they are compulsory. You should submit all the 12 assignments within the stipulated time. The assignment submission schedule is provided in Section 10 in the Programme Guide.

The 12 assignments for the courses 1 to 4 of the PGDHE is given in a separate booklet sent to you in the first dispatch. You can see in the sub-section on evaluation in this Programme Guide how the assignments fit into the total evaluation scheme of the PGDHE. More information on how to work on the assignments is given in Section 6 in this Programme Guide.

#### **Academic Counselling Sessions**

In distance education, face-to-face contact between the learners and their tutors/ counselors, though minimal, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any othe rmeans of communication, besides giving you an opportunity to meet your peers. The counseling sessions are not compulsory. However, they may be very useful in certain respects to share your views on the subject with your teachers and fellow participants, comprehend some of the complex ideas or difficult issues, and get clarifications for many of your doubts which you may not otherwise get an opportunity to discuss.

Obviously, counselling sessions will be very different from the usual classroom teaching or lecturers. Your tutors/ counselors will not be delivering lectures or speeches. They will try to help you overcome your difficulties which you face (academics as well as personal) while studying for the PG Diploma. In these sessions you must look into the subject-based difficulties and any other issues arising out of those difficulties. Besides, some of the audio and video cassettes that are available at that time will be played, and their content could be analysed and discussed.

The counseling sessions will be usually conducted at your nearest Study Centre. Before you go to attend the counseling session, please go through your course materials. Unless you have gone through the Units / Blocks, there may not be much to discuss. During the counseling sessions try to concentrate on the relevant and the most important issues (it is quite likely that some minor issues may distract your attention and you may not have the time to discuss the major ones). Also try to understand each other's points of view, without turning the session into a seminar or a debate. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your counselors / tutors and peers.

### **Extended Contact Programme**

The ECP will have a duration of ten days at a stretch. It will be compulsory for all participants to participate in the ECP. Each day of the ECP will comprise several sessions, devoted to lectures, discussions, small group work, workshops, practice in communication skills or individual work. One major component of the ECP is a set of several sessions, (involving work in small groups categorized according to the subject-area) devoted to course design.

Substantively, the ECP will cover various aspects related to all the five courses of the PGDHE. The main assumption in the ECP is that you would have gone through all the four courses and are familiar with the idea of Project Work before coming for the ECP. There would be a certain preparation or pre-ECP activities you are expected to undertake before the ECP. Information regarding this has been detailed out in the Students' Handbook which you will receive before the start of the ECP. There will be a few sessions devoted to tests. There will be some individual and / or small-group projects (apart from Course 5) to be completed during the ECP. Participation in the ECP and performance in the tests and projects therein will be valued. For deriving the maximum benefit out of the inputs provided at the ECP, you should have already gone through all the course materials of the PGDHE.

ECP will be organized in several places, at least one in each region. It will be conducted as far as possible during a time when the colleges in the region have their vacations.

### **Evaluation**

Only those candidates who successfully complete all the six courses in PGDHE including the ECP, by attaining at least the minimum grade requirements in each course, will be deemed eligible for the award of the PG Diploma in Higher Education. However, certificates may be awarded for the successful completion of each course separately, if the individual so desires.

The evaluation system in the PGDHE Programme is based on three components:

- a) Self-evaluation exercises within each unit of study. (No weightage)
- b) Continuous evaluation in the form of periodic assignments – this component carries weightage of 30% for each course (except Course 5 (Project Work) and Course 6 (ECP)).

- c) Term-end examination has a weightage of 70% of the total weightage for each course (except MES-105 and MES-106).

Examinations are held in the month of December every year. In other words, in the year of his / her admission a student can sit for the term-end examination in December only.

For a course, a student will have to obtain at least D grade 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 misses any Term-end Examination of a course for any reason, he / she may appear for it in the subsequent Term-end Examinations. This facility will be available until a student secures the minimum pass grade, but up to a maximum period of four years from the date of registration.

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

- A      Excellent
- B      Very Good
- C      Good
- D      Satisfactory
- E      Unsatisfactory

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#### **4. PROGRAMME STRUCTURE AND COURSE COMPONENTS**

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##### ***COURSE 1 MES-101 HIGHER EDUCATION: ITS CONTEXT AND LINKAGES***

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(1)                      **Print Materials**

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**Block 1      Higher Education: Retrospects and Prospects**

- Unit 1      Aims of higher education
- Unit 2      Higher education and society
- Unit 3      Indian higher education: the legacy
- Unit 4      Higher education and development

**Block 2      Indian Higher Education: Policies and Plans**

- Unit 5      The constitutional provisions regarding higher education
- Unit 6      The evolving policy perspectives in higher education

Unit 7 Higher education through the five year plans-I

Unit 8 Higher education through the five year plans-II

**Block 3 Indian Higher Education: Concerns and Developments**

Unit 9 Higher education and problems of contemporary Indian society

Unit 10 GATS: Its implication on higher education

Unit 11 Emergence of Open and Distance Learning (ODL) at the Tertiary level

Unit 12 Quality assurance and accreditation in higher education

**Block 4 The Progressive Social role of a University Teacher in India**

Unit 13 The evolving professional roles of a university teacher

Unit 14 Teachers intervention in social change: some issues

Unit 15 Teacher's organizations

***COURSE 2 MES-102 INSTRUCTION IN HIGHER EDUCATION***

**Block 1 Instruction in a Systematic Perspective**

Unit 1 Instructional system

Unit 2 Input alternatives - teacher controlled

Unit 3 Input alternatives - learner controlled

Unit 4 Evolving instructional strategies

Unit 5 Unit and topic planning

**Block 2 Communication Skills**

Unit 6 Teacher competence in higher education

Unit 7 Skills associated with a good lecture

Unit 8 Skills associated with the conduct of interaction sessions

Unit 9 Skills of using communication aids

Unit 10 Emerging communication and information technologies

**Block 3 Evaluation Perspectives in Higher Education**

Unit 11 Status of evaluation in higher education-I

Unit 12 Status of evaluation in higher education-II

Unit 13 Evaluation situations in higher education-I

Unit 14 Evaluation situations in higher education-II

**Block 4 Evaluation in Higher Education: Mechanics and Processing**

Unit 15 Mechanics of evaluation-I

Unit 16 Mechanics of evaluation-II

Unit 17 Processing evaluation data

Unit 18 Alternative evaluation procedures

Unit 19 Online/web-based student assessment

***COURSE 3 MES - 103 HIGHER EDUCATION-THE PSYCHO-SOCIAL CONTEXT***

**Block 1 Towards understanding the Indian college students:  
A psycho-social perspective**

Unit 1 Profiling the Indian college student

Unit 2 Understanding personality and facilitating its development

Unit 3 Cognition: concept and approaches

Unit 4 Intelligence and creativity: concept, theories and strategies for development

**Block 2 Institutional life and culture: looking at structures, issues and perspectives**

Unit 5 Understanding institutions: a psycho-social perspective

Unit 6 Dynamics of classroom management and their implications for practice

Unit 7 Communication and interpersonal relationships: concepts and implications for classroom management

Unit 8 Motivation and stress management: basic issues and classroom implications

**Block 3 Towards understanding the processes of teaching and learning in higher education**

- Unit 9 Learning: concept, nature and factors influencing it
- Unit 10 Approaches to learning
- Unit 11 The special learner: concepts, needs and facilitation strategies
- Unit 12 Strategizing teaching and learning: models of teaching and contemporary approaches

**Block 4 Guidance, counseling and mental health issues in higher education: some theoretical formulations and practical insights**

- Unit 13 Guidance and counseling needs of young adults
- Unit 14 Mental health problems, issues and concerns
- Unit 15 Envisioning the university teacher as a counsellor and mental health facilitates
- Unit 16 Adjustment and mental health: concepts, processes\ and perspectives

***COURSE 4 MES-104 PLANNING AND MANAGEMENT OF HIGHER EDUCATION***

**Block 1 Planning and Management of Higher Education: A Macro-perspective**

- Unit 1 Planning and management of higher education: a macro-perspective
- Unit 2 Structure and organisation of higher education in India
- Unit 3 Universities in India
- Unit 4 University and its structure

**Block 2 Management of an Institution of Higher Learning**

- Unit 5 Principles of managing an institution of higher learning
- Unit 6 Aspects of institutional management-I
- Unit 7 Aspects of institutional management-II
- Unit 8 Aspects of institutional management-III

**Block 3 Teacher and Organisation**

Unit 9 Managerial skills for teacher: communication, motivation and teamwork

Unit 10 Managerial skills for teacher-II

Unit 11 Managing classrooms: climate, tasks and learning

Unit 12 Management of extension, community centred and co-curricular activities

**Block 4 Planning and Management of Curriculum**

Unit 13 Curriculum planning

Unit 14 Curriculum development

Unit 15 Curriculum transaction

Unit 16 Curriculum evaluation

***COURSE 5 PROJECT WORK***

***COURSE 6 EXTENDED CONTACT PROGRAMME (ECP)***

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**5. STUDY CENTRES**

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IGNOU has established a number of study centers throughout the country. These centers provide counseling facilities on scheduled days at fixed hours on a regular basis, and also act as information centers and as exam centers. 96 study centers are proposed to give counseling facilities for PGDHE courses. Study centers also have basic library books related to the concerned programmes. Each student is assigned to a study center where he/she also submits the assignments to study center coordinators. In case a student does not go to his /her study center in person, the assignments can also be mailed to the concerned coordinators.

The list of the study centers activated for the PGDHE programme is given on the next page.

