



Tezpur University

(A Central University)

Napaam, Tezpur 784028.

Assam

www.tezu.ernet.in

Two Year Master of Arts in Education (M.A.) Programme

Course Structure and Syllabi

Syllabi of the courses of Education in two year programme have been designed on the pattern of the **UGC new Learning Outcome Based Curriculum approach** and following the Conceptual underpinnings of NCFTE-2009, National Education Policy-2020 focussing on Multi-disciplinary approach, Sustainable Development and Holistic outlook of Education.

Year: 2021

PREAMBLE

Masters of Arts in Education (M.A. in Education) is a Two Year academic Programme, spread over four semesters, having professional and academic approach to the discipline of Education as a field of knowledge in its cognitive, applied and innovative aspects bearing in mind that the learners will have holistic and scholastic understanding of the discipline of education in relation to the evolution of teaching-learning process, teacher's professionalism, learners' psychosocietal and philosophical shaping, critical thinking and dimensions of academic foundations in both National and Global settings. Needs may range from understanding the concept of education to knowing how knowledge gets generated, preserved and transmitted in the area of education and to acquiring higher level of specific aspects, research and innovations in education. Syllabi of the courses of Education in two year programme have been designed on the pattern of the UGC new Learning Outcome Based Curriculum approach and following the Conceptual underpinnings of NCFTE-2009, National Education Policy-2020 focussing on Multi-disciplinary approach, Sustainable Development and Holistic outlook of Education. The Two Year Programme aims at nurturing the potentialities of an able academician, skilled professional, vibrant teacher and ardent policy-makers with a blend of National flavour and international understanding.

INTRODUCTION

Master of Arts in Education (M.A.) is a Two-Year Post-Graduate Degree Programme to be delivered in Four Semesters. The Programme is designed with a Programme Outcome and Learning Outcome based structured having common core curriculum including Foundational Courses and a wide spectrum of Electives & Open Electives based on student choice based preferences. The programme has been designed to impart theoretical knowledge and practical skills to students. The students delve deep into the curriculum which empowers them and imbibes problem-solving skills.

The programme also offers the opportunity for students to further focus on sub-domains within Teacher Education. The objective of the programme is to facilitate changes in the school system as well as in the community to improve the student's experience and prepare future educators. The two-year Master of Arts in Education (M.A. in Education) Programme spread over four semesters consisting of Twenty Five (25) courses including fourteen (13) core courses, Two (02) Open Elective courses (CBCT), Seven (07) Elective Courses and One (01) Dissertation. The core courses and elective courses are of Four (04) credits each. CBCT having three (03) Credit each and Dissertation has six (06) Credit. Two Courses have 02 Credit each. All the courses cover a total of 80 credits and each student admitted in this course will have to complete these credits in order to be eligible for conferring the Degree in Master of Arts in Education (M.A. in Education) from the Tezpur University.

In third and fourth Semesters the students have flexibility to choose a Course of their interest with a view to focus on specialization. The programme seeks to provide students with an exhaustive and challenging educational experience aiming to develop sound theoretical and conceptual foundations enabling the learner to acquire the capabilities and competencies required to work in the field of education. Courses are distributed Semester Wise which is described in detail in Forthcoming pages.

GRADUATES ATTRIBUTES

The Graduate Attribute (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by Masters of Arts in Education graduates at the Higher Education Institutions (HEIs). The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond study of a particular area and programme.

Any graduate of Masters of Arts in Education should be a learner with the basic knowledge understanding of the core concepts of Education, role of schools and universities, the basic knowledge of new Information & communication technologies and responsibility towards the society and Nation in general.

Knowledge & Understanding

1. **Knowledge of the Discipline:** Basic terminology, concepts and theories in Education. Acquiring knowledge of different dimensions of Education in its historical, social, philosophical, psychological and other interdisciplinary perspectives.
2. **Understanding the Role of Educational Institutions:** Role of schools, universities and other Higher Education Institutions in democratic and multicultural society, importance of Education and knowledge society for National Development. Education for social change, enlightenment and Holistic Development of child.
3. **Lifelong Learning:** Every graduate should be a lifelong learner as Education is a process from womb to grave. A graduate has to keep himself/herself consistently updated with current knowledge, social and professional skills and technological advancement for performing obligations aptly and leading a good life with the advancement of society and world and guiding others too in the course of life.

