

Programme Guide

Bachelor of Arts in Education



Krishna Kanta Handiqui State Open University

The University deserves the right to change the rules and procedures described in this Programme Guide. Please check from time to time with the University Website for updates.

Recognition of Degrees/Diplomas/Certificates provided by Krishna Kanta Handiqui State Open University:

- Established under the provision of the 'Krishna Kanta Handiqui State Open University Act' 2005 of the State Legislature of Assam.
- The University has been recognised and its academic programmes have been approved by the UGC, New Delhi vide letter no. F.9-13/2008(CPP-I), dated March 18, 2009.
- The Government of Assam has recognised all degree, diploma and certificate programmes of the University for job and higher study vide letter no. AHE/228/2007/330, dated May 08, 2009.
- The UGC through its Public Notice vide F. No. 1-9 2018 (DEB-I) dated 23rd February, 2018 has asked for recognising and treating the Degrees/Diplomas/Certificates awarded through distance mode at par with the corresponding awards of Degrees/Diplomas/Certificates obtained through the formal system of education. URL: https://www.ugc.ac.in/pdfnews/5628873_UGC-Public-Notice---treating-all-degrees.pdf

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1. MESSAGE FROM THE DEAN (ACADEMIC)

Dear Learner,

Greetings from the Establishment of the Dean (Academic) at Krishna Kanta Handiqui State Open University.

I heartily welcome you as a learner of the BA Programme in Education of this prestigious state open university and I hope that you will be happy to explore the varied and up-to-date curriculum of this Programme which are compatible with the 21st century employment market. KKHSOU has been a choice-based educational destination for many who were deprived or denied or conditionally forced to remain away from their dream of education. While imparting need-based education to the fresh learners, our University also holds the promise of fulfilling the educational dreams of the socially backward, underprivileged and marginalised people of our society.

Friend, I am happy to inform you that we at KKHSOU provide diverse tracks to fulfil your learning needs. Our university is currently offering programmes in four different levels i.e. Master's Degree, Bachelors' Degree, Diploma and Certificates under six different Schools of Studies namely, S. K. Bhuyan School of Social Sciences, Padmanath Gohain Baruah School of Humanities, Maniram Dewan School of Management, Bhupen Hazaiika School of Mass Communication, Guru Prasad Das School of Vocational Studies and Hiranya Kr. Bhuyan School of Science and Technology. We are having subjects right from Literature to Journalism, from Yoga to Commerce and Management. Once a learner is awarded a Degree or Certificate by KKHSOU in any of the programmes, he/she becomes eligible for employment in any government or private sector work market. Therefore, start your educational journey with confidence and hard work so that you can shine in life.

I am happy to share the fact that we are loved and embraced by a large number of learners spread across the state and beyond. During your journey in our university, you will be supported by a host of Learner Support Services about which you learn in this Programme Guide. Therefore, I urge you to make full utilisation of the resources and facilities provided by our university. Besides, our faculty members shall be always ready to assist you in advancing your knowledge, developing your creativity and discovering solutions to the pressing academic questions you might face.

I know that we have challenges to meet. However, I also assure you that through our dedication, determination and team work, we shall be able to overcome all problems on our way.

I wish you all the very best for your bright future.

**Dean Academic
KKHSOU**

2. STUDYING AT KKHSOU USING THE DISTANCE LEARNING MODE

Krishna Kanta Handiqui State Open University (KKHSOU) welcomes you to its vast community of aspiring learners. It is important to advance and upgrade your education for a productive and healthy living in contemporary society. Hence, it is important that you choose the right university to suit your learning needs. KKHSOU shall assist you in all the aspects of your educational journey.

You will note that KKHSOU is the 14th State Open University of India with a learner-base of 3,00,000 until 2019. This University has adopted the Open and Distance Learning (ODL) mode to facilitate the implementation of its different academic programmes with a view to providing timely opportunities for lifelong learning. Our flexible academic programmes shall suit the needs of all our learners as well as working individuals who are unable to study full time on-campus five-six days a week, despite having a desire for an accredited qualification and personal development.

