

# Programme Guide

## MASTERS OF ARTS (EDUCATION)

### M.A. (Education)

*(Two Year Postgraduate Programme offers as per UGC-CBCS Mode)*



**Indira Miri School of Education**  
**Krishna Kanta Handiqui State Open University**

The University has the right to change the rules and procedures in this Programme Guide.  
Please check the University Website regularly 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 is UGC recognized and its academic programmes were approved by the UGC, New Delhi vide letter no. F.9-13/2008(CPP-I), dated March 18, 2009.
- The Government of Assam has recognized 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 23<sup>rd</sup> February, 2018 has asked for recognizing 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](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 MA 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 21<sup>st</sup> 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 marginalized 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 seven different Schools of Studies namely, S. K. Bhuyan School of Social Sciences, Indira Miri school of Education, Padmanath Gohain Baruah School of Humanities, Maniram Dewan School of Management, Bhupen Hazarika 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 utilization 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 14<sup>th</sup> State Open University of India. This University has adopted the Open and Distance Learning (ODL) mode to facilitate the implementation of its different academic programmes to provide timely opportunities for lifelong learning. Our flexible academic programmes suit the needs of all our learners and working individuals who cannot study full-time on-campus five or six days a week, despite having a desire for an accredited qualification and personal development.

While studying at KKHSOU, you will be supported by meticulously prepared Self-Learning Materials (or SLMs) that are well designed and expertly written; an all-inclusive university website; an e-SLM portal, Learning Management System (LMS- *eBidya*) and a host of other learner support services such as centralized online counselling, face-to-face counselling sessions in the University Headquarters and Study Centers and e-Mentoring etc.

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 discipline are coordinated by the faculty members of the concerned discipline 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 online and face-to-face counselling sessions and tutorials from the University Headquarters or at your study center 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 online and physical 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, LMS, 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 a flextime 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 attempt to regularly attend the online counselling provided from the University Headquarters and counselling sessions at the study center where you have enrolled, form study groups with your programme-mates, check for the latest academic updates in the University website: <https://kkhsou.ac.in/web/>, participate in academic discussion with your fellow learners as well as your teachers through Facebook or WhatsApp groups, contact your counsellors/tutors at the study centers or the teachers at the University headquarters. Further, your counsellors/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 the successful completion of the Programme.

## 4. INTRODUCING THE M.A. PROGRAMME IN EDUCATION

The Master of Arts (Education) Programme has been designed in such a way that it meets the standard of other national and international universities of repute. The programme aims to generate an interest in the field of Education, teaching profession as well as inculcate a spirit of critical thinking and develop research and academic interests in the field of education.

You might have already studied Education at the Undergraduate level. The study of Education as a subject in the undergraduate level has helped you in your total growth and development as an individual as well as understanding the importance of education, how education helps us to adjust to our community, society, nation or the world as a whole, and help us to participate in the development of the society and country.

The M.A. (Education) programme begins with the discussion of certain basic concepts like philosophical foundation of education, psychological foundation of education, sociological foundation of Education and distance education in the first semester as core course. Further, relevant elective courses are also provided to broaden your knowledge horizon in the field of Education. The overall structure of the programme is as follows:

### PROGRAMME STRUCTURE MASTER OF ARTS IN EDUCATION

Title of Course	SLM code	Course Code	Semester	Credits
Philosophical Foundations of Education	PGED S1 01	PHE	1 <sup>st</sup>	4
Psychological Foundation of Education	PGED S1 02	PSE	1 <sup>st</sup>	4
Sociological Foundation of Education	PGED S1 03	SFE	1 <sup>st</sup>	4
Distance Education	PGED S1 04	DE	1 <sup>st</sup>	4
Developmental Psychology(Elective-1)	PGED S1 05	DP	1 <sup>st</sup>	4
Environmental & Population Education (Elective-2)	PGED S1 06	EPE	1 <sup>st</sup>	4
History of Education in India	PGED S2 01	HCE	2 <sup>nd</sup>	4
Measurement and Evaluation in Education	PGED S2 02	MEE	2 <sup>nd</sup>	4
Educational Management	PGED S2 03	EM	2 <sup>nd</sup>	4
Educational Technology	PGED S2 04	ET	2 <sup>nd</sup>	4
VAC (Life Skills)	PGED S2 05	LS	2 <sup>nd</sup>	4#
Educational Research and Statistics(AEC)	PGED S3 01	ERS	3 <sup>rd</sup>	4
Review of Related Literature and Synopsis Preparation	PGED S3 02	RLSI	3 <sup>rd</sup>	2+2*
Methods and Techniques of Teaching	PGED S3 03	MTT	3 <sup>rd</sup>	4
Mental Health and Hygiene in Education (Elective-1)	PGEDS3 04	MHH	3 <sup>rd</sup>	4
Teacher Education(Elective-2)	PGED S3 05	TE	3 <sup>rd</sup>	4
Psychological Testing and Experiment	PGED S3 06	PTE	3 <sup>rd</sup>	4**
Curriculum Development	PGED S3 07	CD	3 <sup>rd</sup>	4
Inclusive Education	PGED S4 01	IE	4 <sup>th</sup>	4
Current trends in Education	PGED S4 02	CTE	4 <sup>th</sup>	4
Cyber Security	PGED S4 03	CS	4 <sup>th</sup>	4
Comparative Education (Elective-3)	PGED S4 04	CED	4 <sup>th</sup>	4
Economics of Education (Elective-4)	PGED S4 05	EED	4 <sup>th</sup>	4
Dissertation	PGED S4 06	DSR	4 <sup>th</sup>	8***