Skills & Techniques

1. **Research Ability:** Curiosity for searching new ways of knowledge, an aptitude for inquiry based learning and capability for raising rational questions, finding out problems and searching the means of its solution in addition to hypothesizing, synthesizing and articulating abilities; Ability to recognize cause-and-effect relationships, define problems, formulating research questions, testing hypotheses, analyzing and interpreting the data

and drawing conclusions. Ability to plan, execute and conclude the results of a research study.

2. **Cooperation and Collaboration:** Working amicably, efficiently and respectfully with diverse team members in a group; collaboration and cooperation competency while working as a group member. Promoting mutual respect and harmonious atmosphere.
3. **Effective Communication Skill:** Impactful and effective communication ability so as to ensure the exchange of thoughts, ideas and views on certain problem or topics. Acquiring applied skills of verbal and oral communication like writing, speaking and presenting ability.
4. **Efficiency in ICT:** Capability to use various devices like computer, Laptop or smartphone. Use of ICT in Education and ability to use various software for creating e-content, using statistical software in research work, utilizing web platform for writing, referencing and publishing research papers, ability to use learning platforms and web portals.

Competence

1. **Understanding Ethical and Moral Values:** As learner in the discipline of Education the understanding ethical and moral values and its application in life is of utmost importance for professional and academic development. Professional Ethics and Code of Conduct are the guiding principles but they should be vested as innate power in the attitude of a true learner.
2. **Leadership Qualities:** Enhancing the efficiency in multiple facets of leadership .Creating the ability nurturing the qualities to be an efficient leader. Cultivating the traits of leadership as, to be visionary, Insightful, sympathetic, wise who can inspire and lead the team for greater and constructive achievements.
3. **Critical And Reflective Thinking:** To develop critical and reflective thinking ability along with sense of awareness of oneself and society. Critical understanding of the surroundings, social context and environment in which responsibilities are to be done. Reflective thinking for creative work and constructive contribution.

QUALIFICATION DESCRIPTORS FOR THE GRADUATES

A qualification descriptor of Masters of Arts in Education (M.A. in Education) programme involves the generic outcomes and graduate attributes expected for the award of the Masters of Arts in Education (M.A. in Education) degree programme.

It means the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate, in terms of actual outputs after acquiring the degree.

The qualification descriptors reflect in particular-

- Disciplinary knowledge,
- Professional skills
- Understanding of Education as a discipline
- Generic skills
- Global competencies

Each student is expected to acquire and demonstrate them in his/her academic and professional life. The students who successfully complete the Two years of full-time study of Masters of Arts (M.A.) programme of study in Education will be awarded a Post Graduate Degree.

Some of the expected learning outcomes that a student should be able to demonstrate on completion of a PG Degree-level programme in Education include the following:

1. Demonstrating a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Education.
2. Reflecting Professional and communication skills in the field of School and Higher Education including communication with students, parents and policy makers, institutional and academic communication and social communication.
3. Updated knowledge and understanding in the emerging areas of knowledge and e-learning, Interdisciplinary and Multidisciplinary Branches of knowledge.
4. Comprehending the current developments in the field of Educational Studies, including a critical understanding of the latest developments like Global Education, Pillars of Learning and Education for Sustainable development etc.
5. Demonstrating an ability to use established methods and techniques of research, analysis and enquiry within the area of Education.
6. Demonstrating comprehensive knowledge about resources, including current scenario and latest achievement in research, access to scholarly and professional literature, e-resources and systematic procedures relating to essential and advanced learning areas pertaining to Education.
7. Using knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
8. Communicating the results of studies undertaken in academic research accurately in a range of different social or human contexts using the main concepts, methods, constructs and techniques of the Educational Research.
9. Addressing his/her own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
10. Application of disciplinary knowledge and transferable skills to new and unfamiliar contexts in order to identify and analyze the problems and to seek solutions to apply in solving real-life problems.