While studying at KKHSOU, you will be supported by a meticulously prepared Self-Learning Materials (or SLMs) that are well designed and expertly written; an all-inclusive university website; an e-SLM portal and a host of other learner support services such as face-to-face counselling sessions in the University Study Centres, which act as the mirror of the University.

The SLMs in a particular programme are specially prepared by a group of experts who include the faculty members from KKHSOU as well as those drawn from different Universities and educational institutions located across the state as well as the country. The preparation and production of the SLMs of a particular department are co-ordinated by the faculty members of the concerned department following a careful scrutiny of the contents and language by experts in the field. Besides, efforts to make audio and audio-visual contents based on the syllabus are also made in the Multimedia Production Unit of the University in consultation with the course writers, editors and in-house faculty members. Such audio-visual materials are reviewed by the faculty members, media experts and the concerned authority, before they are uploaded in the University's YouTube page.

We hope that you will make full use of the resources provided by the University during your academic journey. However, you should also know that your achievement in the programme of enrolment will also depend on your performance in both the continuous assessments through assignment and the Semester-end examination. Studying in an ODL Institution for an award of degree or qualification demands great commitment on your part as a learner. Although KKHSOU provides you with a flexible way of learning, you are required to complete all the assignments in due course within a stipulated period and take the examinations according to the schedule specified. In general, besides attending the face-to-face counselling sessions and tutorials at your study centre where you have enrolled, you should be able to allocate at least 2-3 hours a day for studying your courses.

With this introductory information, you should start your programme at KKHSOU and we hope that by availing all the support services of the university, you will succeed in your educational venture. We assure you that the University fraternity shall always stand by you to help you with all your academic requirements.

3. HOW TO SUCCEED AS A DISTANCE LEARNER IN THE ODL SYSTEM

The Open and Distance Learning (or ODL) is a system of education in which education is imparted to the learners from a distance. The two basic elements in ODL are:

- a. The physical distance between the educators and the learners;
- b. The changed role of the educators who meets the learners only for selected tasks such as counselling during contact sessions, conducting tutorials and helping the learners with field-based projects and collaborating with the learners to solve their problems.

In the conventional face-to-face mode of education, the teaching-learning contents are communicated directly by the teachers/educator mainly through the lecture method. In distance education however, this interpersonal communication is replaced by print, telephonic and electronic communication, broadcasting of educational programmes, online communication and others need-based methods. Hence, the philosophy of ODL is based on the idea of the ‘teacher in print’ that means the teachers are very much present in the SLMs, directly teaching each learner through printed words.

In your case, the benefit of ODL is that it provides access to education that you would not have gained otherwise. ODL allows you to study when and where it suits you and enables you to continue learning while also fulfilling your commitments to the family, work and community. You may be pursuing higher education for various reasons such as—you might be interested in changing your career or you might simply want to expand your knowledge base for personal enrichment. Whatever may be the reason, unlike in the conventional system, ODL provides you with flexitime learning experience while catering to your learning needs. It is important for you to bear in mind that in ODL, you are not pursuing your studies alone on your journey.

We encourage you to make full use of the facilities provided by the University during your study at KKHSOU. You should always make an attempt to regularly attend the counselling sessions at the study centre where you have enrolled, form study groups with your programme-mates, check for the latest academic updates in the University website: www.kkhsou.in, participate in academic discussion with your fellow learners as well as your teachers through Facebook or WhatsApp groups, contact your tutors at the study centres or the teachers at the University headquarters. Further, your tutors in the study centers shall be there to help you understand the course materials, clarify the concepts you find difficult and collaborate with you to enhance your learning experience.

Feel free to learn and enjoy learning towards successful completion of the Programme.

4. INTRODUCING THE BA PROGRAMME IN EDUCATION

The BA Programme in Education has been designed in such a way that it meets the standard of other national and international universities of repute. The Programme has been introduced as one of the elective subjects.