**Total courses in the programme : 21.**

**Total compulsory courses : 18**

**Total optional courses : 03**

*(Total 6 optional courses offered in the 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semester (2 courses per semester), out of which a learner needs to select one course per semester)*

**Total Credits : 88 credits.**

**\* PGED S3 02:** The details of the activity to be done in this course (Review of Related Literature and Synopsis Preparation) available on the University Website.  
<https://kkhsou.ac.in/web/storage/uploads/forms/4/guidelines-for-the-course-review-of-related-literature-and-synopsis-preparation-pdf261359.pdf>

**\*\* PGED S3 06:** 40% Practical Note Book, 45% Experiments, 15% Viva

**\*\*\* PGED S4 06:** 20% for Viva and 80% for dissertation

**#This is to be noted that the learners of M.A. (Education) 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semester will have to select one elective paper each out of two options. In 1<sup>st</sup> semester, learners can opt for the first paper “Philosophical Foundation of Education” either through the ODL mode or can choose to opt the same paper through MOOC Course on SWAYAM Platform through the link [https://onlinecourses.swayam2.ac.in/nou25\\_ed45/preview](https://onlinecourses.swayam2.ac.in/nou25_ed45/preview)**

**Moreover, in 2<sup>nd</sup> Semester as a part of Value Added Courses, learners may take the Course-Life Skills or have to opt the MOOCs from the SWAYAM Platform namely- Guidance and Counselling in Schools (Link of the Course: [https://onlinecourses.swayam2.ac.in/nou25\\_ed37/preview](https://onlinecourses.swayam2.ac.in/nou25_ed37/preview))**

#### **4.1 Aims of the M.A. (Education) Programme:**

The M.A. Programme in Education aims at:

- a. Providing opportunities for life-long learning to the learners by giving them a flexible entry and exit point of learning without any bar on age. This also signifies equity and access in the field of higher education.
- b. Ensuring in preserving societal values by incorporating units like value education in the curriculum.
- c. Helping those learners who aspire to become teachers and also for those who are being involved in the teaching profession. Education as a subject helps them in acquiring/enhancing the necessary knowledge and skills of teaching by introducing courses like methods of teaching, educational technology and psychological practical etc. in the programme.



- d. Providing ample scope for the learners to understand the interrelationship among the different branches of knowledge and help the learners to perceive the reality of his or her surroundings as education is a multidisciplinary subject.

#### **4.2 Objectives of the M.A. (Education) Programme:**

The objectives of the programme are as follows:

- a) The M.A. in Education Programme is a programme, which would provide learners a multifaceted liberal exposure to the disciplinary domain of Education and would accommodate a wide variety of learner needs. The learner needs may cover from understanding the concept of education to knowing how knowledge gets generated in the area of education to acquiring higher level of specialisation in specific aspects of education.
- b) Critically contribute to the continuing education efforts of the University, through active engagement in capacity enhancement of professionals from the Government and other non-governmental organisations and producing a team of well-trained individuals knowledgeable in education and its various dimensions for effective participation in educational actions in different areas of education.
- c) Provide learning-experience on discipline of education to those learners who wish to pursue Education as a subject at Masters level, which will enable them to understand and appreciate knowledge structures and paradigms of education.
- d) Create a community of scholars adequately equipped for participation in educational discourse.
- e) 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.
- f) It aims to develop a holistic and multidimensional understanding of the topics.
- g) It attempts to approach new areas of learning, develop competencies in the learners.
- h) It aims in opening various avenues for self-discovery, academic understanding and employment

#### **4.3 Target Group:**

The M.A. Programme in Education has been designed for-

- a) Qualified graduates in any stream from any recognized University who wish to grow their career in teaching and training.
- b) Persons who are not able to pay higher fees in regular mode (Affordable Fee structure).
- c) Home makers who want to enhance their career.
- d) Teachers, educational administrators, educational practitioners, instructors, counsellors, social workers etc. who wish to enhance their knowledge and skills in the domain of education.
- e) Social Workers and NGO's workers who involved in education and training.
- f) Those who wish to undertake research in the area of education field in future.
- g) Anyone who wish to acquire knowledge on the various aspects in education discipline.

#### **4.4 Duration:**

The minimum duration of the MA Programme in Education is two years. Each year, the new academic session starts in the month of July-August and January-February. Learners are allowed to take a maximum duration of four years for completion of the programme. This is possible mainly because the mandate of KKHSOU is to provide 'flexitime' learning opportunities to all learners.

#### **4.5 Career Prospects:**

After completing the M.A. Education Programme, you will be able to

- Enter in positions as teachers or lecturers or Assistant Professor in educational institutions
- Enter the research field by applying for a Ph.D. Programme in Education
- Pursue a career as educational consultants.
- Engage yourself with NGOs, engage as Educational administrator, Social worker, Counsellor, curriculum developer.
- Be an efficient and effective leader and decision-maker in the field of teaching and educational administration.