PROGRAMME OUTCOMES

The key outcomes planned in this PG Programme in Education are conceived as follows:

After completing this programme, a learner:

1. Will acquire a wider and more comprehensive understanding of Education as a field of Study provided with learning experiences enabling them to understand and appreciate knowledge structures and paradigms of Education.
2. Shall enhance professional practice through greater theoretical understanding of Historical or contemporary educational issues with ethical commitment as an Education professional adhering to the human values as enshrined in Indian constitution, culture and UN Charter.
3. Will develop professionals for effective participation in educational activities and policy making in different areas of education equipped with scientific temper, global vision and capacity for innovative and analytical thinking.
4. Will be equipped with a range of subject related key skills and to carry out independent research work in collaboration with National and International Agencies or adopt teaching as a profession institutionally.
5. Shall acquire ICT Skills and competency to undertake professional job as per demands and requirements of Industry/Educational Institutions or Research Centres.

PROGRAMME STRUCTURE

Total Credits: 80

Structure of the Curriculum

Course Category	No of courses	Credits per course	Total Credits
I. Core Courses	14	4	56
II. Elective Courses (Any Two)	8	4	8
III. Dissertation	1	6	6
IV. Open Elective	2	3	6
V. Practicum	2	2	4
Total Credits	-	-	80

SEMESTER-WISE SCHEDULE

SEMESTER I

Course Type	Course Code	First Semester Course Title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hours (CH)	Credit
CORE	MA106	Philosophical Underpinnings of Education	3	1	0	4	4
	MA107	Psychological Foundations of Education	2	1	1	5	4
	MA108	Methodology of Educational Research	3	1	0	4	4
	MA109	Sociological Foundations of Education	2	1	1	5	4
	MA110	Teacher Education	3	1	0	4	4
		Total Credit					20

SEMESTER II

Course Type	Course Code	Second Semester Course Title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hours (CH)	Credit
CORE	MA206	Educational Technology	2	1	1	5	4
	MA207	Measurement and Evaluation in Education	2	1	1	5	4
	MA 208	Inclusive Education	3	1	0	4	4
	MA 209	Psychological Experiments	1	1	2	6	4
PR	MA 210	Academic Writing (Practicum)	1	0	1	3	2
		Open Elective I CBCT	3	0	0	3	3
		Total Credit					21

SEMESTER III

Course Type	Course Code	Third Semester Course Title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hours (CH)	Credit
CORE	MA306	History of Education : India and World	3	1	0	4	4
	MA307	Statistics in Education	3	1	0	4	4
	MA308	Curriculum Studies	3	1	0	4	4
ELECTIVE (Any One)	MA309	Open and Distance Learning	2	1	1	5	4
	MA 310	Human Rights, Peace and Value Education	3	1	0	4	4
	MA 311	Education for Sustainable Development	3	1	0	4	4
	MA 312	ICT in Education	2	1	1	5	4
PR	MA313	Research Proposal and Review Presentation	1	0	1	3	2
		Open Elective-II CBCT	3	0	0	3	3
		Total Credit					21

SEMESTER IV

Course Type	Course Code	Fourth Semester Course Title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hours (CH)	Credit
CORE	MA405	Educational Administration and Management	2	1	1	5	4
	MA406	Politics and Economics of Education	3	1	0	4	4
ELECTIVE (Any One)	MA407	Principles and Techniques of Teaching	2	1	1	5	4
	MA 408	Educational Guidance and counseling	2	1	1	5	4
	MA409	Indian Intellectual Traditions	3	1	0	4	4
	MA 410	Yoga & Personality Development	2	1	1	5	4
DN	MA411	DISSERTATION	0	0	6	12	6
		Total Credit					18

MAPPING OF COURSES WITH PROGRAM OUTCOMES (POS)

Course Code	Course title	PO1	PO2	PO3	PO4	PO5
MA106	Philosophical Underpinnings of Education	Y	Y	Y	Y	Y
MA107	Psychological Foundations of Education	Y	Y	Y		
MA108	Research Methodology in Education	Y	Y			Y
MA109	Sociological Foundations of Education	Y	Y	Y	Y	
MA110	Teacher Education	Y		Y	Y	Y
MA206	Educational Technology	Y	Y	Y	Y	Y
MA207	Measurement and Evaluation in Education	Y		Y	Y	
MA 208	Inclusive Education	Y		Y	Y	
MA 209	Psychological Experiments	Y	Y	Y		
MA 210	Academic Writing (Practicum)	Y	Y	Y		Y
	Open Elective I CBCT					
MA 306	History of Education : India and World	Y	Y	Y	Y	Y
MA 307	Statistics in Education	Y	Y			Y
MA 308	Curriculum Studies	Y		Y	Y	
MA 309	Open and Distance Learning	Y	Y	Y	Y	Y
MA 310	Human Rights, Peace & Value Education	Y	Y	Y	Y	Y
MA 311	Education for Sustainable Development	Y	Y	Y	Y	
MA 312	ICT in Education	Y	Y	Y	Y	Y
MA313	Research Proposal and Review Presentation	Y	Y	Y	Y	Y
	Open Elective-II CBCT					
MA405	Educational Administration and Management	Y	Y	Y	Y	
MA406	Politics and Economics of Education	Y	Y	Y	Y	
MA407	Principles and Techniques of Teaching	Y	Y	Y	Y	Y
MA 408	Educational Guidance and Counselling	Y		Y	Y	
MA409	Indian Intellectual Traditions		Y	Y	Y	Y
MA 410	Yoga & Personality Development		Y	Y	Y	
MA411	DISSERTATION		Y	Y	Y	Y