**List of the Study Centres for Post-graduate Diploma Programme in Higher Education  
(PGDHE)**

Sl. No.	REGIONAL CENTRE	CODE	PLACE OF SC / DATE OF ESTT.	NAME & ADDRESS OF THE IGNOU STUDY CENTRE
1.	AGARTALA	2608	AGARTALA 1/31/2003	<b>DR. SAMIR KUMAR NAG</b> COORDINATOR IGNOU STUDY CENTRE <b>M.B.B. COLLEGE</b> COLLEGE TILLA, PO AGARTALA COL AGARTALA WEST TRIPURA - 799004 TRIPURA  PH.OFF: 226728
2.	AHMEDABAD	0901	AHMEDABAD 12/10/1986	<b>PROF. A.U. PATEL</b> COORDINATOR IGNOU STUDY CENTRE <b>L.D. ARTS COLLEGE</b> NAVRANGPURA AHMEDABAD - 380009 GUJARAT  PH.OFF: 079-6302260
3.	AHMEDABAD	0902	VADODARA 4/27/1987	<b>DR. P.M. SHAH</b> COORDINATOR IGNOU STUDY CENTRE <b>M.S. UNIVERSITY</b> GENERAL EDUCATION BUILDING VADODARA - 390002 GUJARAT  PH.OFF: 0265-794580
4.	AHMEDABAD	0903	RAJKOT 7/8/1988	<b>PROF. G.C. BHIMANI</b> COORDINATOR IGNOU STUDY CENTRE <b>SAURASHTRA UNIVERSITY</b> RAJKOT - 360005 GUJARAT  PH.OFF: 0281-2586412
5.	AHMEDABAD	0905	SURAT 12/26/1988	<b>DR. G.P. SANDHYA</b> COORDINATOR IGNOU STUDY CENTRE <b>MTB ARTS COLLEGE</b> SURAT - 395001 GUJARAT  PH.OFF: 0261-668621
6.	AHMEDABAD	0922 R	ANKLESHWAR 9/21/1998	<b>SH. K.C. PANCHAL</b> COORDINATOR IGNOU RECOG. STUDY CENTRE <b>ANKLESHWAR IND. DEV. SOCIETY</b> PLOT NO. 910 GIDC ESTATE ANKLESHWAR - 390002 GUJARAT  PH.OFF: 02646-52400

Sl. No.	REGIONAL CENTRE	CODE	PLACE OF SC / DATE OF ESTT.	NAME & ADDRESS OF THE IGNOU STUDY CENTRE
7.	AIZAWL	1901	AIZAWL 3/23/1988	SH. LALRINAWMA COORDINATOR IGNOU STUDY CENTRE GOVERNMENT AIZAWL COLLEGE AIZAWL - 796001 MIZORAM  PH.OFF: 0389-325757
8.	BANGALORE	0801	COMBA 12/10/1986	PROF (MRS.) UMA PULAPAKA COORDINATOR IGNOU STUDY CENTRE SH. DAMODAR COLL. OF COM & ECO P.B. NO. 347 TANSOR, COMBA GOA-MARGAON - 403601 GOA  PH.OFF: 0834-732084/722086/705745
9.	BANGALORE	1301	BANGALORE 2/1/1987	SH. B.P. THYAGARAJ COORDINATOR IGNOU STUDY CENTRE BES COLLEGE OF ARTS & SCIENCE IV 'T' BLOCK JAYANAGAR BANGALORE - 560011 KARNATAKA  PH.OFF: 080-6638415/6540711
10.	BANGALORE	1304	GULBARGA 11/25/1989	SH. B.M. BAEEN COORDINATOR IGNOU STUDY CENTRE GULBARGA UNIVERSITY GULBARGA UNIVERSITY CAMPUS GULBARGA - 585106 KARNATAKA  PH.OFF: 08472-45728/47016
11.	BANGALORE	1305	MYSORE 7/22/1990	SH. K.B. VASUDEVA COORDINATOR IGNOU STUDY CENTRE VIDYAVARDHAKA LAW COLLEGE SHESHADRI IYER ROAD MYSORE - 570021 KARNATAKA  PH.OFF: 0821-426220/423231
12.	BANGALORE	1307	BIJAPUR 11/25/1990	PROF. B. JAGADEESH COORDINATOR IGNOU STUDY CENTRE BLDE ASSN'S SS JUNIOR COLLEGE COLLEGE CAMPUS BIJAPUR - 586103 KARNATAKA  PH.OFF: 08352-60417

Sl. No.	REGIONAL CENTRE	CODE	PLACE OF SC / DATE OF ESTT.	NAME & ADDRESS OF THE IGNOU STUDY CENTRE
13.	BANGALORE	1324	BAGALKOT 3/13/2000	SH. H.D. PATEL COORDINATOR IGNOU STUDY CENTRE BASAVESHWAR SCIENCE COLLEGE BAGALKOT - 587101 KARNATAKA  PH.OFF: 08354-20549
14.	BHOPAL	1501	BHOPAL 12/10/1986	DR. SHIRISH JOSHI COORDINATOR IGNOU STUDY CENTRE MOTILAL VIGYAN MAHAVIDYALAYA BHOPAL - 462008 MADHYA PRADESH  PH.OFF: 0755-551460
15.	BHOPAL	1506	INDORE 9/8/1987	PROF. H.N. GUPTA COORDINATOR IGNOU STUDY CENTRE HOLKAR SCIENCE COLLEGE INDORE - 452001 MADHYA PRADESH  PH.OFF: 0731-464074
16.	BHUBANESHWAR	2102	CUTTACK 9/22/1987	DR. D.D. JENA COORDINATOR IGNOU STUDY CENTRE RAVENSHAW COLLEGE ARTS BLOCK I FLOOR CUTTACK - 753003 ORISSA  PH.OFF: 0671-622181
17.	BHUBANESHWAR	2103	ROURKELA 8/17/1987	MR. MOHAMMED QUAMRUZAMAN COORDINATOR IGNOU STUDY CENTRE GOVERNMENT COLLEGE ROURKELA - 796004 ORISSA  PH.OFF: 0661-506170
18.	BHUBANESHWAR	2105	ANGUL 8/23/1987	DR. S. BEHERA COORDINATOR IGNOU STUDY CENTRE GOVERNMENT COLLEGE P.O. HAKIMPADA ANGUL - 759143 ORISSA  PH.OFF: 06764-31863
19.	BHUBANESHWAR	2108	SAMBALPUR 2/16/1988	DR. P.K. MISHRA COORDINATOR IGNOU STUDY CENTRE GANGADHAR MEHER COLLEGE SAMBALPUR - 768004 ORISSA  PH.OFF: 0663-522423

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20.	BHUBANESHWAR	2111	BHUBANESHWAR 1/29/1992	<b>DR. B.R. MAHAPATRA</b> COORDINATOR IGNOU STUDY CENTRE <b>B.J.B. COLLEGE</b> ARTS BLOCK BHUBANESHWAR - 751014 ORISSA  PH.OFF: 0674-430148
21.	CHENNAI	2502	COIMBATORE 4/23/1987	<b>DR. K. PALANIAPPAN</b> COORDINATOR IGNOU STUDY CENTRE <b>G.R.D. COLLEGE OF ARTS &amp; SCI.</b> AVANASHI ROAD CIVIL AERODROME POST COIMBATORE - 641014 TAMIL NADU  PH.OFF: 0422-592399
22.	CHENNAI	2503	MADURAI 12/1/1987	<b>DR. D. SAMUEL SUDANANDHA</b> COORDINATOR IGNOU STUDY CENTRE <b>AMERICAN COLLEGE</b> MADURAI - 625002 TAMIL NADU  PH.OFF: 0452-536541
23.	CHENNAI	2505	CHENNAI 12/1/1988	<b>PROF. AVARAM ABDUL HAKEEM</b> COORDINATOR IGNOU STUDY CENTRE <b>NEW COLLEGE</b> 87, PETERS ROAD ROYAPETTAH CHENNAI - 600014 TAMIL NADU  PH.OFF: 044-8218898
24.	CHENNAI	2507	TUTICORIN 8/16/1990	<b>DR. A. FRANCIS</b> COORDINATOR IGNOU STUDY CENTRE <b>V.O.C. COLLEGE</b> PALAYAMKOTAI ROAD TUTICORIN - 628008 TAMIL NADU  PH.OFF: 0461-325906
25.	CHENNAI	2532	THIRUVELLORE 8/11/1999	<b>DR. R.S. RAGHAVAN</b> COORDINATOR IGNOU STUDY CENTRE <b>JAYA COLLEGE OF ARTS &amp; SCIENCE</b> MTH ROAD TIRUNINRAVUR THIRUVELLORE - 602024 TAMIL NADU  PH.OFF: 6443648

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26.	CHENNAI	2534	HOSUR 11/26/1999	<b>DR. S. KRISHNARAJ</b> COORDINATOR IGNOU STUDY CENTRE <b>ER. PERUMAL MANIMEKALAI P'NIC</b> KRISHNAGIRI HIGHWAYS KONERIPALLI HOSUR - 635117 TAMIL NADU  PH.OFF: 04344-43070/57354
27.	CHENNAI	2543 D	NAMAKKAL 12/24/1999	<b>MR. K. JAYARAJ</b> COORDINATOR IGNOU SPL STUDY CENTRE-SC/ST <b>C.R.S.T.C.</b> 4/38, DR. SANKARAN ROAD GANDHI NAGAR NAMAKKAL - 637001 TAMIL NADU  PH.OFF:
28.	CHENNAI	2545	THIRUNELVELI 1/7/2000	<b>DR. O. THILLIANAYAGAM</b> COORDINATOR IGNOU STUDY CENTRE <b>MANONMANIAM SUNDARANAR UNIV.</b> PALAYAMKOTTAI THIRUNELVELI - 627002 TAMIL NADU  PH.OFF: 0462-577333
29.	CHENNAI	2548	ERODE 6/14/2002	<b>DR. A.M. NATARAJAN</b> PROG. I/C IGNOU PROG STUDY CENTRE <b>KONGU ENGINEERING COLLEGE</b> PERUNDURAI ERODE - 638052 TAMIL NADU  PH.OFF: 04294-20583
30.	CHENNAI	2564	TIRUCHENGODE 5/28/2001	<b>PROF. SENTHURA PANDIAN</b> COORDINATOR IGNOU STUDY CENTRE <b>K.S. RANGASAMY COLLEGE OF TECH</b> KSR KALVI NAGAR THOKKAVADI POST (NAMAKKAL DT.) TIRUCHENGODE - 637209 TAMIL NADU  PH.OFF: 04288-74741-43
31.	CHENNAI	2568	UTHAMAPALAYAM 6/14/2002	<b>PROF. K. SHAHUL HAMEED</b> COORDINATOR IGNOU STUDY CENTRE <b>H.K. ROWTHER HOWDIA COLLEGE</b> UTHAMAPALAYAM THENI - 625533 TAMIL NADU  PH.OFF: 04554-65225