#### **4.6 Study Hours:**

The M.A. Programme in Education consists of 88 credits. Each course is of 4 credits and 8 credits allot to the Dissertation. 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 conducted centrally by the university (virtually) and at the respective study centers and so on.

In one course 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 two years.

### **5. PROGRAMME STRUCTURE:**

The M.A. Programme in Education comprises 4 Semesters with a total of 21 courses/papers.

The distribution of courses semester-wise for 1<sup>st</sup> semester 5 courses, 2<sup>nd</sup> semester 5 courses, 3<sup>rd</sup> semester 6 courses and 4<sup>th</sup> semester 4 courses along with dissertation.

Each course will carry 100 marks out of which 30 marks will be for Continuous assessment.

**The Continuous Assessment includes the following:**

Assignments for a total of 50 marks (10+10+10+10+10) will be administered course-wise by the discipline of the University instructing the learners to submit hard copies to the concerned study centre within a specified time, as follows:

- a) Three primary Assignments (10 marks + 10 marks + 10 marks). Out of the three assignments, one will be closed-ended assignment directly from the course or SLM (10marks), two will be open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (10 marks each);
- b) Another 10 marks assignment for Environment related topic; and
- c) Finally, another assignment of 10 marks will be given as additional assignments instead of MCQ tests.

The learner will be awarded marks by the concerned study centres accordingly as per the breakup given at (a), (b) and (c), which will be for a total of 50 marks.

**Review of Related Literature and Synopsis Preparation:**

This course is related to the first course of the 3<sup>rd</sup> semester, namely, *Educational Research and Statistics*. Here, a learner has to make a review of related literature with the following suggested directions:

**(i) Review of one Research Paper: 20 Marks**

The learner has to choose one research paper from the given alternatives by the University from OER Resources. The review report should be within 500 words and the learner has to submit the report in soft copy to the concerned study centre.

**(ii) Review of one book: 20 Marks**

The learner has to choose one e-book for review from the given alternatives by the University from OER Resources. The review report should be within 500 words and the learner has to submit the report in soft copy to the concerned study centre.

**(iii) Review of 10 Ph.D Thesis from the Shodhganga@INFLIBNET: 20 Marks**

The learner has to choose 10 Ph.D. Thesis on their interested areas and write and submit a report on it within 800 words highlighting the research gap in the chosen area. The learner has to submit the report in soft copy to the concerned study centre.

**(iv) Synopsis Preparation for Dissertation: 20 Marks**

The learner has to prepare a synopsis in the prescribed format for the dissertation that will be required for partial fulfillment of the Course **PGED S4 06** (Dissertation) in the 4<sup>th</sup> Semester.

**(v) Presentation of Synopsis & Viva Voce: 20 Marks**

The learner has to present their Synopsis in the presence of the subject expert(s). Based on the feedback received in the Viva-voce, necessary modifications, if required, may be incorporated in the Synopsis.

For the **Psychological Practical** in the third semester, evaluation comprises learners' performance in **Writing Practical Notebook** which carries 40% marks and **Psychological Experiments** conducted (3 experiments) during Examination carries 45% marks and Viva-voce carries 15% marks.

The learners would be required to submit a Dissertation Report for 100 marks comprising of 8 credits based on a relevant topic in respect of their areas of study. The details guidelines for dissertation is available on the University Website.

The following are the Semester Wise Details of courses of the M.A. Programme in Education:

Semester	Title of the Course	Brief Description	Recommended Reading
Semester 1	<b>Course 1 Philosophical Foundation of Education</b>	This course shall provide basic theoretical foundation of Education and Philosophy, contribution of philosophy to education, contribution of different Indian philosophies like-Vedic, Jainism, Islamic to education, contribution of different western philosophies like Idealism, Naturalism, Pragmatism, Existentialism to education as well as contribution of Western and Indian great thinkers like Frobel, Montessori, Mahatma Gandhi, Sankardeva to education.	1.Bhatia, Kamala & Bhatia, Baldev: Philosophical and Sociological Foundation of Education, Doaba House, 1999 2. Brubachar, JS: Modern Philosophies of Education. Mc. Graw hill, NC 4th Edition 1969. 3. Chaube, Dr. S.P. &Chaube, Dr.A :Philosophical and Sociological Foundation of Education,, Vinod PustakMandir, Agra-2 4. Pandey, R.S.: An Introduction to Major Philosophies of Education, Agra Vinod Pustak Mandir, 1996.
	<b>Course 2 Psychological Foundation of Education</b>	This course shall provide psychological foundation in the field of education. The course deals with the nature, scope and methods of	1.Bhatia, B.D. and Safaya R.N.: Educational Psychology and Guidance,Dhanpat Rai & Sons, Delhi 2. Kuppaswamy, B: Advanced Educational Psychology, Jalandhar University Publication 1963