The study of Education as a subject will help a learner in his/her total growth and development as an individual. As human being, we have to know the basic meaning and value of education. By taking this subject a learner can understand the importance of education, how education helps us to adjust with our community, society, nation or the world as a whole, and help us to participate in the development of the society and country.

4.1 Aims of the Programme:

The BA Programme in Education aims at

- a. Providing learning throughout life by giving learners an opportunity in the entry and exit point of learning without any age bar. This also signifies equity and access in the field of higher education.
- b. Contributing towards preserving societal values by incorporating chapters like value education in the curriculum.
- c. Skill development for those who aspire for being teachers and for those who are already in the teaching profession. Education as a subject help in development of teaching skills by introducing papers like methods of teaching, and psychological practical which help learners to understand the psychology of children in their near future.

4.2 Objectives of the Programme:

The objectives of the programme are as follows:

- a. To provide opportunities of higher education to the learners expecting to study education as a subject in the degree level.
To make people educated and acquaint them with some need based skills that will be essential for helping them lead a decent life in the society.
- b. To help the learners to adjust with the community, society, nation or the world as a whole and participate in the development process of the society and the country.
- c. To encourage the learners who want to study Education as a major course to understand the subject in detail.

4.3 Target Group:

The BA Programme in Education has been designed for

- a. Learners who are desirous of further studies in the field of education but failed to get the opportunity.
- b. Learners particularly women who want to educate themselves for a decent standard of living.
- c. Teachers, educational administrators, educational practitioners, instructors, counsellors, NGO's workers, service holders etc.

4.4 Duration:

The minimum duration of the BA Programme in Education is three years. Each year, the new academic session starts in the month of July-August. You are allowed to take a maximum of eight years which means that you will get additional five years along with your year of enrolment to complete this Programme. This is possible mainly because the mandate of KKHSOU is to provide 'flexitime' learning opportunity to all learners.

4.5 Career Prospects:

After successfully completing the BA Education Programme, you will be able to

- Be a quality educational practitioner having sound knowledge of teaching-learning skills.
- Pursue higher studies in the field of education such as MA in Education, B.Ed. degree etc.
- Pursue a career as educational consultants.
- Work in educational institutions as teacher, counsellor.
- Engage yourself with NGOs.
- Be an efficient and effective leader in the field of teaching and educational administration.

4.6 Study Hours:

The BA Programme in Education consists of 96 credits, which means each of the total 14 courses/papers is of 4 credits. In the ODL system, a credit is often the measure of workload in terms of a student's learning efforts. One credit is equivalent to 30 study hours. Usually, a credit is calculated on the basis of the time spent for studying and doing practical works. Thus, a credit collectively refers to different aspects of study, such as

- Studying the SLMs
- Working on the assignments
- Doing the practical works
- Going through the texts and other Further Reading materials
- Listening and watching audio and audio-visual programmes
- Attending academic counselling sessions at the respective study centres and so on.

In one Semester comprising 4 Credits, you will need to devote about 120 hours to finish the course contents. However, as the 'flexi-time' option is available, you may yourself decide on the time to be devoted to the Programme. However, if you devote around 2-3 hours of meaningful and effective study every day, you will comfortably complete the programme in three years.

5. PROGRAMME STRUCTURE:

The BA Programme in Education comprises 6 Semesters with a total of 14 courses/papers. Each course will carry 100 marks out of which 20 marks will be reserved for Home Assignments. Except the Course 14 which is purely a practical based paper. For other paper 80% marks are for Term End Examination. In course 14 (Psychological Practical) 60 marks for experiments, 25 marks for Practical Note Book, 15 for Viva. All courses are compulsory.