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32.	CHENNAI	2569	DINDIGUL 6/14/2002	DR. D. UDYAKUMAR COORDINATOR IGNOU STUDY CENTRE R.V.S. COLLEGE OF ENGG & TECH. RVS NAGAR KARUR ROAD DINDIGUL - 624005 TAMIL NADU  PH.OFF: -
33.	CHENNAI	2572	VALLAM 7/31/2002	MS. G.M. AMIRTHA SAGAYEE COORDINATOR IGNOU STUDY CENTRE PERIYAR MANIAMMAI COLL OF TECH FOR WOMEN PERIYAR NAGAR, VALLAM THANJAVUR - 613403 TAMIL NADU  PH.OFF: 04362-66263
34.	CHENNAI	3101	PONDICHERRY 9/13/1989	PROF. K. RAMACHANDRAN COORDINATOR IGNOU STUDY CENTRE ACADEMIC STAFF COLLEGE CENTRAL UNIVERSITY LAWSPET PONDICHERRY - 605008 PONDICHERRY  PH.OFF: 0413-250668
35.	COCHIN	1401	TRIVANDRUM 12/10/1986	DR. S. SAJEEV COORDINATOR IGNOU STUDY CENTRE INSTITUTE OF MANAGEMENT VIKAS BHAWAN TRIVANDRUM - 695033 KERALA  PH.OFF: 0471-303813/304608
36.	COCHIN	1403	CALICUT 5/23/1989	SH. ABDUL KABEER E. COORDINATOR IGNOU STUDY CENTRE JDT ISLAM MARI KUNNU P.O. CALICUT - 673012 KERALA  PH.OFF: 0495-372759/371420/374289
37.	COCHIN	1404	PATHANAMTHITTA 9/10/1990	SH. JOHN KURIEN COORDINATOR IGNOU STUDY CENTRE CATHOLICATE COLLEGE PO BOX NO. 102 PATHANAMTHITTA - 689645 KERALA  PH.OFF: 0473-322223/326300

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38.	COCHIN	1412	ERNAKULAM 4/6/1993	<b>PROF. HARRY CLEETES</b> COORDINATOR IGNOU STUDY CENTRE <b>ST. ALBERT'S COLLEGE</b> ERNAKULAM - 682018 KERALA  PH.OFF: 0484-394991/390033
39.	DEHRADUN	2705	DEHRADUN 5/1/1987	<b>DR. B.L. NAUTIYAL</b> COORDINATOR IGNOU STUDY CENTRE <b>D.A.V. PG COLLEGE</b> D A V COLLEGE ROAD DEHRADUN - 248001 UTTRANCHAL  PH.OFF: 0135-744019
40.	DEHRADUN	2714	MORADABAD 8/1/1988	<b>DR. V.K. VATSA</b> COORDINATOR IGNOU STUDY CENTRE <b>HINDU COLLEGE</b> STATION ROAD MORADABAD - 244001 UTTAR PRADESH  PH.OFF: 0591-2315999
41.	DEHRADUN	2752	GARHWAL 11/22/1999	<b>DR. M.C. SATI NIWAS</b> COORDINATOR IGNOU STUDY CENTRE <b>HNB GARHWAL UNIVERSITY</b> DEPT. OF ECONOMICS SRINAGAR (GARHWAL) - 246174 UTTRANCHAL  PH.OFF: 01388-52292/52167/52147
42.	DEHRADUN	3702	SAHARANPUR 2/27/2002	<b>MR. A.K. DIMRI</b> COORDINATOR IGNOU STUDY CENTRE <b>MAHARAJ SINGH COLLEGE</b> SAHARANPUR - 247001 UTTAR PRADESH  PH.OFF: 0132-661818/661616
43.	DELHI I	0757	DELHI 10/1/2001	<b>DR. RANJANA BHATIA</b> COORDINATOR IGNOU STUDY CENTRE <b>AMITY INSTITUTE OF EDUCATION</b> AMITY CAMPUS, 44 M-BLOCK SAKET NEW DELHI - 110017 DELHI  PH.OFF: 011-6569050

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44.	DELHI 2	0768	DELHI 11/18/2002	DR. SUDHA JAIN COORDINATOR IGNOU PROG. STUDY CENTRE KALINDI COLLEGE EAST PATEL NAGAR NEW DELHI - 110008 DELHI  PH.OFF:
45.	DELHI 2	2741	GHAZIABAD 6/30/1999	PROF. ASHOK KUMAR COORDINATOR IGNOU STUDY CENTRE S.D. POST GRADUATE COLLEGE G.T. ROAD GHAZIABAD - 201001 UTTAR PRADESH  PH.OFF: 91-4738210
46.	GANGTOK	2401	GANGTOK 7/27/1989	DR. D. SEKHAR BHATTACHARJEE COORDINATOR IGNOU STUDY CENTRE SIKKIM GOVERNMENT COLLEGE TADONG GANGTOK - 737102 SIKKIM  PH.OFF: 03592-32245
47.	GUWAHATI	0401	GUWAHATI 12/18/1986	SH. ABHITJIT SARMA COORDINATOR IGNOU STUDY CENTRE GUWAHATI UNIVERSITY GUWAHATI - 781014 ASSAM  PH.OFF: 0361-670185
48.	GUWAHATI	0407	DIBRUGARH 1/9/1998	DR. GOPAL CHANDRA HAZARIKA COORDINATOR IGNOU STUDY CENTRE DIBRUGARH UNIVERSITY DEPT. OF APPLIED GEOLOGY DIBRUGARH - 786004 ASSAM  PH.OFF: 0373-70247
49.	GUWAHATI	0410	JORHAT 10/13/1999	SH. SUSHIL BORTHAKUR COORDINATOR IGNOU STUDY CENTRE C.K.B. COMMERCE COLLEGE JORHAT - 785001 ASSAM  PH.OFF: 0376-330020
50.	GUWAHATI	0413	NORTH LAKHIMPUR 6/9/2000	DR. BHUPEN SARMA COORDINATOR IGNOU STUDY CENTRE LAKHIMPUR COMMERCE COLLEGE NORTH LAKHIMPUR - 787001 ASSAM  PH.OFF: 03752-22384/22359

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51.	GUWAHATI	0431	SIVASAGAR 7/18/2002	<b>MRS. KIRAN BARUAH</b> COORDINATOR IGNOU STUDY CENTRE <b>SIBSAGAR GIRL'S COLLEGE</b> SIVASAGAR PO SIVASAGAR - 785640 ASSAM  PH.OFF: 03772-22385
52.	HYDERABAD	0102	NELLORE 3/2/1987	<b>SH. P. SUDHAKARA REDDY</b> COORDINATOR IGNOU STUDY CENTRE <b>V.R. COLLEGE</b> NELLORE - 524001 ANDHRA PRADESH  PH.OFF: 0861-322226
53.	HYDERABAD	0103	VIJAYAWADA 4/1/1987	<b>SH. G.V. SUBBAIAH</b> COORDINATOR IGNOU STUDY CENTRE <b>KBN COLLEGE</b> KOTHAPETA VIJAYAWADA - 520001 ANDHRA PRADESH  PH.OFF: 0866-566015
54.	HYDERABAD	0104	GUNTUR 10/24/1987	<b>MR. A. PURNACHANDRA RAO</b> COORDINATOR IGNOU STUDY CENTRE <b>TJPS COLLEGE</b> RING ROAD GUNTUR - 522006 ANDHRA PRADESH  PH.OFF: 0863-244955
55.	HYDERABAD	0111	HYDERABAD 1/15/1997	<b>DR. RAGUNATH ACHARYA</b> COORDINATOR IGNOU STUDY CENTRE <b>AURORA'S DEGREE COLLEGE</b> CHIKKADPALLY HYDERABAD - 500020 ANDHRA PRADESH  PH.OFF: 040-7651634
56.	IMPHAL	1701	IMPHAL 12/10/1986	<b>DR. N. LOKENDRA SINGH</b> COORDINATOR IGNOU STUDY CENTRE <b>MANIPUR UNIVERSITY</b> UNIVERSITY CAMPUS CANCHIPUR IMPHAL - 795003 MANIPUR  PH.OFF:

Sl. No.	REGIONAL CENTRE	CODE	PLACE OF SC / DATE OF ESTT.	NAME & ADDRESS OF THE IGNOU STUDY CENTRE
57.	IMPHAL	1703	MOTBUNG 7/31/1998	<b>MR. S.M. PAOKAI</b> COORDINATOR IGNOU STUDY CENTRE <b>PRESIDENCY COLLEGE</b> MOTBUNG - 795107 MANIPUR  PH.OFF: 03879-65223
58.	ITANAGAR	0301	ITANAGAR 8/13/1987	<b>MR. TAYEK TALOM</b> COORDINATOR IGNOU STUDY CENTRE <b>ITANAGAR GOVERNMENT COLLEGE</b> ITANAGAR - 791113 ARUNACHAL PRADESH  PH.OFF: 0360-215807
59.	JAIPUR	2306	AJMER 3/15/1989	<b>DR. H.K. SHARMA</b> COORDINATOR IGNOU STUDY CENTRE <b>DAYANANDA COLLEGE</b> AJMER - 305001 RAJASTHAN  PH.OFF: 0245-440732
60.	JAIPUR	2318 D	SANGARIA 11/22/1999	<b>PROF. NIKU RAM BAJOLIA</b> COORDINATOR IGNOU SPL. STUDY CENTRE-RA <b>SWAMI KESHWANAND MAHAVIDYALAYA</b> GRAMOTTHAN VIDYAPEETH SANGARIA - 335063 RAJASTHAN  PH.OFF: 01499-20079
61.	JAIPUR	2320 D	JAIPUR 1/21/2000	<b>MS. SHALINI TALWAR</b> COORDINATOR IGNOU SPL STUDY CENTRE-RA <b>INDIA INT. INSTT. OF MGT.</b> SECTOR-12, MAHAVEER MARG MANSAROVAR JAIPUR - 302020 RAJASTHAN  PH.OFF: 0141-395309/398118
62.	JAMMU	1201	JAMMU 12/10/1986	<b>PROF. ASHOK AIMA</b> COORDINATOR IGNOU STUDY CENTRE <b>UNIVERSITY OF JAMMU</b> JAMMU TAWI - 180001 JAMMU & KASHMIR  PH.OFF: 0191-430133/433268
63.	JAMMU	1206	KATHUA 7/13/1998	<b>DR. SOHAN LAL BHAGAT</b> COORDINATOR IGNOU STUDY CENTRE <b>GOVERNMENT DEGREE COLLEGE</b> DEPARTMENT OF GEOGRAPHY KATHUA - JAMMU & KASHMIR  PH.OFF: 01922-34315

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64.	JAMMU	1207	RAJOURI 7/13/1998	<b>DR. MUSHTAQ A. LONE</b> COORDINATOR IGNOU STUDY CENTRE <b>GOVERNMENT DEGREE COLLEGE</b> RAJOURI - 185131 JAMMU & KASHMIR  PH.OFF: 011962-6510
65.	JAMMU	1208	POONCH 9/2/1998	<b>PROF. SYED MOHD. SAFI</b> COORDINATOR IGNOU STUDY CENTRE <b>GOVERNMENT DEGREE COLLEGE</b> POONCH - JAMMU & KASHMIR  PH.OFF: 01965-24231
66.	KARNAL	1001	YAMUNA NAGAR 12/10/1986	<b>DR. S.L. SAINI</b> COORDINATOR IGNOU STUDY CENTRE <b>MUKAND LAL NATIONAL COLLEGE</b> YAMUNA NAGAR - 135001 HARYANA  PH.OFF: 01732-30860
67.	KARNAL	1008	KARNAL 2/1/1992	<b>SH. S.K. GUPTA</b> COORDINATOR IGNOU STUDY CENTRE <b>GOVERNMENT P.G. COLLEGE</b> ARTS BLOCK, ROOM NO. 28-29 SECTOR - 14, URBAN ESTATE KARNAL - 132001 HARYANA  PH.OFF: 0184-272256
68.	KHANNA	0601	CHANDIGARH 7/17/1987	<b>PROF. A.K. SAIHJPAL</b> COORDINATOR IGNOU STUDY CENTRE <b>PUNJAB UNIVERSITY</b> DEPT. OF CORESSPONDENCE COURSE CHANDIGARH - 160017 CHANDIGARH  PH.OFF: 0172-541143
69.	KHANNA	2201	JALANDHAR 7/19/2002	<b>PROF. S.C. GOEL</b> COORDINATOR IGNOU STUDY CENTRE <b>DOABA COLLEGE</b> TANDA ROAD JALANDHAR - 144004 PUNJAB  PH.OFF: 291837/490199
70.	KHANNA	2216	HOSHIARPUR 8/5/2003	<b>MS. VEENA BHARDWAJ</b> COORDINATOR IGNOU STUDY CENTRE <b>DAV COLLEGE</b> HOSHIARPUR - 146001 PUNJAB  PH.OFF: 01882-220858

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71.	KOHIMA	2001	KOHIMA 8/23/1987	<b>DR. KHONYU PUNYU</b> COORDINATOR IGNOU STUDY CENTRE <b>NAGALAND COLLEGE OF EDUCATION</b> DEPARTMENT OF EDUCATION KOHIMA - 797001 NAGALAND  PH.OFF: 0370-270140
72.	KOLKATA	2810	KOLKATA 5/8/1991	<b>PROF. DILIP COMOER GHOSE</b> COORDINATOR IGNOU STUDY CENTRE <b>MAULANA AZAD COLLEGE</b> 8 RA KIDWAI ROAD KOLKATA - 700013 WEST BENGAL  PH.OFF: 033-2161699
73.	LUCKNOW	2703	ALLAHABAD 3/1/1987	<b>DR. RAM PYARE CHATURVEDI</b> COORDINATOR IGNOU STUDY CENTRE <b>ALLAHABAD DEGREE COLLEGE</b> 15, KYADGANJ ALLAHABAD - 211003 UTTAR PRADESH  PH.OFF: 0532-606650
74.	LUCKNOW	2706	KANPUR 5/27/1987	<b>DR. DHIRENDRA KUMAR</b> COORDINATOR IGNOU STUDY CENTRE <b>P.P.N. COLLEGE</b> 96/12, MG MARG KANPUR - 208001 UTTAR PRADESH  PH.OFF: 0512-361924/582150
75.	LUCKNOW	2708	VARANASI 9/19/1987	<b>DR. PADAMAKAR SINGH</b> COORDINATOR IGNOU STUDY CENTRE <b>UDAI PRATAP PG COLLEGE</b> VARANASI - 221002 UTTAR PRADESH  PH.OFF: 0542-382399/384961
76.	LUCKNOW	2713	ALIGARH 3/31/1988	<b>PROF. S.M.A. HASIM RIZVI</b> COORDINATOR IGNOU STUDY CENTRE <b>ALIGARH MUSLIM UNIVERSITY</b> ALIGARH - 202002 UTTAR PRADESH  PH.OFF: 0571-400921 E:303/405800
77.	LUCKNOW	2720	LUCKNOW 3/12/1991	<b>DR. P.P. SINHA</b> COORDINATOR IGNOU STUDY CENTRE <b>LUCKNOW CHRISTIAN COLLEGE</b> DEPTT. OF CHEMISTRY LUCKNOW - 226018 UTTAR PRADESH  PH.OFF: 0522-226958/769846

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78.	LUCKNOW	2750 D	LUCKNOW 11/22/1999	<b>DR. SHIRLEY NATH SHAW</b> COORDINATOR IGNOU SPL. STUDY CENTRE-W <b>ISABELLA THOBURN COLLEGE</b> FAIZABAD ROAD LUCKNOW - UTTAR PRADESH  PH.OFF: 0522-321107/333790
79.	PATNA	0512	PATNA 5/26/1994	<b>DR SUDHIR KUMAR</b> COORDINATOR IGNOU STUDY CENTRE <b>A.N.S. INSTT. OF SOCIAL SCI.</b> PATNA - 800001 BIHAR  PH.OFF: 0612-231612
80.	PUNE	1601	MUMBAI 12/10/1986	<b>SH. NAGRAJ RAO</b> COORDINATOR IGNOU STUDY CENTRE <b>KJS COLLEGE OF EDUCATION T &amp; R</b> VIDYANAGAR, VIDYA VIHAR GHATKOPAR (E) MUMBAI - 400077 MAHARASHTRA  PH.OFF: 022-5132139
81.	PUNE	1602	PUNE 4/1/1987	<b>MRS. BEENA INAMDAR</b> COORDINATOR IGNOU STUDY CENTRE <b>SYMBIOSIS INTERNATL. CUL &amp; CEN</b> SENAPATI BAPAT ROAD PUNE - 411004 MAHARASHTRA  PH.OFF: 020-5679466
82.	PUNE	1607	NAGPUR 5/4/1988	<b>DR. R.P. THAKRE</b> COORDINATOR IGNOU STUDY CENTRE <b>NAGPUR UNIVERSITY</b> GURU NANAK BHAWAN NAGPUR - 440001 MAHARASHTRA  PH.OFF: 0712-556590
83.	RANCHI	0502	JAMSHEDPUR 4/1/2002	<b>DR. A.K. SINHA</b> COORDINATOR IGNOU STUDY CENTRE <b>JAMSHEDPUR COOPERATIVE COLLEGE</b> JAMSHEDPUR -- JHARKHAND  PH.OFF: 0657-228176