		educational psychology, different Stages of growth and development, different theories of learning, intelligence, motivation, transfer of learning as well as Creativity and its development and importance of mental health and hygiene.	3. Mangal, S.K. Essential of Educational Psychology, Prentice hall of India, 2007 4. Rathore, S.P. Essential of Psychology, Guwahati, Nivedita DK Distributors.2002
	<b>Course 3 Sociological Foundation Education of</b>	This course shall provide sociological foundation in the field of education. The course deals with basic meaning and nature of educational sociology and social organizations, group dynamics and social interaction, various agents of socialization as well as Social problems in India.	1. Ogburn , W.F. & Nimkoff: A Handbook of Sociology, Eurasia Publishing House. N.D. 1964 2. Rao, C.N. Shankar: Sociology, Primary Principles, S. Chand & Company Ltd.2001 3. Srinivas, M.N.: Social Change in Modern India, oriental Longman2006. 4. Shah B.V, Shah K.V, “Sociology of Education”, 1965
	<b>Course 4 Distance Education</b>	This course deals with the nature and need of Distance Education in the present day Indian society, different kinds of Information and Communication Technologies (ICT) , Various modes of student support service (SSS) as well as evaluation of programmes of Distance Education	1. Aggarwal, D.D. Future of Distance Education, Sarup & Sons, New Delhi, 2007 2. Bansal, Aarti: Distance Education in 21st Century, Sublime Publications, Jaipur, 2004 3. Rao, V.K.: Distance Education, APH Publishing Corporation, New Delhi, 2007 4. Siddiqui, Mujibul Hasan: Distance Education, Theory and Research, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007 5. Sharda Indu: Open and Dual Mode University System in India, Vani Prakasan, New Delhi, 2008
	<b>Course 5 Development Psychology (optional paper-1)</b>	This is one of the optional courses. It deals with the basic concepts relating to development and developmental aspects during infancy, childhood and adolescence.	1. Goswami, G (2008) –Child Development and Child Care, Guwahati, ArunPrakashan. 2. Hurlock, E.B. —Developmental Psychology —A life span approach, Tata Mc Graw Hill Publishing Com. Ltd. 3. Thompson, G.G. —Child Psychology, Bombay, The Times of India Press (Indian reprint) 4. Hurlock, E.B —Child Development, Tata Mc. Graw Hill Publishing Com. Ltd.

	<b>Environmental and Population Education (Optional Paper-2)</b>	This is another optional course which shall provide basic concept of environmental and population education including various mechanisms of environmental protection and promotion and various strategies of population control.	<p>1.R.C.Sarma: Environmental Education, Surya Publication, Meerat, 1997</p> <p>2.R.A.Sharma: Environmental Education, Metro Politary Book Co.Pvt.Ltd, NewDelhi, 2012.</p> <p>3. Rao, D.G.: Population Education, Sterling, 1974</p> <p>4. Kuppaswami, B: Population Education, Asia Publishing, 1971</p> <p>5. Bahadur K.P: Population Crisis in India, National Publishing House, New Delhi, 1977</p>
<b>Semester 2</b>	<b>Course 1 History of Education in India</b>	This course deals with the recommendation of different education Commissions and Committees and its implications in Indian education system, historical insight into the development of Education in pre-independence in India as well as development of Education in free India including various new initiatives like- SSA, RMSA, RUSA	<p>1. Ghosh, SC: History of Education in India, Rawat Publications, 2007</p> <p>2. Jatin Baruah: Education in Assam</p> <p>3. Nurullah, Syed, &amp; Naik J.P.; A Students' History of Education in India, Macmillan, 1964.</p> <p>4. P.L. Rawat: History of Education in India</p> <p>5. Saikia, Dr. Siddheswar: History of Education in India, Mani Manik Prakash, 1998.</p> <p>6. S.N. Mukherjee: History of Education in India</p> <p>7. Sen, J.M: History of Elementary Education in India, The Book Co. Ltd. 1941.</p>
	<b>Course 2 Measurement and Evaluation in Education</b>	This course shall provide theoretical concept of measurement and evaluation in education. It deals with the preparation of various tests for measuring and evaluating education as well as Principles of test construction both educational and psychological. Theoretical concept on measurement of different mental traits like- attitude, aptitude,	<p>1. Asthana, B.: Measurement and Evaluation in Psychology and Education. Vinod Pustak Mandir, Agra-2, 2000</p> <p>2. Anastasi, A (ed).: Psychological Testing, Macmillan, Lond. 1968</p> <p>3. Crow, L.D. &amp; Crow, A.: Educational Psychology, Eurasia Publishing, N/D. 1963. 28</p> <p>4. S K Mangal (1993) Advanced Educational Psychology, New Delhi, Prentice Hall of India</p> <p>5. Stanley, J.C. &amp; Hopkins, K.D.: Educational and Psychological Measurement, Prentice Hall of India, ND, 1972.</p>