The following are the Semester wise courses of the BA Programme in Education :

Semester	Title of the Courses	Brief Description	Recommended Readings
Semester 1	Course 1: Principle and Theories of Education	This course shall provide an idea of Education, Aims of Education, School and Community Relationship, Curriculum, Education for National Integration and International Understanding, Value Education, School of Educational Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Gandhi and his Educational Thoughts, Swami Vivekananda and his Educational Thoughts, Montessori and Froebel and their Educational Thoughts	<ul style="list-style-type: none"> • Aggarwal, J. C. (2010). <i>Theory & Principles Of Education</i>. Vikas Publishing House. • Safaya, R. N., & Shaida, B. D. (2010). <i>Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.</i> • Chaube, S. P., & Chaube, A. (1981). <i>Philosophical and sociological Foundations of Education</i>. Vinod Pustak Mandir.
Semester 2	Course 1: Psychological Foundation of Education	This Course deals with Concept of Educational Psychology, Methods of Educational Psychology, Growth and Development: Early Childhood Stage, Later Childhood Stage, Adolescence Stage, Juvenile Delinquency, Education for Exceptional Children, Learning, Theories of Learning, Memory and Forgetting , Intelligence, Personality, Theories of Personality, Mental Health and Hygiene.	<ul style="list-style-type: none"> • Aggarwal, J. C. (2010). <i>Essentials of educational psychology</i>. Vikas Publishing House. • Mangal, S. K. (2007). <i>Essentials of educational psychology</i>. PHI Learning Pvt. Ltd. • Baruah Jatin (2000). <i>Shiksha Manubigyan, Gauhati University Press, Guwahati.</i>
Semester 3	Course 1: Sociological Foundation of Education	This course deals with Educational Sociology, Education and Society, Process of Socialization, Education and Social Change, Social Change in India, Social Organization and Social Disorganization, Social Group, Social Stratification, Social Mobility and Education, Education and Community, Education and Culture, Education for Disadvantaged Sections of Society, Equalization of Educational Opportunity, Education and Democracy, Social Control.	<ul style="list-style-type: none"> • Aggarwal, J. C. (2009). <i>Psychological, Philosophical and Sociological Foundations of Education</i>. Shipra Publications.. • Pathak, R. P. (2007). <i>Philosophical and sociological perspectives of education</i>. Atlantic Publishers & Dist. • Mathur, S. S. (1996). <i>A Sociological approach to Indian education</i>. Vinod Pustak Mandir.
	Course 2: Select Issues in Indian Education	This Course introduces the learners to the Educational Provisions of the Indian Constitution, Primary Education, Wastage and Stagnation, Human Rights and Indian Constitution, Education and Human Rights, Secondary Education, Higher Education, Liberalization, Privatization and Globalization (LPG), Teachers Education, Training for Teachers, Gender and Education, Education for Rural Development, Life skills and Soft Skills, Student Indiscipline, Student Unrest and Education.	<ul style="list-style-type: none"> • Rao, D. B. (2007). <i>Education for All: Issues & Trends</i>. APH Publishing. • Kochhar, S. K. (1995). <i>Pivotal issues in Indian education</i>. Sterling Publishers Pvt. Ltd. • Kumar, A. (1991). <i>Current trends in Indian education</i>. APH Publishing.
Semester 4	Course 1: Distance Education	In this Course, the learners are taken through the brief study of Distance Education, Learner-Support Service, Self-Learning Material, Study Skills, Curriculum, Curriculum and Evaluation, Distance Education and Community Development, Role of Distance Education, Distance Education and Training, Quality assurance in Distance Education, Assessment in Distance Education, ICTs and Distance Education, New interventions in Open and Distance Learning, Challenges in Distance Education	<ul style="list-style-type: none"> • Aggarwal, D. D. (2007). <i>Future of distance education</i>. Sarup& Sons. • Sharma, M. (2006). <i>Distance Education: Concepts and Principles</i>. Kanishka Publishers. • Rao, V. K. (2003). <i>Distance education</i>. APH Pub.
	Course 2: Educational Technology	This course introduces the learners to the basic concepts of Educational Technology, Principles of Teaching, Teaching Strategies, Stage of Teaching, Improvisation of Teaching Learning Materials, Role of Mass Media in Education, Teleconferencing, Systems	<ul style="list-style-type: none"> • Mangal, S. K. (2019). <i>Essentials of educational technology</i>. PHI Learning Pvt. Ltd. • Mohanty, J. (2001). <i>Educational technology</i>. Deep and Deep Publications.