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84.	SHILLONG	1801	SHILLONG 12/18/1986	<b>DR. (MRS) BILORIS</b> COORDINATOR IGNOU STUDY CENTRE NORTH EASTERN HILL UNIVERSITY BIJNI COMPLEX LAITUMKHAH SHILLONG - 793003 MEGHALAYA  PH.OFF: 226822/210624
85.	SHILLONG	1802	TURA 3/15/1989	<b>MR. U.R. DUTTA</b> COORDINATOR IGNOU STUDY CENTRE TURA GOVERNMENT COLLEGE W.G. HILLS TURA - 794001 MEGHALAYA  PH.OFF: 03651-23070/22379
86.	SHILLONG	1806	EAST KHASI HILLS 7/16/1999	<b>MR. AJAY KUMAR CHOUDHURY</b> COORDINATOR IGNOU STUDY CENTRE SOHRA COLLEGE SOHRA (CHERRAPUNJEE) EAST KHASI HILLS - 793108 MEGHALAYA  PH.OFF:
87.	SHILLONG	1815 D	SHILLONG 12/15/1999	<b>MR. MAYASHREE B. DAS</b> COORDINATOR IGNOU SPL STUDY CENTRE-W WOMEN'S COLLEGE P.B.NO.33, LAITUMKHAH P.O. UPPER NEW COLONY, LAITUMKHAH SHILLONG - 793003 MEGHALAYA  PH.OFF: 0364-221618
88.	SHIMLA	1101	SHIMLA 12/10/1986	<b>DR. VEENA CHAUHAN</b> COORDINATOR IGNOU STUDY CENTRE GOVERNMENT DEGREE COLLEGE SANJALI SHIMLA - 171006 HIMACHALA PRADESH  PH.OFF: 0177-241843
89.	SHIMLA	1105	DHARAMSHALA 9/3/1990	<b>DR. HARDEV CHAND KATOCH</b> COORDINATOR IGNOU STUDY CENTRE GOVERNMENT DEGREE COLLEGE DEPT. OF CHEMISTRY DHARAMSHALA - 177005 HIMACHALA PRADESH  PH.OFF: 01892-28032

Sl. No.	REGIONAL CENTRE	CODE	PLACE OF SC / DATE OF ESTT.	NAME & ADDRESS OF THE IGNOU STUDY CENTRE
90.	SRINAGAR	1202	SRINAGAR 11/13/1998	<b>DR. MUSHTAQ AHMED WANI</b> COORDINATOR IGNOU STUDY CENTRE <b>GOVT. AMAR SINGH COLLEGE</b> GOGJI BAGH SRI NAGAR - 190008 JAMMU & KASHMIR  PH.OFF: 0194-437319/430674
91.	SRINAGAR	1209	SRINAGAR 11/5/1998	<b>PROF. S. FAYYAZ AHMAD</b> COORDINATOR IGNOU STUDY CENTRE <b>UNIVERSITY OF KASHMIR</b> DEPARTMENT OF COMMERCE SRI NAGAR - 190006 JAMMU & KASHMIR  PH.OFF: 0194-427506/427507

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## 6. GENERAL INFORMATION REGARDING ASSIGNMENTS

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You must have already gone through the sub-section on assignments in Section 3 in this Programme Guide. You may be anxious to know what is expected of you when you answer the assignments.

The purpose of our asking you to work on the assignments is as much to test your comprehension of the learning materials you receive from us as to help you get through the Courses. Some of the assignments are theoretical and some are practical in nature. Assignments of theoretical nature will require you to write essay type and / or short answers and while answering the application-oriented assignments you are required to apply the knowledge gained through a Block / Course. In either case, the answers should be your own. You should not reproduce the text materials or copy the information from other sources. However, you can use the materials and information you may have. Whenever you quote from the text/books/journals, you must give the reference. (You can pick up ideas from whatever sources you may have, but then plan and use them in your own words when you write the answers to the assignments). Please do not worry about the non-availability of extra reading materials, such as books, journals etc., for working on the assignments. The information given in our course materials should be sufficient for answering the assignments. (Nevertheless, if you have easy access to other books etc., you may make use of them. But the assignments are designed in such a way as to help you concentrate mainly on the course materials and exploit your personal experience).

The following norms are to be strictly practiced when you work through the assignments:

- The answers should be precise, well-documented and relevant to the questions raised or points / suggestions made in the assignments. Make sure that you have attempted to deal with all the main points /sections of the assignment.
- There is a specification of length (in terms of number of words) for most assignments. Please abide by this words limit as strictly as possible. Avoid discussing minor issues at great length. At the same time, do not make your answer too sketchy. By setting a word limit for some of the assignments we mean to convey that from our point of view a reasonably adequate response can be presented within the suggested word limit. Of course, one could write a shorter or a longer response, but such a deviation, we think, will bring the adequacy of the response into question.
- Write your answers in your own hand. If your hand-writing is not legible and if you are convinced that other will have difficulty in reading your hand-writing, you may type your responses.
- Send the assignment-responses before the date set for each assignment to the study center you are attached to. You can complete your assignments easily if you send us two assignment-responses per month. That will also give us sufficient time to go through your answers, comment on them and send them back to you.

### 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 and assignment number in capital letters in the center 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:

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Course Title ----- Enrol. No. -----  
Assignment 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. Make sure you have answered all the questions in an assignment before you send it to us. Incomplete responses will bring you poor grades. Don't send responses piece-meal they may never be put together in our offices.
4. Use only footstep size paper for your responses. Use ordinary writing paper, not the very thin variety.
5. Leave a 3/2" margin in the left, and at least 4 lines in between each answer in an assignment-response. This will enable your tutor 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 which 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-transmit.
9. Please file all letters that the university sends you, and keep the Programme Guide and the Supplements to Programme Guide (if any) handy. A record of your progress is maintained at our Computer Division.
10. Do write to us if you have any difficulties or problems while working through the Programme. Remember to intimate the relevant authority sufficiently in advance, if there is any change of address and its duration, if the change is temporary. This will help the concerned send you lessons and letters promptly, without any risk of their being lost.
11. All types of communication (letters, applications, etc.) are attended to as quickly as we can. It is, therefore, desirable that you make your letters brief and precise. If your letters present irrelevant details or / and are written in ambiguous and objectionable language, our responses to your queries will invariably get delayed.
12. The university reserves the right to change the rules detailed in this Student's Programme Guide. However you will be informed about those changes through supplementary circulars well in advance.
13. Any two or more answers to a particular assignment found to be similar to the point of being identical are viewed with disfavour. Such answers may either be returned unmarked, or awarded very low grades.

(Please note that it is entirely at the discretion of the evaluator to ask you to re-do the assignment or award a very low grade in such cases).

14. 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 it today what you may have planned to do tomorrow

## Some Do's and Don'ts

### Do's

15. 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 you wait till you start writing answers to the assignments, you will lose valuable time.
16. Write your enrolment number correctly. A slight change in the number may put the university and you to trouble.
17. Maintain an account of assignment-responses sent to the relevant Study Centre and the corrected responses received by you. This will help you maintain the schedule of your work and avoid any difficulties and disappointments caused by unintended gaps in communication.
18. Do work regularly. You should remember that by working regularly you get a chance to do better in later assignments because you can benefit from your tutor's comments.
19. Before you write to us to answer your queries, do read this Programme Guide carefully, we may already have answered you query / queries.
20. Do follow our instructions carefully.

### Don'ts

21. Do not write your assignments / letters on thin paper.
22. Do not write your enrolment number, course title, etc., on a separate sheet and then past/pin/tie it to the assignment. Write the enrolment number and the name on the top of assignment-response itself.
23. Do not over-write, particularly, while writing your enrolment number and the assignment number. Let these be very distinct and clear.
24. Do not remind the Study 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.
25. Do not misplace / lose your graded assignment-responses. You will need them till the Programme is over.
26. 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, etc. If you want to draw our attention to something of urgent / important nature, send it in a separate cover.
27. Do not lift sentence(s) paragraph(s) from the text without giving the reference while answering the assignments.
28. Do not get admitted to more than one Programme of the University simultaneously. The University Regulations do not allow it.

The Post-graduate Diploma Programme and the system that offers it are relatively new. It is quite likely that some of you may be wondering how to complete this Programme successfully. It should not be difficult for you to complete this Post-graduate Diploma Programme if you plan your work schedule sufficiently carefully. If you practise a somewhat systematic way of studying the materials, much of your job will become easy. Here a few suggestions to make your study easy and interesting.

We understand that adult learners will have many domestic and social commitments to attend to. But it is possible to organize some time for your studies. Convince your colleagues and family members that you need some privacy to study and stick to a regular time-table. As soon as you receive the first set of your reading materials, start working on them. Do not postpone studying the materials or writing your assignment-responses.

For obvious reasons, printed materials will be the primary form of instructional materials, although there will be a few audio-video programmes and counseling sessions. Naturally, you will have to concentrate mainly on the printed materials we send you. The booklets or Blocks for the four courses will give you enough information to write your assignment-responses and prepare for the final examinations.

Read the Units carefully and note down the important points. You can use the space in the broad margin of the printed pages for making notes and writing your comments. Try to answer 'Check Your Progress' questions. Please remember 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 check whether you have comprehended what you have read. If you are not satisfied with your answers, do not get worried. You can compare your answers with the model answers and see where improvement is needed. (At times, it is possible you may have a better answer than the one we presented. We welcome your suggestions). In any case, they will help you reinforce the information /knowledge you gain through your first reading of the text.

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## 7. EXAMINATIONS

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In addition to the assignments discussed in an earlier section, the other component of the evaluation in the PGDHE is the term-end examination. Exams are held in December every year. The only conditions for taking the exam is that he / she should have completed the minimum time prescribed for the programme pursued which in case of this PG Diploma is one full academic year, i.e. a student can sit for the term-end examination for the first time earliest in the month of December in the year of his/her admission.

If a student misses the Term-end Examination of a course for any reason, he /she may appear for it in the subsequent Term-end Examination. This facility will be available until a student secures the minimum pass grade, subject to the limit of a maximum period of four years from the date of registration.

For a course, a student will have to obtain at least D grade in both continuous and terminal evaluation separately. However, the overall average should be at least C grade for the successful completion of a course. The letter grade system used for terminal examination has already been explained in the section on Evaluation.

If a student fails to clear all the subjects in his/her first attempt, he/she can clear them in the subsequent examination. In this connection you are advised to use the examination application blanks attached to this Programme Guide as and when you need them. No application blanks will be dispatched by the University / Regional Centres unless asked for. For this purpose, you are allowed to use photo copies of the application blanks attached in this guide.

The Term-end Examination in PGDHE will comprise four papers, i.e., one paper each for the four courses in PGDHE. The duration of each paper is three-hours.