Evaluation Criteria (Rating Scale) Weightage

Component	Theory	Practicum	Presentation	Continuous & Comprehensive Evaluation (CCE)
Percentage/ Weightage	40	20	20	20

DETAILED SYLLABUS

SEMESTER-I

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 106 CORE PAPER

L	T	P	CH	Credit
3	1	0	4	4

Course Title: Philosophical Underpinnings of Education

LEARNING OUTCOMES

On completion of the course, it is expected that the students will be able to:

1. Explain the core concepts and aspects of philosophy of education in Indian and Global Context.
2. Describe the multicultural merger in Indian Philosophy and its impact on modern Indian educational thoughts.
3. Describe the importance and significance of studying philosophical enquiry as basis of education.
4. Write the propositions of different philosophical schools in educational practices.
5. Explain the contributions of great thinkers in contemporary philosophy and their bearing on education.

COURSE CONTENT:

Unit1. Conceptual Understanding of Philosophy and Education:

- a. Defining Philosophy and Education from Indian and Western perspectives
- b. Nature, Aims and Interrelationship between Philosophy and Education
- c. Branches of Philosophy: Metaphysics; Epistemology; Ethics; Aesthetics
- d. Basic Concepts: Knowledge, Values, Disciplines, Democracy, Religion, Freedom

Unit2. Classical Philosophies and Education: Indian Perspectives

Following philosophical thought with special reference to Concept, Aims and Ideals of Education, Pedagogy with their Educational Implications

- a. Orthodox Schools: Upanishads and Shrimad Bhagavad Gita
- b. Systematic Schools: Sankhya , Yoga, Nyaya, Vedanta
- c. Heterodox Schools: Jainism and Buddhism,
- d. Materialism of Charvak, Islamic Philosophy of Education

Unit3. Modern Philosophies: Global Perspectives

Following philosophical thought with special reference to Concept, Aims and Ideals of Education, Pedagogy with their Educational Implications

- a. Classical Philosophies: Educational Thought of Socrates' Dialogism, Plato's Ethics, Aristotle's Logic , Scholasticism
- b. Modern Philosophies: Idealism, Naturalism, Pragmatism, , Empiricism, Marxism
- c. Post-Modern Philosophies: Logical-Positivism Realism, Humanism, Existentialism,

- d. Current Trends: Paulo Friar's Pedagogy of the Oppressed, Nell Nodding's Ethics of Care,

Unit 4. Educational Thinkers and their Contribution

- a. Educational Thinkers-I:
- Rabindranath Tagore: Harmony with Nature,
 - Mahatma Gandhi; Basic Education ,
 - J. Krishnamurthy: Education for Freedom
- b. Educational Thinkers-II:
- John Dewey: *Democracy and Education*
 - Rousseau, *Emile*
 - Ivan Illich: De-schooling Society

Activities/Practicum/Assignment

- Prepare a list/Poster of selective Western Philosophers and their Major Contribution, display it in classroom.
 - Conducting a survey on the basic philosophical concepts in Education among students and faculty and prepare a presentation
 - Preparing a book/scrape book of anecdotes/stories/dialogues relevant in Educational Discussions in classroom as to be included in pedagogy.
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Suggested Readings

Text Books:

1. Broudy, H.S. (1954). *Building a Philosophy of Education*, New York: Prentice Hall
2. Butter, J.D. (1950). *Four Philosophies*. New Jersey: Princeton.
3. Ivan Illich (1970) *Deschooling Society*, United States: Harper
4. Mookerji, R. (1960). *Ancient Indian Education – Brahmanical and Buddhist*. Delhi: Motilal
5. Altekar, A.S. (1944) *Education in Ancient India*, Benaras: Nand Kishore Brothers

References

1. Ahmed, S. (2007). *World's Great Educationists*. New Delhi: Anmol Publications Pvt.
2. Al-Attas and Naqiub, S. M. (1979). *Aims and Objectives of Islamic Education*. Jeddah: King
3. Brubacher, J.S. (1939.) *Modern philosophies of Education*. New York: Mc-Graw-Hill Book
4. APJ Abdul Kalam, (2015) *Reignited: Scientific Pathways to a Brighter Future*, New Delhi: Penguin
5. Archambault, R.D. (1965) *Philosophical analysis and Education*. London: Routledge
6. Freire, Paulo (1993): *Pedagogy of the Oppressed*, New Delhi: Penguin books.
7. Henry, F. (2002). *A Study of Gandhi's Basic Education*. New Delhi: National Book Trust
8. Kabir, Humayun (1964) *Indian Philosophy of Education*, New Delhi: Asia Publishing House

9. Khan, M.S. (1986). *Islamic Education*. New Delhi: Anish Publishing House.
10. Locke, John, (1880) *Some Thoughts Concerning Education*, Cambridge: The University Press
11. Locke, John, (1880). *An Essay Concerning Human Understanding*, Philadelphia: Hayes & Zell
12. Mahatma Gandhi (1951), *Basic Education*, Ahmedabad: Navajivan Publishing House
13. Mc Dermott, J. J. (1973). *The Philosophy of John Dewey* Vol. 2. New York: Putnam Merrill.
14. Moore. T.W. (2010). *Philosophy of Education*. Routledge, London.
15. Mukerjee, H.B. (1962). *Education for Fullness*. Bombay: Asia Publishing House.
16. Nel Noddings. 2015. *Philosophy of Education*. Colorado: West view Press
17. Pandey, R.S.(20003). *Philosophizing Education*. New Delhi: Kaniska Publishers.
18. Patel, M. S. (1953). *Educational Philosophy of Mahatma Gandhi*. Ahmadabad: Navajeevan,
19. Peters, R.S. (ed), (1975). *Ethics and Education*. London: Oxford University Press.
20. Rena, R. (1971). *Introduction to Indian Philosophy*. New Delhi: Tata Mac. Graw Hill Row.
21. Russell, B.(2004). *History of Western Philosophy*. London: Rout ledge..
22. Sharma, S.R. (1997). *Philosophy of Education in India*. New Delhi: Mohit Publications.

Course: MA-106: Philosophical Underpinnings of Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1			Y		
2	Y				
3				Y	
4		Y			
5					Y

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 107

L	T	P	CH	CR
2	1	1	5	4

Course Title: Psychological Foundations of Education

LEARNING OUTCOMES OF THE COURSE:

After the completion of course the student will be able to:

1. Describe the meaning, Nature and scope of Educational Psychology
2. Explain the applications of Educational Psychology in teaching and learning
3. Describe the meaning, nature, factors affecting and theories of learning
4. Explain the concept, types and theories of Intelligence
5. Appraise the concept of creativity, Personality, Mental Health and Adjustment

COURSE CONTENT

UNIT I: Educational Psychology: Introduction

- a) Meaning and Definition of Educational Psychology
- b) Nature, scope and methods of educational psychology
- c) Applications of Educational Psychology in teaching-learning
- d) Contribution of the Behaviorism, Gestalt and Psychoanalytical schools of Psychology towards education

UNIT II: Learning and Motivation

- a. Learning – Meaning and Nature
- b. Factors affecting learning
- c. Learning and Motivation
- d. Theories of Learning-Pavlov’s classical and Skinner’s operant conditioning, Learning by insight, Tolman’s theory of learning, Gagne’s Hierarchy of learning

UNIT III: Intelligence and creativity

- a. Concept of Intelligence
- b. Types of Intelligence
- c. Theories of Intelligence-Guilford model of intellect and Gardner’s theory of multiple intelligence
- d. Concept of creativity

UNIT IV: Personality, Mental Health and Adjustment

- a) Personality – Definition, meaning and nature
- b) Types of personality and trait theory
- c) Mental Health and Adjustment
- d) Conflicts, frustration, anxiety and complexes, defence mechanism, stress management.