		Approach in Educational Technology, Audio-Visual Techniques, Communication, Communication and Teaching, Types of Evaluation, Micro Teaching, Computer assisted instruction	<ul style="list-style-type: none"> • Aggarwal, J. C. (1995). <i>Essentials of educational technology</i>. Vikas publishing house.
Semester 5	Course 1: History of Education during Pre-Independence in India	This course introduces the learners to the Vedic System of Education in India, Buddhist System of Education in India, Islamic System of Education in India, Role of Christian Missionaries, Charter Act of 1813, Wood's Despatch of 1854, Hunter Commission of 1882, Lord Curzon's Educational Policy, Gokhale's Bill on Primary Education, Sadler Committee of Education in 1917, Hartog Committee in 1929, Wardha Scheme of Education-1937, Sargent Plan 1944-45.	<ul style="list-style-type: none"> • Ghosh, S. C. (2007). <i>History of education in India</i>. Rawat Publications. • Jayapalan, N. (2005). <i>History of education in India</i>. Atlantic Publishers & Dist. • Sharma, R. N., & Sharma, R. K. (1996). <i>History of education in India</i>. Atlantic Publishers & Dist.
	Course 2: Measurement and Statistics in Education	In this course, the learners will be introduced to Educational Measurement and Evaluation, Scales and Errors of Measurement, Psychological Test, Test Construction and Standardization, Teacher-Made Test, Aptitude Test, Attitude Test, Nature of Projective Techniques, Statistics, Graphical Representation of the Data, Measures of Central Tendency, Measures of Variability, Correlation.	<ul style="list-style-type: none"> • Goswami, M. (2011). <i>Measurement and evaluation in psychology and education</i>. Neelkamal Publications. • Mangal, S. K. (2002). <i>Statistics in Psychology and Education</i>, PHI Learning Pvt. Ltd.. • Asthana, B. (2000) <i>Measurement and Evaluation in psychology and Education</i>, Vinod Pustak Mandir, Agra-2
	Course 3: Economics of Education	In this course, the learners will be introduced to Economics of Education, Education and Economic Development, Economics of Education Policy, Human Capital Formation, Education and Employment, Health Policies, Financing in Elementary Education, Secondary Education, Higher Education and Technical Education, Public Subsidies in Education, Labour Market, Brain Drain, Access and Equity in Education, Self-financing.	<ul style="list-style-type: none"> • Akinyemi, S. (2013). <i>The economics of education</i>. Strategic Book Publishing. • Checchi, D. (2006). <i>The economics of education: Human capital, family background and inequality</i>. Cambridge University Press. • Cohn, E. (1980). <i>The economics of education</i> (No. Ed. Revised). Ballinger Publishing Company.
	Course 4: Educational Management	This course introduces the learners to the Educational Management, Approaches of Educational Management, Institutional Planning, Teacher as a Manager, Educational Leadership, Lesson Planning, Organization, Inter-personal Conflict, Management Process in Education, Quality Education, Administration, Supervision, Co-curricular Activities, Management and Resources, Classroom Management.	<ul style="list-style-type: none"> • Sindhu, I. H. (2012). <i>Educational administration and management</i>. Pearson Education India. • Kochhar, S. K. (2011). <i>School Administration and Management</i>. Sterling Publishers Pvt. Ltd. • Aggarwal, J. C. (1986). <i>School Organisation, Administration and Management</i>. Doaba House.
Semester 6	Course 1: History of Education during post-independence in India	In this Course, the learners shall be taken through the study of the University Education Commission of 1948, Secondary Education Commission of 1952-53, Education Commission of 1964-66, National Policy on Education 1968, National Policy on Education 1986 and Programme of Action, 1992, Mission in Elementary Education, National Knowledge Commission, Yashpal Committee Report, Development of Primary, Secondary and Higher Education in Assam, Development of Women Education in Assam, Rashtriya Madhyamik Siksha Abhiyan, RUSA and Higher Education, New Education Policy.	<ul style="list-style-type: none"> • Ghosh, S. C. (2007). <i>History of education in India</i>. Rawat Publications. • Jayapalan, N. (2005). <i>History of education in India</i>. Atlantic Publishers & Dist. • Sharma, R. N., & Sharma, R. K. (1996). <i>History of education in India</i>. Atlantic Publishers & Dist.
	Course 2: Environmental Education	This course intends to provide an idea of Environmental Education, Methods of Environmental Education, Environmental Movements in India, Media of Environmental Education, Programme of Environmental Education, Environmental Awareness through Education, Environmental Degradation, Environmental Pollution,	<ul style="list-style-type: none"> • Sharma, V. S. (2006). <i>Environmental Education</i>. Anmol Publications PVT. LTD. • Neal, P., & Palmer, J. (2003). <i>The handbook of environmental education</i>. Routledge. • Sharma, R.A (1983). <i>Environmental Education</i>. Metro Polityary Book Co. Pvt.