		interest, intelligence, creativity, personality are also provided by the course.	
	<b>Course 3 Educational Management</b>	This course deals with the basic concept of Educational management, Classroom management, skills, and approaches of planning, organization and administration.	<ol style="list-style-type: none"> <li>1. Arnold, H.J. &amp; Feldman, D.C. (1988): Organisational Behaviour, Mc Graw Hill, 1988</li> <li>2. Bhatnagar, Dr. SS &amp; Gupta, Dr. P.K: Educational Management, R. Lall Book Deopt, Meerut, 2003</li> <li>3. Gupta, K.: School Management, PHI, New Delhi, 2007</li> <li>4. Goel, OP: School Organisation and Management, PHI, New Delhi, 2005</li> <li>5. IGNOU: Planning and Management of Higher Education, Es-304, New Delhi, Indira Gandhi national Open University.</li> <li>6. Khan, Mohd. Sharif &amp; Khan, Mohd. Saleem: Educational Administration, APH Publishing Corporation, New Delhi, 2007</li> <li>7. Mishra, R.C.: School Administration &amp; Organisation, PHI, New Delhi, 2007</li> <li>8. Naik, J.P.: Educational Planning in India, New Delhi, Allied Publishers.</li> <li>9. NIEPA; Educational Management in India, New Delhi, NIEPA, 1986.</li> <li>10. Prasad, L.M.: Principles and Practice of Management, New Delhi, Sultanchand&amp; Sons, 1994.</li> <li>11. Payne, W.H. School Supervision: A Practical Treatise, PHI, New Delhi, 2005</li> </ol>
	<b>Course 4 Educational Technology</b>	This course provides theoretical basis of technology in Education by dealing with Nature, scope of educational technology, role and relevance of educational technology and different approaches of educational technology towards teaching learning process.	<ol style="list-style-type: none"> <li>1. Aggarwal, J.C.: Essentials of Educational Technology</li> <li>2. Kochar, S.K.: Methods and Techniques of Teaching</li> <li>3. Mangal, Dr. S, K: Foundation of Educational Technology, Tendon Publications, Ludhiana, 2001</li> <li>4. Sankhala, D.P.: Education Technology, Satriha 2006</li> <li>5. Sharma, R.A.; Technology of Teaching: International Publishing House, Meerut, 2002.</li> <li>6. Sampath, K. et al : Introduction to Educational technology</li> <li>7. Sarma, Dr. A.K.: Educational Technology</li> </ol>
	<b>Course 5 Life skills</b>	This is a value added course for all learners and is multidisciplinary by nature. It will enhance the ability of developing self-	<ol style="list-style-type: none"> <li>1. Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.</li> <li>2. Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association</li> <li>3. EH McCrath, 1999; Basic Managerial Skills</li> </ol>

		knowledge and self-awareness by overcoming all fears and insecurities, increase emotional competency and emotional intelligence at the place of study/work, and provide the opportunity for realizing self-potential through practical examples and develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others.	for All; Prentice Hall of India 4. Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin 5. Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education 6. Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association 7. McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham 8. Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Peng
<b>Semester 3</b>	<b>Course 1 Educational Research and Educational Statistics</b>	This course is comprised of two parts. First part deals with the concept of educational research, its needs and importance, Various methods of educational research, modalities necessary for formulating research problem, Source for obtaining the data, analysis and drawing for solving an educational problem, major approaches that are available for conducting the educational research and preparing and communication of result-the research report. Second part deals with the differential and inferential statistics used in education.	1. Best, J.W. & Khan, J.V.: Research in Education, (6th Edition) New Delhi, Prentice Hall, 1989. 2. Buch, M.B.: A Survey of Research in Education, Baroda, CASE, M. S. University, 1974 3. Garrett, H.E. Statistics in Psychology and Education, Bombay, Vikils, Feiffer & Semen's Ltd. 1988. 4. Good, Barr & Scates Methodology of Educational Research, New York Appleton Crofts, 1962. 5. Koul, L: Methodology of Educational Research, New Delhi, Vikas Publications, 1998. 6. Rubin, Herbert J: Qualitative Interviewing: The Art of Hearing Data, Sage Publication, 1995 7. Silverman, David (ed): Qualitative research: Theory, Method and Practice, Sage Publications, 2006 8. Singh, Arun Kumar: Test, Measurement and Research Methods in behavioural Sciences, New Delhi, Mc Graw Hill, 1986.
	<b>Course 2 Review of Related Literature and Synopsis Preparation</b>	This part of the paper is related with the first paper of this semester. Here a learner has to make a Review of Related Literature on	



		any topic for future research and prepare a Research synopsis. It will help the learners to explore the research methodologies and outline a research plan for the work to be undertaken by them in mere future and will help in preparing dissertation in the next semester.	
<b>Course 3 Methods and Techniques Teaching</b>	<b>and of</b>	This course will provide theoretical understanding of Various teaching methods and teaching skills and ways to prepare lesson plans for various subjects like Mathematics, English, Social Studies and Physical Sciences.	1.Asthana, B.: Measurement and Evaluation in Psychology and Education. Vinod PustakMandir, Agra-2 2. Bhatia, K & Bhatia B.D.: Principles and methods of Teaching. Doaba House 1988. Naisarak Delhi 1959. 3. Barnard, HC: An Introduction to Teaching. London University Press. Lond 1961. 4. Kochar, S.K. Methods and Techniques of Teaching, Sterling 5. Ryburn, W.H. Principles of Teaching, Oxford University Press
<b>Course 4 Mental Health and Hygiene in Education (Optional Paper-1)</b>	<b>in</b>	This course will provide understanding about the need and importance of the concepts of mental health and hygiene in the emerging society. people having psychological and maladjustment problems and role of different agencies of society and their impacts on the development of an individual's personality, various components of positive psychology and its significance in the teaching learning processes and integrate yoga in their day-to-day lives for holistic health.	1. Aggarwal, J. C. (2011). Essentials of Edu. Psychology. New Delhi: Vikas Pub. House. 2. Baron, R. A. (1987). Psychology. Dorling Kindersley. Pvt. Ltd. 3. Chauhan, S. S. (1998). Advanced Educational Psychology. New Delhi: Vikas Pub. House Pvt. Ltd. 4. Dandapani, S. (2010). Advanced Educational Psychology. New Delhi: Anmol Pub. Pvt. Ltd. Lindzey, G., Hall, O.S. (2012). Theories of Personality. London: Wiley India Pvt. Ltd. 5. Mangal, S. K. (2015). Advanced Educational Psychology. New Delhi.
<b>Teacher Education(Optional Paper-2)</b>		This course will delve into the meaning, scope, objectives of	1. American Council on Education, <i>the Improvement of Teacher Education</i> , 1946.