Now a word on the nature of the question papers too. To begin with, we want to get rid of the phobia that is so typically associated with exams. Our purposes is not to scare you but to help you get through the Diploma by testing all that you have gained during the course of the Diploma. So, there is nothing to panic about each question paper pertaining to a course has three sections carries equal weightage. The questions will usually to be of three types- theoretical or essay type, short answer questions and application-oriented questions. Each section will offer reasonable choice (s) to the extent possible.

In order to get a clear picture about the examination and evaluation system which the School of Education may follow, we suggest that you read the sub-section on EVALUATION in Section 3 of this Programme Guide carefully.

**Term-end Examination question papers of ES-301, ES-302, ES-303 and ES-304 (unrevised codes) for the years 1995, 1996 and 1998 are given at the end of the Programme Guide. These question papers would acquaint you with the type of questions asked in the Term-end Examinations.**

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## 8. OPERATIONAL SCHEDULE

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January	Despatch of the following materials from the university:  MES-101, Blocks 1,2,3 and 4  MES-102, Blocks 1,2,3 and 4  Programme Guide  Assignments 1 to 12
March	Despatch of the following materials from the university:  MES-103, Blocks 1, 2, 3 and 4  MES-104 Blocks I, 2, 3 and 4  Materials related to Project Work  Information regarding Extended Contact Programme
December	Term-end Examination

## P.G. DIPLOMA IN HIGHER EDUCATION

### Term-End Examination

December, 1995

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#### \*ES-301 : HIGHER EDUCATION: ITS CONTEXT AND LINKAGES

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Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Discuss critically the growth and development of the higher education system in India, both in quality and quantity, pointing out the positive and negative features.

OR

What were the interests of the British Empire in promoting education in India? Discuss the legacies which continue to be structurally present in our system of education especially at the higher level.

2. Answer the following in about 900 words.

For some the university is the detached center of knowledge and research, for others it is the symbol of embodiment of tradition, while for some it is a seedbed of resolution. In the light of this statement, discuss your opinion on the role of the university in contemporary society.

OR

“ The system of higher education in India is committed to the twin objectives of equity and excellence”. What do these objectives entail and how far they are achieved? Illustrate your answer with examples.

3. Answer any *three* of the following questions in about 300 words each.

- a) How will you define ‘higher education’ in terms of its three characteristics?
- b) What are the objectives of establishing academic staff colleges?
- c) What is meant by the ‘extension work’ being an important activity for a teacher in higher education? Give examples in support of your answer.
- d) Define ‘neocolonialism’ in education. What are its operational implications?
- e) Discuss two ways in which additional resources can be mobilized for higher education.

4. Answer the following in about 900 words.

Discuss the status and role of Teachers’ Organisations in India. Critically evaluate their functioning in the context of the fostering professionalism in colleges and universities.

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\*The old course code of PGDHE.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

What are the essential characteristics of an evaluation tool? Explain each of these characteristics with suitable examples.

OR

Suppose you are asked by your Principal to develop a question paper in the subject area you teach. Discuss the steps you would follow while framing the question paper.

2. Answer any **three** of the following questions in about 300 words each.

- a) What is teacher competence? Describe briefly the teacher competencies that you would require to teach your subject effectively.
- b) Describe briefly different styles of organizing content in the subject areas you are teaching.
- c) Describe briefly different styles of organizing content in the subject areas you are teaching.
- d) State the roles of a chairperson when he/she conduct an interaction session?
- e) What is OHP? Describe the instructional values of using OHP in a classroom situation.

3. Answer any **three** of the following questions in about 300 words each.

- a) What are the functions of evaluation in the instructional process?
- b) Discuss the need of formative and summative evaluation in the teaching-learning process.
- c) What steps would you take to increase the credibility of internal assessment?
- d) Why is non-cognitive development of students not given much emphasis in the college activities? What could be done to overcome these difficulties?
- e) How do you evaluate students performance in a seminar session?

4. Answer the following in about 900 words.

What is an instructional system? Discuss with suitable examples the steps that you would take towards the development of an instructional system.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Identify and discuss the role models that Indian college girls and boys tend to emulate. In what way do these models influence their personality development. Illustrate your answer with examples.

**OR**

Given our cultural context what would you describe as the characteristic features of Indian college going youth.

2. Answer the following in about 900 words.

List and analyse the factors that contribute to the shaping of attitude in Indian college youth. Illustrate your answer with examples.

**OR**

Discuss how knowledge of the processes of learning help a college teacher to teach effectively. Illustrate your answer with examples.

3. Answer any *three* of the following in about 300 words each.

- a) Discuss in brief three common problems faced by a college student.
- b) Discuss briefly the role a college teacher has to play in helping students ;to overcome their academic problems.
- c) Why understanding of counseling techniques is important for a college teacher? Illustrate your answer.
- d) Discuss briefly three personal problems faced by girl students at college level.
- e) Explain three career choices a rural college student faces while studying in a college.

4. Answer the following in about 900 words.

Imagine a situation in a higher education institution in which a natural leader (student) emerges in a group. Analyse the circumstances that have paved the way to such an emergence. Illustrate your answer with an example.

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ES-304: PLANNING AND MANAGEMENT OF HIGHER EDUCATION

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Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

“Curriculum development is a cyclic process”. Discuss this in the context of stages to be followed in the process.

OR

Define curriculum evaluation. Discuss different stages you would like to follow in evaluating an undergraduate / postgraduate level curriculum.

2. Answer the following in about 900 words.

Discuss critically different structural principles one needs to consider for designing an institution of higher learning in the context of its effective management of academic and administrative activities.

OR

Explain how human resource planning is different from human resource development. Discuss different strategies one needs to adopt for systematizing the human resource development in an institution of higher learning.

3. Answer any *three* of the following in about 300 words each.

- a) Discuss briefly the promotion and co-ordination functions of University Grants Commission in the context of higher education in India.
- b) Distinguish tertiary education from university education. Critically discuss any three important features of unitary universities in India.
- c) Explain at least five important factors which contribute in forming the classroom groups. How do these groups emerge in a higher education institution?
- d) What are the roles of diagonal communications in the management perspective of the group in an institution?
- e) Discuss at least three problems that you, as a teacher, encounter with time management. What kind of measures would you like to take to resolve such problems?

4. Answer the following in about 900 words.

Narrate an incident that you have come across inside the classroom while you were teaching / studying in an institution of higher learning, regarding the issue related to classroom management. Briefly narrate the event on the following points:

- a) the context in which it occurred,

- b) the sequence of occurrence of the event, and
- c) the action taken and the final outcome of the event

Also, analyse the above mentioned episode in the context of classroom management. To support your answer you may analyse the above episode in the following points:

- a) the nature of classroom influence,
- b) the rationale for action taken in general, and
- c) the changes that were observed in the classroom climate.

P.G. DIPLOMA IN HIGHER EDUCATION

Term-End Examination

December, 1996

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ES-301: HIGHER EDUCATION: ITS CONTEXT AND LINKAGES

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Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Development means different things to different people. How will you define development in the Indian context? How can higher education contribute to development?

OR

Discuss critically the policies and plans of higher education in India as incorporated in the five-year plans.

2. Answer the following in about 900 words.

'Education is just one variable in the relevant cluster of variables, and it is not a prime mover of social change'. Support with reasons.

OR

What does the term 'equality of opportunity' in education mean? Critically discuss the evolution of the Indian system of higher education with reference to this goal and the implications of failure therein.

OR

3. Answer any *three* of the following in about 300 words.

- a) What are the major functions of the University Grants Commission (UGC)? Substantiate your answer with examples from your own state.
- b) What are the main areas of concern in the case of financing of higher education? Discuss any two such issues.
- c) Discuss your opinion on the recommendation of delinking degrees from jobs as a step towards checking unemployment.
- d) Describe any two features of restructuring courses at the undergraduate level.
- e) What are the two major implications of giving autonomy to colleges?

4. Answer in about 900 words.

Discuss the external and internal pressures that hamper the effective functioning of the university system. Illustrate with examples from your own context.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Why do you undertake project work in your institution? Discuss different types of projects that you have conducted.

OR

What is a lecture? Discuss the steps you would like to follow while delivering a lecture. What are the merits of lecture method over other methods of instruction?

2. Answer any **three** of the following questions in about 300 words each.

- a) Differentiate between measurement and evaluation. Describe the benefits of evaluation for teachers and students.
- b) What are the drawbacks of the present numerical marking system? How does the grading system overcome these drawbacks?
- c) Distinguish between norm-referenced testing (NRT) and criterion-referenced testing (CRT). Describe briefly the role of NRT and CRT in the instructional process.
- d) Discuss various aspects that you would consider while revising the syllabus in the subject areas you are teaching.
- e) What do you mean by continuous internal assessment? Discuss its merits and demerits.

3. Answer any **three** of the following questions in about 300 words each.

- a) Define 'reliability' of a test. Discuss briefly different types of reliability of a test with examples.
- b) What do you mean by instructional objectives? Describe the role they play on the instructional process.
- c) What is meant by content analysis? How does it help in processing qualitative data?
- d) Explain briefly the uses of interview and questionnaire techniques for evaluating students' performance at the college level.
- e) What are the demerits of essay type items? Describe briefly the measures that you would take to improve such items.

4. Answer the following in about 900 words.

Suppose you are the Principal of an autonomous college which plans to improve the quality of instruction. Discuss the steps that you would take to improve the quality of instruction in the college.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Discuss the various academic and personal problems faced by lady students coming from rural areas. How would you, as a college teacher, help them to overcome these problems? Illustrate your answer.

OR

Why is understanding the various aspects of common problems faced by a college student very important for a college teacher? Support your answer with illustrations.

2. Answer the following in about 900 words.

Discuss group dynamics with examples.

OR

Discuss any five factors responsible for interpersonal conflicts. Illustrate your answer with examples.