	Atmospheric Environment, Environmental Stressors, Conservation and Protection of Environment, Environment and Legal Provisions, Sustainable Development, Conservation of Natural Resources, Environmental Education.	Ltd, New Delhi.
Course 3: Population Education	This course deals with Population Education, Dynamics of Population Growth, Population Explosion, Population and Quality of life, Small Family Norms, Population Education Curriculum at Primary, Secondary and Higher Level, Instructional Materials, Role of Mass-media in Population Control, Methods of Population Education, Population Policies in India, Family Welfare Programmes in India, Population Growth and Educational Development, Population Education and Teacher.	<ul style="list-style-type: none"> • Veer, U. (2004). <i>Modern teaching of population education</i>. • Aggarwal, J. C. (2001). <i>Population Education</i>. Doaba House. • Kuppaswamy, B. (1975). <i>Population Education Research</i>. KR & Kantha, New Delhi.
Course 4: Psychological Practical	This Course shall start with a practical experience on Learning: Mirror Learning, Maze Learning, Part and whole learning, Memory: recall-recognition, Immediate memory span, Free Word association and Controlled Association, Attention: span of attention, Span of apprehension, Division of attention, Personality: inkblot test, Thematic Apperception test (TAT), Physiological drawing of brain, Eye and Ear.	<ul style="list-style-type: none"> • Miller, L. A., & Lovler, R. L. (2018). <i>Foundations of psychological testing: A practical approach</i>. Sage publications. • Mohsin, S. M. (1975). <i>Experiments in psychology: SM Mohsin</i>. Orient Longman. • Woodworth, R. S., & Schlosberg, H. (1954). <i>Experimental psychology</i>. Oxford and IBH Publishing.

[Note: The syllabus of each course shall be intimated to the learners through the SLMs provided to them on the date of admission to each Semester.]

6. LEARNER SUPPORT SERVICES (LSS)

Learner Support Services (LSS) constitute the most important component of the ODL system around the globe in the 21st century. KKHSOU also provides some need based support services, which are as the following:

6.1 Face-to-face Counselling

KKHSOU provides face-to-face contact sessions between the learners and counsellors/tutors at the study centres to clarify their doubts and answer to their academic queries related to their programme of enrolment. This is called ‘Academic Counselling’, which is normally held on weekends or on Sundays at the KKKHSOU Study Centres. You can contact your study centre for the schedule of such counselling programme and seek Academic Counselling for your courses.