		teacher education and its development in India and various modalities used for teachers, teacher educators and educational administrators for different levels of education. It will also reflect on various aspects of student-teaching programmes, prevailing in the country and prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.	<ol style="list-style-type: none"> <li>2. <i>Education Policy</i> of 1986.</li> <li>3. Farooqi, F.J.: <i>Teacher Education</i>, PHI, New Delhi, 2006</li> <li>4. Mukherjee, S.N.(ed) <i>Education of Teachers in India</i>, Vol.I&amp; II, S. Chand, ND, 1968.</li> <li>5. NCERT, ND, <i>Directory of Training College in India</i>, 1963.</li> <li>6. <i>Policy Perspectives in Teacher Education</i>-NCTE 1998.</li> <li>7. Singh, YK: <i>Teacher Education</i>, PHI, New Delhi, 2005.</li> <li>8. Sarma, T.C.: <i>Teaching Learning Theory &amp; Teachers Education</i>, PHI, New Delhi, 2005</li> <li>9. <i>Teacher Education in Assam, Meghalaya, Mizoram and Tripura</i>-NCTE.</li> <li>10. Varma, Dr.Neeru: <i>Teacher Education</i>, Ayush Publishers &amp; Distributors, Delhi, 2008</li> <li>11. Wadhwa, Shalini: <i>Role of Teachers in Teaching and Learning</i>, Sarup&amp; Sons, New Delhi, 2005.</li> </ol>
	<b>Course 5 Psychological Testing and Experiments</b>	This course is purely practical. It deals with practical utility of the various psychological testing and designing the apparatus of various psychological testing.	<ol style="list-style-type: none"> <li>1.R.S. Woodworth: <i>Experimental psychology</i></li> <li>2. S M Mohsin: <i>Experiments in Psychology</i></li> </ol>
	<b>Course 6 Curriculum Development</b>	This course will help learners to understand the concept, scope and significance of curriculum. It will acquaint learners with curriculum construction and its principles and enable them to know about different models of curriculum construction and importance of curricular and co-curricular activities.	<ol style="list-style-type: none"> <li>1. Aggarwal, J.C.(1990) : <i>Curriculum Reforms In India</i>. New Delhi, Doaba House.</li> <li>2. Bruner, J.S. (1977): <i>The Process of Education</i>. Harvard University Press.</li> <li>3. Dash, B.N. (2007): <i>Curriculum Planning and Development</i>, New Delhi, Doaba House.</li> <li>4. NCERT, (2005): <i>National Curriculum Framework</i>. New Delhi.</li> <li>5. NEP 2020 Draft.</li> </ol>
<b>Semester 4</b>	<b>Course 1 Inclusive Education</b>	This course will address all the needs of inclusive education and focus on	<ol style="list-style-type: none"> <li>1. Maclett R. and Katherine R. C. (2014). <i>Approaching Disability- Critical issues and perspectives</i>, Routledge Taylor and Francis Group, London.</li> </ol>

		recommendations stressing on comprehensive teacher training to meet diverse needs effectively.	<ol style="list-style-type: none"> <li>2. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice), Routledge Taylor and Francis Group, London.</li> <li>3. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India (Pvt.) Ltd. New Delhi.</li> <li>4. Panda, K.C. (2008): Education of Exceptional Children, Vikash Publishing House, New Delhi.</li> <li>5. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.</li> </ol>
	<b>Course 2 Current trends in Education</b>	This course deals with Various issues and problems of Modern Indian Education, Constitutional provisions for education, Policy perspectives and emerging trends in education, Women empowerment through education as well as strategies for solving educational problems	<ol style="list-style-type: none"> <li>1. Kocher, S.K.: Pivotal Issues in Indian Education, Sterline Publishers, ND. 1981.</li> <li>2. Kohle, V.K. Current Problems of Indian Education, Krishna Bros Jalandhar</li> <li>3. Mukherjee, S.N: Education in India Today and Tomorrow. Acharya Books Depot, Boroda.</li> <li>4. NCERT, ND: Socially Useful Productive Work Curriculum. Naik&amp;Nurulla. A Students' History of Education in India (Large Edition), Macmillan</li> <li>5. Safaya, R.N.: Development Planning and Problems of Indian Education, Krishna Bros Jalandhar</li> </ol>
	<b>Course 3 Cyber Security</b>	This course will equip learners with the technical knowledge and skills needed to protect and defend against cyber threats and develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets. It will also help them to expose to governance, regulatory, legal, economic, environmental, social and ethical	