3. Answer any *three* of the following in about 300 words each.

- a) In what way do cultural factors affect the development of intelligence?
- b) What is the basic feature of the formal operational stage? How does it differ from concrete operational stage? Illustrate your answer with an example each.
- c) Describe in brief the basic personality traits of an Indian college youth.
- d) According to Erikson the development of "identity" rests on three processes. Describe the processes.
- e) Describe the moral development of an average college youth from an Indian context.

4. Answer the following in about 900 words.

Describe how the methods of teaching have undergone changes through different periods, from the process of learning. Describe the present context. Give reasons to support the changes you observed.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Define institution building. Discuss with proper illustrations on different areas of management functions which contribute significantly in building a higher education institution.

OR

“Autonomy and accountability are two sides of the same coin”. Discuss this critically with illustrations in the context of university management and governance.

2. Answer the following in about 900 words.

Why does one need to have the fundamental knowledge on library management? Discuss different management strategies one needs to evolve for the effective management of physical aspects of a library in an institution of higher learning.

OR

Why does a teacher need to have micro-level time planning for his/her effective management of academic activities in an institution of higher learning? Discuss with illustrations on different approaches one can follow as a teacher for better time management.

3. Answer any *three* of the following questions in about 300 words each.

- a) Explain briefly different aspects that one needs to evaluate in any educational programme. Give your answer with examples.
- b) What is developmental tryout? How does this help in managing groups in an educational institution? Give your answer with illustrations.
- c) How does interpersonal management help in managing groups in an educational institution? Give your answer with illustrations.
- d) Discuss the steps you would like to take for planning and organization of an extension activity to be undertaken by your college / university department.
- e) Critically examine how autonomy operates at different levels in an institution of higher learning with illustrations.

4. Answer the following in about 900 words.

Select a topic that you would like to teach to your students from the subject of your specialization. Identify the specific criteria that you would like to follow while selecting inputs for the topic, such as:

- a) its instructional objectives
- b) structuring the subject matter
- c) your student background characteristics, and
- d) the available resources in the institution.

To transact these inputs what kind of media would you like to include while presenting the topic to the students? Give appropriate reasons for selecting such media.

P.G. DIPLOMA IN HIGHER EDUCATION

Term-End Examination

June, 1998

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ES-301: HIGHER EDUCATION: ITS CONTEXT AND LINKAGES

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Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer any *one* of the following in about 900 words.

Describe the indigenous system of education prevailing at the time of the arrival of the British in India and establish its linkages with the colonial education system thereafter.

OR

“The contemporary system of education has its legacy in its colonial past”. Discuss this statement with appropriate arguments.

2. Critically discuss the role of higher education with regard to its societal context. Support your argument with examples.

OR

What is the role of higher education vis-à-vis the perfection of an individual? Critically state how this role is being fulfilled.

3. Answer any *three* of the following questions in about 300 words each.

- a) What is educational planning?
- b) How is unabated expansion of higher education a problem?
- c) What does ‘excellence in education’ mean?
- d) How does neocolonialism manifest itself in higher education? Discuss any two areas of impact.
- e) What are the three important roles of a teacher in higher education? Discuss any one in detail.

4. Answer the following in approximately 900 words.

Discuss the important constraints highlighted with regard to higher education in the document. “The Challenges of Education: A Policy Perspective (1985)”.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Define an 'evaluation tool'. Discuss the essential characteristics of an evaluation tool. How will you ensure that an evaluation tool has all the essential characteristics?

OR

In the contemporary scenario of higher education, critically examine the relevance of the examination reforms suggested by the University Grants Commission in 1973.

2. Answer any *thereof* the following questions in about 300 words.

- a) Discuss briefly the factors you would consider while selecting instructional inputs from alternatives available.
- b) What do you mean by group controlled learning experiences? How would you incorporate techniques of group controlled learning experiences in your lecture?
- c) Describe the techniques of organizing content matter for lecture.
- d) Differentiate between linear and branching forms of programmed learning.
- e) What is 'team teaching'? Discuss the instructional value of team teaching.

3. Answer any *three* of the following questions in about 300 words.

- a) Discuss the various considerations you will keep in mind while revising syllabus in the subject area you are teaching.
- b) What do you mean by peer appraisal? Discuss the techniques used for peer appraisal?
- c) Define 'Table of Specifications'? What role does it play in student assessment and evaluation?
- d) What is 'Item Analysis'? How does it help a paper setter or a test developer?
- e) Define 'Computer Assisted Instruction (CAI)'. Discuss the various modes of CAI.

4. Answer the following in about 900 words.

Choose a topic from the subject area you are teaching. Prepare a topic plan on this, specifying the instructional objectives, teaching points, methods and media, and evaluation techniques.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

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1. Answer the following in about 900 words.

Explain the psychological basis of group behaviour. How is the individual's behaviour influenced by the group? Give appropriate illustrations in support of your answer.

OR

Do you believe that a person sometimes get deindividuated in a large group? If so, why and how does that happen? Illustrate your answer with higher education situations.

2. Answer the following in about 900 words.

"It is important for a college teacher to understand the various aspects of the problems faced by college students". Discuss with the help of suitable examples.

3. Answer any **three** of the following in about 300 words'

- a) Discuss briefly the strategies you would like to suggest for problem solving approach to teaching learning.
- b) One of the main tasks for which a learner at the college level is to be prepared, is to write critical essays. Using Skinnerian approach analyse this task into sub-tasks.
- c) What is concept? Discuss how concrete and defined concepts are different from each other? Explain with the help of examples.
- d) Discuss the educational implications of Bruner's theory with the help of illustrations.
- e) Explain a model you think is most appropriate to develop creativity among college students.

4. Answer the following in about 900 words.

"Indians are basically mild, passive, non-materialistic and philosophical". Examine this critically and elaborate the reasons contributing to this perception. Give appropriate examples in support of your answer.

Time: 3 hours

Maximum Weightage : 50

Note: i) Attempt all four questions

ii) All questions carry equal weightage.

---

1. Answer the following in about 900 words.

Define ' curriculum evaluation'. Discuss different stages you would like to follow in evaluating curriculum at the undergraduate level.

OR

What is scheme of studies? Give an account of the process of designing a scheme of studies as a part of curriculum development process at the undergraduate level.

2. Answer the following in about 900 words.

What is extension activities in the context of a university's functions? Discuss briefly the different steps you would like to follow for planning and working out the operational strategies of an extension activity.

OR

Discuss the problems that a teacher encounters with time-management. What kind of measures would you like to take to resolve them?

3. Answer any *three* of the following questions in about 300 words each.

- a) Write a short note on the importance of "delegating and organizing functions" in the context of managing an institution of higher learning. How does this help in building a proper administrative and academic climate in an educational institution?
- b) Why is basic knowledge on laboratory management important to a science lecturer? Discuss.
- c) "Autonomy and accountability are two sides of the same coin". Discuss.
- d) What is grant-in-aid system? Critically examine the impact of this system on formulating academic policies of universities / colleges in India.
- e) "Classroom management is the process of generating a supportive classroom climate". Discuss this with suitable illustrations.

4. Answer the following in about 900 words.

What different components will you consider while designing a performance appraisal for the faculty members in an institution of higher learning? Develop a model format of such a performance appraisal. To support your answer, you may consider the following:

- identifying institutional objectives
- defining and setting of the goals for activities
- listing out the activities
- working out definite strategies for building appropriate climate
- developing proper mechanisms for monitoring the activities
- evolving strategies for constant interaction, feed-back and guidance
- evolving suitable strategies for reporting on the activities



**Examination Form**  
परीक्षा फार्म

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY, NEW DELHI-11 0068**

इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, नई दिल्ली-110068

सत्रांत परीक्षा जून/दिसम्बर 20

Term-End Exam June/December 20

Please read the Instructions overleaf before filling up the form  
कृपया फार्म भरने से पहले अगले पृष्ठ पर दिए गए निर्देशों को पढ़िए।

Dates for submission of exam forms	
For June TEE	Late Fee
1 Feb to 31 Mar	No Late Fee
1 April for 20 April	Rs. 100/-
For Dec. TEE	Late Fee
1 Aug. to 30 Sept.	No Late Fee
1 Oct to 20 Oct.	Rs. 100/-

परीक्षा फार्म जमा करने के लिए तारीख	
जून सत्रांत परीक्षा	विलम्ब शुल्क
1 फरवरी से 31 मार्च	बिना विलम्ब शुल्क
1 अप्रैल से 20 अप्रैल	Rs. 100/-
दिसम्बर सत्रांत परीक्षा	विलम्ब शुल्क
1 अगस्त से 30 सितम्बर	बिना विलम्ब शुल्क
1 अक्टूबर से 20 अक्टूबर	Rs. 100/-

Demand draft/IPO of late fee is payable to IGNOU, New Delhi  
विलम्ब शुल्क इ. गा. रा. मु. वि. के नाम डिमांड ड्राफ्ट/पोस्टल आर्डर द्वारा देय है।

Draft/IPO No. ड्राफ्ट/पोस्टल आर्डर नं.	Date दिनांक
Amount रकम	Bank/PO बैंक/डाकघर

Please write your Enrolment Number and Programme on the reverse side of Draft/IPO

विद्यार्थी ड्राफ्ट/पोस्टल आर्डर के पीछे अपना नाम, अनुक्रमांक, पाठ्यक्रम कोड लिखना न भूलें।

Complete Address for Correspondence  
पत्राचार के लिए पूरा पता

Name _____ नाम _____
PIN _____

Programme Code of Study  
अध्ययन कार्यक्रम कोड

Control No.  
(For Office use only)

Enrolment Number  
मूल्यांकन संख्या

Students wishing to appear in examination at Delhi should tick (✓) Zone column and fill up Exam. Centre Code Positively.