Attending the counselling sessions is not compulsory. We however, advise you to attend them as far as possible, because such counselling sessions are very useful for:

- Sharing views and ideas with your counsellors and fellow learners.
- Understanding the complex and difficult issues/topics/ideas discussed in your SLMs.
- Getting clarification on many of your doubts, which you could not have solved yourself.

Note that Counselling is not lecturing, though a counselling session may include a short lecture to trigger a fruitful discussion. In fact, the counselling session is a group activity session, where you participate in discussions, share your views and/or listen to audio/audio-visual programmes and do all other sorts of activities to comprehend your units. Therefore, it

is important that you regularly come to the counselling sessions thoroughly prepared, after reading the relevant Blocks and units.

Your Study Centre will inform you about the schedule of counselling sessions. You should contact the Study Centre co-ordinator for the counselling schedule just after you enrol in our University. If your problems are not solved and if the counsellors refuse to hold counselling at the centre, you may immediately inform the university Headquarters. You may also contact the faculty members of Education at KKHSOU through the E-mail ids provided at the end of this Guide. They will personally extend their support and advise as and when necessary.

6.2 ICT-Based Support Services

The following are some of the ICT-based support services of KKHSOU.

- a. **KKHSOU Website:** The University website www.kkhsou.in serves as a single window for obtaining all necessary information regarding the University. The website also includes the customised study centre search facility based on its location or programme on offer.
- b. **Community Radio Service (CR):** “Jnan Taranga” (90.4 MHz) the Community Radio is an important platform for the broadcast of educational programmes, which include debates, discussions and talk shows. The e-Radio can also be accessed through the URL: <http://jnantaranga.kkhsou.in/iradio/>
- c. **Ekalavya:** KKHSOU with the help of Prasar Bharati has launched a special educational programme named ‘Ekalavya’ which is aired every Saturday from 8.00 PM to 8.30 PM through All India Radio, Guwahati and Dibrugarh.
- d. **Akashvani Phone-in Programme:** KKHSOU offers one hour live phone-in programme through AIR, Guwahati and Dibrugarh where officers and experts from the University clarify queries put across to them over telephone. This phone-in programme is aired every Thursday from 9.15 AM to 10.15AM.
- e. **e-SLM:** This serves as the digital repository where e-study materials are uploaded for the benefit of the learners. E-SLMs can be accessed through: eslm.kkhsou.in.
- f. **KKHSOU Central Library:** The University Library provides access to Online Public Access Catalogues (OPAC), subscribed journals and databases and a huge number of important books in different disciplines. It also provides access to various online directories including Directory of Open Access Journals (DOAJ) and Open Access Journals Search Engine (OAJSE), which can be used to browse and search thousands of Open Access Journals from across the world.
- g. **KKHSOU Digital Library:** This acts as the resource centre for the University. The Digital Library at Krishna Kanta Handiqui State Open University is an online locus for collecting, preserving and disseminating the institute’s output to the Global community. URL: <http://dlkkhsou.inflibnet.ac.in/>
- h. **KKHSOU Mobile APP:** The KKHSOU mobile App, which can be downloaded from Google play store, works as miniature version of the University website.

- i. **KKHSOU YouTube Videos:** Most of the audio-visual educational programmes of KKHSOU can be accessed through <https://www.youtube.com/user/kkhsou>.

7. COURSE ASSESSMENT

Assessment in a course is based on two components—(a) “tutor-marked assignments” (TMAs) and (b) Semester-end examination. You are expected to learn and fully utilise the course materials provided in the form of Self Learning Materials (SLM), and read some of the books from the Further reading list provided at the end of each unit. You are strongly advised to read extra materials related to this course and discuss topics of interest with your course-mates. Important information regarding Course Assessment shall be made available in the University Website from time to time. Some of you learn best on your own but many of you learn through discussions with your friends and course mates. Opinions and insights you gather while discussing with your course mates are as valuable as those you can acquire from reading and attending the counselling sessions.