		<p>contexts of cyber security and will be able to make responsible use of online social media networks. The course will also educate the necessity to understand the impact of cybercrimes and threats with solutions in a global and societal context. Through this course learner will be able to select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society</p>	
	<p><b>Course 4 Comparative Education (Optional -1)</b></p>	<p>This course deals with comparative education as an emerging discipline of education. It focuses on educational systems in terms of factors and approaches of comparative education, the efficacy of educational systems of various countries and the prevailing problems of education in India through the discipline of education.</p>	<ol style="list-style-type: none"> <li>1. Armfelt &amp; Ashraf: New Structure of Education in England, Soviet Education, Sterling Publishers 1970.</li> <li>2. Comparative Education, Oxford University (Periodical)</li> <li>3. Comparative Education Review NY (periodical)</li> <li>4. Hans, N.: Comparative Education, London, United Kingdom, 2014.</li> <li>5. International Review of Education, Hamburg (periodical)</li> <li>6. Ka-ho-Mok: Education Reform and Education Policy in East Asia, Routledge, 2005.</li> <li>7. Millinsan Vernon: An Introduction to the Study of Comparative Education, Heinemann Educational, London.</li> <li>8. Peter Cave: Primary School in Japan, Self, Individuality and Learning in Elementary Education, Routledge, 2009</li> </ol>
	<p><b>Economics Education (Optional-2)</b></p>	<p><b>of</b> This course mainly focuses on meaning, importance and scope of economics of education, educational expenditure as productive consumption</p>	<ol style="list-style-type: none"> <li>1. Hunter, W.W.: Economic History of India, Vols.2, Cosmo Publication, 2008</li> <li>2. Habison &amp; Myers: Education, Manpower and Economic Growth</li> <li>3. Peer, M: Higher Education and Employment, Rawat Publications, 2007-08</li> <li>4. Rao, P: Economics of Primary</li> </ol>

		and returning investment through the function of human capital and planned manpower development and concept and relationship between input and output of education and also on financial resource management.	Education, Rawat Publication, 1998. 5. Rajaiah, B: Economics of Education 6. Singh, R.P.: Educational Finance and the Planning Challenge, Eastern Book House, 2008 7. Shuukla, P.D.: New Education Policy in India. 8. Psachupouls, Y: Economics of Education
	<b>Course 5 Dissertation</b>	The learners would be required to submit a Dissertation Report for 100 marks comprising of 8 credits based on a relevant topic in respect of their areas of study.	

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

## 6. LEARNER SUPPORT SERVICES (LSS)

The learner support services available in the University would be extended to the learners of all academic programmes. All these support services would help the learners to imbibe the required knowledge and skills; to seek avenues in employment; to go for higher studies; and to know about the subject in-depth manner. Learner support services include the following among others.

**a) KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City Campus provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with City Campus. Online counselling for all learners of all semesters of all programs is centrally organised from the city campus.

**b) Regional Centres:** The Regional centre of KKHSOU at Jorhat in upper Assam provides training for coordinators, counsellors, and other functionaries. The centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. The establishment of regional centres at Lakhimpur, Bongaigaon, Silchar and Rani (University HQs) is in the pipeline.

**c) Study Centres:** Study centres are the backbone of an open and distance learning institution. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Self Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centres throughout the state handle these affairs on behalf of the University.

**d) Pre-enrollment Counselling:** In cooperation with study centres, the university provides pre-enrollment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc. Moreover, programme specific pre-enrollment counselling is also organized by the University HQs.

**e) Siksharathi Mitra:** The University has engaged Siksharathi Mitra to provide better technical support and assistance to the candidates during the online admission process.

**f) Learners' Charter:** The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

([https://kkhsou.ac.in/web/index\\_page\\_details.php?page=TWxXNXpxdHZ5eVlYYmFxNkI2SHI5Zz09&title=learners-charter](https://kkhsou.ac.in/web/index_page_details.php?page=TWxXNXpxdHZ5eVlYYmFxNkI2SHI5Zz09&title=learners-charter))

**g) Handbook/SOP:** The University has brought out a Handbook for the Study Centres ([https://kkhsou.ac.in/web/index\\_page\\_details.php?page=b3JrcXVyMlpzRkVVT3BXaE02TVBQUT09](https://kkhsou.ac.in/web/index_page_details.php?page=b3JrcXVyMlpzRkVVT3BXaE02TVBQUT09)) and a Standard Operating System (SOP) of Examination ([https://kkhsou.ac.in/web/index\\_page\\_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop](https://kkhsou.ac.in/web/index_page_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop)).

**h) Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties in learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

**i) Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended to in the face-to-face mode and in digital mode continuously, through telephone, SMS and emails. There is a dedicated online portal through which the queries received automatically move to the concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email.

**j) Face to face and Walk-in Counselling:** All the academic programme learners will receive face-to-face counselling from study centres. The University also provides face-to-face

counselling/walk-in-counselling to learners at the specially maintained city learner support centre located at the city campus on Sundays or weekdays.

**k) ICT Support:** ICT support is a major component of any ODL system of education. Some of the ICT-based support systems provided by the University, which can be availed by the learners of the M.A. in Education Programme are listed below:

- **Website:** The University has developed a full-fledged official website [www.kkhsou.in](http://www.kkhsou.in) for learners and the general public. The website has a dedicated Learners' Corner that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to social-networking sites like Facebook, X and Instagram where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos (web link: <https://www.youtube.com/kkhsou>)
- **Community Radio Service:** Jnan Taranga (90.0 MHz) is the first Community Radio station in the North Eastern part of the country administered by the University. Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, and talk shows. Links: <https://beta.kkhsou.ac.in/jnan-taranga/index.html#>
- **e-Bidya:** As part of its ongoing attempts to enhance student learning, the university has developed a Learning Management System (LMS) portal called e-Bidya using open-source MOODLE which can be accessed via <https://ebidya.kkhsou.ac.in/>. The site allows learners to access e-resources 24 X 7, regardless of where they are engaged with experts in the discussion forum to the particular programme they have enrolled in. Learners can experience the benefits of online learning through their mobile devices as well. The same facilities are being imparted for the M.A. in Education programme as well.
- **Open Access Journals Search Engine (OAJSE):** The OAJSE ([www.oajse.com](http://www.oajse.com)) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current

awareness service) to learners and is linked with major social networks including Facebook and Twitter.