Exam. Centre Code  
परीक्षा केन्द्र कोड

North Delhi East Delhi West Delhi South Delhi

Name : Shri/Smt./K.m.

नाम : श्री/श्रीमती/कुमारी

Please indicate correct course code and complete course title in which you intend to take the examination The Course(s) which you have already passed should not be mentioned since improvement of score/grade is not permissible.

जिस पाठ्यक्रम में आप परीक्षा देना चाहते हैं, उसका सही पाठ्यक्रम कोड तथा पूरे पाठ्यक्रम शीर्षक लिखिए। जिन पाठ्यक्रम/पाठ्यक्रमों को आप पहले ही उत्तीर्ण कर चुके हैं उनको उल्लेख न करें क्योंकि अंकों/ग्रेड में सुधार करने की अनुमति नहीं है।

S. No. क्रम सं.	Course Code पाठ्यक्रम कोड	Course Title पाठ्यक्रम शीर्षक
01		
02		
03		
04		
05		
06		
07		
08		
09		
10		

For Practical Examination Only (For BCA, MCA, BLS Programmes)

01	02	03
04	05	06

I hereby solemnly affirm that I have submitted/will submit, all the required number of assignments prescribed for the above course(s) within the deadlines prescribed by the University to the appropriate authority for evaluation.

I am aware that submission of assignments prescribed for these courses is a pre-requisite for taking Term-End Examination. In case my above statement regarding submission of assignments is found to be untrue the University may cancel the result of my above mentioned Term-End Examination and I undertake that I shall have no claim whatsoever in this regard. I also undertake that I shall abide by the decision, rules and regulations of the University I have signed this undertaking on this..... day..... of 200 .....

मैं एतद्द्वारा विधिवत् घोषणा करता हूँ कि उपर्युक्त पाठ्यक्रम/पाठ्यक्रमों के लिए निर्धारित सत्रांत परीक्षा के लिए आवश्यक संख्या में विश्वविद्यालय द्वारा निर्धारित अंतिम तारीख के अंदर, मूल्यांकन के लिए, उपर्युक्त अधिकारियों को जमा करा चुका हूँ/जमा कर दूँगा।

मैं भलीभांति जानता हूँ कि सत्रांत परीक्षा देने के लिए इन पाठ्यक्रमों के निर्धारित सत्रांत परीक्षा के लिए जमा करना पहला शर्त है। सत्रांत परीक्षा के लिए जमा करने संबंधी उपर्युक्त कथन असत्य पाए जाने पर विश्वविद्यालय उल्लेखित सत्रांत परीक्षा के परिणाम को रद्द कर सकता है और मैं वचन देता हूँ कि उस बारे में किसी प्रकार का दावा नहीं करूँगा। मैं यह भी वचन देता हूँ कि विश्वविद्यालय के निर्णय, नियमों और विनियमों का पालन करूँगा। मैं आज दिनांक ..... को इस कथन वधायक पर हस्ताक्षर कर रहा हूँ।

Signature of Student  
विद्यार्थी के हस्ताक्षर

Please mail the exam form only to the address mentioned below and no where else:  
कृपया परीक्षा फार्म को केवल इस पते पर भेजे अन्यत्र कहीं नहीं।

The Director (SR&E)  
Indira Gandhi National Open University  
Maidan Garhi, New Delhi-110068.

निदेशक (वि. पं. और मू.)  
इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय  
मैदान गंधी, नई दिल्ली-110068

Please see Instructions overleaf

## INSTRUCTIONS FOR FILLING UP THE FORM

### फार्म भरने के लिए निर्देश

1. Please attach a self-addressed post card, if acknowledgement is desired.  
यदि आप इसकी पावती चाहते हैं तो कृपया स्वयं का पता लिखा पोस्टकार्ड संलग्न करें।
2. Students should submit the examination form only once for each Term-end Examination.  
विद्यार्थी को प्रत्येक सत्रांत परीक्षा के लिए केवल एक ही बार परीक्षा फार्म भरना होगा।
3. It is advisable that students fill-up the examination form without waiting for the result of the previous exam; if taken, and also retain the proof of its mailing.  
विद्यार्थियों को यह सलाह दी जाती है कि वे पिछली परीक्षा के परिणाम (यदि परीक्षा दी है) की प्रतीक्षा किए बिना आवेदन पत्र निर्धारित तिथि तक जमा कराएँ तथा इस फार्म को प्रेषण संबंधी प्रमाण अपने पास रखें।
4. If you do not receive Examination Intimation Slip before one week of commencement of examination, please contact your Examination Centre/Study Centre, and if your name exists in the list of the registered candidates, you can take examination by showing your identity card.  
यदि आपको परीक्षा प्रारम्भ होने के एक सप्ताह पहले तक परीक्षा सूचना पत्र प्राप्त नहीं होती है तो कृपया अपने परीक्षा केन्द्र/अध्ययन केन्द्र से सम्पर्क करें और यदि आपका नाम पंजीकृत अभ्यर्थियों की सूची में मौजूद है, तो ऐसी स्थिति में आप अपना पहचान-पत्र दिखाकर परीक्षा दे सकते हैं।
5. A) Students of B.A. / B.Com / B.Sc./BCA, BTS programmes can take examination for courses up to 48 credits and those of Management Programme can take examination for a maximum of 8 courses at a time. Students of B.A./B.Com/B.Sc./BTS Programmes are eligible to appear in June Term-end Examination for foundation courses only. They can however appear for the elective courses opted for the current year in December Term-end Examination.  
बी.ए./बी.कॉम./बी.एस.सी./बी.सी.ए./बी.टी.एस. कार्यक्रमों के विद्यार्थी एक बार में अधिकतम 48 क्रेडिट के पाठ्यक्रमों की परीक्षा दे सकते हैं जबकि प्रबंध कार्यक्रम के विद्यार्थी एक बार में अधिकतम 8 पाठ्यक्रमों की परीक्षा दे सकते हैं। बी.ए./बी.कॉम./बी.एस.सी./बी.सी.ए./बी.टी.एस. कार्यक्रमों के विद्यार्थी जून की सत्रांत परीक्षा में केवल आधार पाठ्यक्रमों तथा दिसम्बर की सत्रांत परीक्षा में चुने गए ऐच्छिक पाठ्यक्रमों की परीक्षा के लिए पात्र हैं।

B) If courses opted are in excess of this limit, only the first permissible number of courses will be considered.  
यदि आपके चुने हुए विषय इस सीमा से अधिक है तो प्रथम अंकित मान्य विषय ही विचारणीय होंगे।
6. A) Normally the Study Centre is the examination centre. However, the University can allot you an alternative examination centre if your Study Centre is not declared an examination centre.  
सामान्यतः अध्ययन केन्द्र ही परीक्षा केन्द्र होता है। परन्तु यदि आपका अध्ययन केन्द्र परीक्षा घोषित नहीं हुआ हो तो विश्वविद्यालय आपको वैकल्पिक आपको वैकल्पिक परीक्षा केन्द्र आवंटित कर सकता है।

B) In case you wish to take examination at a particular Centre the code of your chosen centre (Provided it is activated for your Programme) be filled up as exam. centre code.  
यदि आप अपने अध्ययन केन्द्र के स्थान पर किसी विशिष्ट केन्द्र में परीक्षा देना चाहते हैं तो अध्ययन केन्द्र के स्थान पर अपने चुने हुए केन्द्र (बशर्त आपका कार्यक्रम संबंधित केन्द्र में प्रचलित है) का कोड लिखिए।

C) However, if Exam Centre chosen by you is not activated, you will be allotted another Exam Centre under the same region.  
यदि आपके द्वारा चुना गया परीक्षा केन्द्र उक्त कार्यक्रम के लिए प्रचलित नहीं है तो उसी क्षेत्र में प्रचलित कोई और परीक्षा केन्द्र आपको आवंटित कर दिया जाएगा।

D) Change of examination centre, once allotted, is not permissible under any circumstances.  
एक बार परीक्षा केन्द्र आवंटित करने के बाद उसमें परिवर्तन की अनुमति किसी भी परिस्थिति में नहीं है।
7. Only such candidates shall be eligible to appear at the examination who have paid necessary programme fee and their registration is valid.  
केवल वही अभ्यर्थी परीक्षा में शामिल हो सकेंगे, जिन्होंने आवश्यक कार्यक्रम शुल्क का भुगतान कर दिया है तथा जिनका पंजीकरण वैध है।
8. Please write correct course code(s) and complete title of course(s) as indicated in your Programme Guide failing which computer will not print your relevant course code in "intimation slip" for taking examination. EXAMPLE: ECO - 01 - Business Organisation / MS - 02 - Managing Men  
कृपया आप निर्धारित दर्शिका में उल्लिखित सही पाठ्यक्रम कोड/पाठ्यक्रम कोडों तथा पाठ्यक्रम/पाठ्यक्रमों के सही शीर्षक लिखें। ऐसा न करने पर परीक्षा देने के लिए सूचना-पत्रों में आपका सही पाठ्यक्रम कोड कम्प्यूटर द्वारा मुद्रित नहीं किया जा सकेगा।  
उदाहरण : ई.सी.ओ. 01 व्यवसाय संगठन/एम.एस.-02 प्रबंधकीय व्यक्ति
9. Contact the Co-ordinator of your Study Centre/Regional Director of your region, for copies of this form, or you may have a photocopy made, if needed, in future.  
इस फार्म की प्रतियों के लिए आप अपने अध्ययन केन्द्र के संचालक/अपने क्षेत्र के क्षेत्रीय निदेशक से संपर्क करें अथवा आपको भविष्य में इनकी आवश्यकता है तो आप फोटोकॉपी करा सकते हैं।

SOE-IGNOU/P.O. 1T/September, 2004 (Revised)