When you submit your assignments, you should not present the work of others as your own work. This includes submitting an assignment or part of an assignment, which has been written jointly with other persons or has been copied in its entirety or in part from the works of other persons without proper acknowledgement. Such actions or attempts are considered academic dishonesty (plagiarism). If you violate this norm, you will be liable to disciplinary action as may be specified by the University.

7.1 Tutor-Marked Assignments (TMAs)

Each course of BA Programme in Education has one set of Assignments of 50 marks. Assignments are compulsory and are supposed to be TMAs (Tutor Marked Assignments). The assignment carries 20% weightage in the final result. You must submit the assignment responses at your study centres as per the date specified.

Please note that assignment is an important component of your study. The purpose of assignments is to help you get through the courses. Your counsellor or evaluator will write comments on your assignment to facilitate your learning. The assignments, being a process of formative evaluation, will help you to understand how you are progressing in your studies. All the assignments submitted earlier will be carried forward. This is applicable, only if you extend your study to the subsequent Semester.

Note: Several ill practices have been reported to the University Headquarters regarding submission of assignments written by others or copying and submission of the same answers by several learners. After detection of such anomalies, KKHSOU reserves the right to penalise such learners. It should always be kept in mind that by adopting unfair practices, the learner is not cheating others except himself or herself.

The following are some important guidelines for writing your assignment responses:

- Make sure that you have answered all the questions of an assignment before you send them to the study center. Incomplete assignments shall bring you poor grades, or non-submission of assignments in time may lead to withholding of results.
- Answer the questions of the assignment as directed after a careful study of the Units available in the SLMs.

- You should not send printed articles as your answers for assignments, nor should you reproduce the text of the SLMs verbatim. Write assignments in your own words and in your own handwriting. However, don't forget to put your signature at the end. Typed assignment responses are never allowed.
- Ensure that you keep a copy of the assignment responses with yourself. You might need them in case you have to re-submit the assignment responses due to some unforeseen circumstances.
- While submitting the assignment, don't forget to collect the receipt. You may also get the receipt signature from the study centre on the assignment copy kept with you.
- Be precise in your response. Keep the word limit of the assignments in mind.

7.2 Practical Components/Projects:

For conducting the Major course in Education at the BA level, there is requirement of a psychological laboratory in the study centre. Therefore, only those study centres (mostly conventional university affiliated colleges) that have already had the experience of running this subject for the major students in conventional system and also who have good laboratory facilities are permitted to conduct the course of Education. Besides the University also provides the required instruments to the study centres in order for them to conduct practical by the learners in the 6th semester of the BA Major Programme in Education.

7.3 Semester-end Examination:

KKHSOU conducts Term-end examination twice a year normally in February-March and July-August at the end of the each Semester. You become eligible to sit for the Semester-End Examination for BA Education Programme only after the completion of the minimum duration for each Semester. To appear for the Semester-end Examination you should have:

- a. Submitted all the assignments in the prescribed format and within time.
- b. Submitted filled in Examination Form on time as specified by the Controller of Examination.

The final examination shall be conducted at the designated examination centre. The examination will be a proctored examination of three-hour duration for full paper and 2 hours for half paper. The final examination contributes 80% of the total course marks. The overall assessment is done as per the following:

Assignments: 20%

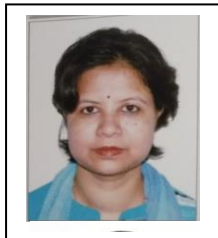
Semester-end Examination: 80%

Total marks: 100%

Note: The term end exam shall cover all the units in all 4 courses in one Semester. However, in some programmes there is a provision of half paper with 2 credits. The format of examination paper and sample exam paper are made available through the URL: <http://learnerportal.kkhsou.in/>. You may also access the tentative academic calendar through the University website. Besides, all learners may maintain a learning diary regarding important dates such as—date of enrolment, date of submission of assignment, form fill up dates, Semester-end examination dates etc. for their own convenience.

8. FACULTY MEMBERS IN DEPARTMENT OF EDUCATION

1.



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