- **KKHSOU Mobile App:** The university has developed a mobile application “KKHSOU” that allows students to access the university website 24x7. 10 Download Link:

<https://play.google.com/store/apps/details?id=soft.bdeka.kkhsou.androidapp>

- **SMS Alert Facility:** The University has implemented an SMS alert system for learners which notify of university news, events, and learner-related information.
- **E-Mentoring Groups:** The e-mentoring system, which utilizes the Telegram App/WhatsApp, helps learners acquire all the characteristics of open and distance learners so that they can continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. It is the main objective of this initiative to help learners minimize personal difficulties and identify the obstacles they face due to the diverse needs and backgrounds they have. During this process, they are also guided to develop appropriate and suitable learning strategies for overcoming all these difficulties and problems.

<https://kkhsou.ac.in/old/pdf/learners/lmentoring.pdf>

- **E-mail:** Learners can also write emails to any officials/faculty members of the University. For this a general email ID: [info@kkhsou.in](mailto:info@kkhsou.in) has been created. Concerns raised through email to this email address are addressed by the University’s relevant officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well.
- **Online Counselling:** The University’s faculty conducts online counselling sessions through different online platform like Zoom, Google Meet, Cisco Webex and Facebook etc. in addition to regular counseling sessions in study centers. It provides direct interaction of learners with the regular faculty members of the University which creates a greater sense of inclusion and reduces feelings of isolation by offering personal care and guidance to all learners.
- **KKHSOU in Social Media:** KKHSOU has incorporated social media sites like Facebook pages, WhatsApp group, and X (formerly Twitter) (<https://twitter.com/KKHSOU1>) that enables sharing and interaction with the students’ community. Official Facebook Group of KKHSOU can be reached at <https://www.facebook.com/kkhsouofficial>



## 7. COURSE ASSESSMENT

Assessment in a course is based on two components -

- (a) **Internal or Formative Assessment (30%)**
- (b) **Semester-end Examination (70%)**

You are expected to learn and fully utilize 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 on 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 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 acknowledgment. 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 MA Programme in Education has one set of Assignments. Assignments are compulsory and are supposed to be TMAs (Tutor Marked Assignments). The assignment carries 30% weightage in the final result including all other forms of continuous assessment like home assignments, MCQ/Quiz, Periodic test, attendance in Personal Contact Programme (PCP) and timely submission of assignments. You must submit the assignment responses at your study centers 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 penalize 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 on 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 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 center 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/ Dissertation:**

The M.A. Programme in Education requires the submission of a psychological practical notebook and dissertation. A psychological laboratory should be available at the study centre

for conducting the psychological practical. Therefore, only those study centers (mostly provincialized colleges and universities) that have already had the experience of running this subject for the major students/PG students in regular mode and who have good laboratory facilities are permitted to conduct the programme M.A. in Education. Besides, the University also provides the required instruments to the study centers in order to conduct practical by the learners. For Dissertation modalities, learners are provided detailed information through the University website (<https://kkhsou.ac.in/web/>) from time to time, by SMS alert services, mentoring as well as walk-in-counselling services and through the designated study centers.

**Dissertation:** A learner has to prepare a dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester IV of this Programme. In this course, learners should take up a problem related to the subject area. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline for the dissertation is available in the Learners Corner on the website.

**For Psychological Practical,** evaluation comprises learners' performance in Writing Practical Notebook (carry 40 marks), Conducting Psychological Experiments (3 experiments) during Examination (carry 45 marks @ 15 marks per experiment) and Viva-voce (carry 15 marks). 14 For dissertation course, evaluation comprises learners' performance both in the dissertation (carry 80 marks) and Viva-voce (carry 20 marks).

### **7.3 Semester-end Examination:**

KKHSOU conducts Term-end examinations twice a year normally in February-March and July-August at the end of each Semester. You become eligible to sit for the Semester-End Examination for the M.A. Education Programme only after 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 the date specified by the Controller of Examination (in case of back papers).

The final examination shall be conducted at the designated examination center. The examination will be a three-hour proctored examination for full paper and 2 hours for half

paper. The final examination contributes 70% of the total course marks. The overall assessment is done as per the following:




**Continuous Assessment:** 30%


**Semester-end Examination:** 70%

**Total marks:** 100%

**Note:** The term-end exam shall cover all the units in all prescribed courses in one Semester. However, in some programmes there is a provision of half-paper. The format of the examination paper and sample exam paper are made available through the URL: <https://lmskkhsou.in/eservices/e-Resources/#Resources%2FQuestion%20Papers>. You may also access the tentative Examination/ 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 DISCIPLINE OF EDUCATION

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