Activities/Practicum/Assignment

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1. Viewing films / videos on issues related to select themes from the Course

2. Presenting the Educational Psychological topics in classroom seminar

3. Field trip to School, special school, School for exceptional children.

4. Visit to orphanage, Juvenile homes to study frustration, anxiety and complexes of children.

Suggested Readings

Text Books

1. Chauhan, S. S. (2005). Advance Educational Psychology. Vikas Publishing House: New Delhi.
2. Mangal. S.K. (2011). Essentials of Educational Psycholog. Prentice Hall of India: New Delhi Publications Pvt. Ltd.
3. J.C. Aggarwal (2014). Essentials of Educational Psycholog. Vikas Publishing House: New Delhi.

Reference Books

1. William, C.M., and Wingo, G. M. (1962). Psychology and Teaching. (2nd Ed.). SCOH, Foresman and Company: Chicago.
2. Anita Woolfolk & Kapur P. (2016). Educational Psychology, Thirteenth Edition. Pearson: New York.
3. John W. Santrock & Pamela R. Rothstein (2002). Educational Psychology. 2nd Edition. McGraw-Hill: New Delhi.

Online/Web Resources/eBooks (Links)

1. Animated Videos from Study.com, <http://study.com/academy/course/educational-psychology-course.html>
2. Seifert, K. and Sutton, R. (2011). Educational Psychology Third Edition <http://www.oercommons.org/courses/educational-psychology/view>
3. Introduction to Psychology, Open Textbook, <http://open.lib.umn.edu/intropsyc/>

Course: MA-107: Psychological Foundations of Education						
Matrix of Course Outcomes with Programme Outcomes						
Course Outcome No.	PO1	PO2	PO3	PO4	PO5	
1	Y					
2	Y					
3	Y	Y	Y			
4	Y	Y	Y			
5	Y	Y	Y			

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 108

CORE PAPER

L	T	P	CH	Credit
3	1	0	4	4

Course Title: Methodology of Educational Research

LEARNING OUTCOMES OF THE COURSE:

After completion of the present course, the learners will be able to-

1. Describe the nature of fundamental concepts of research in education.
2. Explain the procedure of selecting suitable research problem
3. Adopt sampling design appropriate for the research study.
4. Develop appropriate research tools for research study.
5. Design a research proposal.

COURSE CONTENT

Unit-I. Research in Education: Conceptual Issues

- Meaning, purpose and areas of educational research
- Methods of acquiring knowledge
- Kinds of educational research: basic, applied and action research
- Research paradigms in education: qualitative, quantitative and mixed

Unit-II. Planning the Research Study

- Criteria and Sources for identifying research problems,
- Review of the literature-purpose and resources;
- Delineating and operationalizing variables; Formulation of Hypotheses
- Preparation of Research Proposal

Unit-III. Sampling and data collection Tools

- Concept of Sampling and its types
- Sampling error
- Understanding of different methods of Data collection
- Construction and standardization of different tools used in Educational research

Unit-IV. Research methods

- Ethnography & Case studies
- Historical Research & Grounded theory
- Experimental Research
- Non- Experimental Research

Practicum/Assignment:

The students will undertake any ONE of the following:

- Development of a Research Proposal on an identified research Problem
- Preparation, try out and finalization of a research tool
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Review of any ONE Research book / article

Suggested Readings:**Text Books:**

1. Gay, L.R. (2008): *Educational Research Competencies for analysis & application*. New Jersey Prentice-Hall, INC.
2. Creswell. J. W. (2015): *Educational Research-Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th (Ed), published by Pearson Education, Inc.
3. Best, J. W., Jha, A. K., Kahn, J.V. (2016).*Research in Education*. Tenth edition. Pearson Education, India.
4. Sansanwal, D.N. (2020). *Research Methodology And Applied Statistics*. Shipra Publication,India

Reference Books:

1. Lichtman, M (2013): *Qualitative Research in Education-A User guide*, 3rd (Ed.), Sage, India.
2. Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. SAGE Publication.
3. Chohan,L., Manion, L.& Morrison ,K. (2007) *Research method in education* (6th edition) Routledge ,London.
4. Elliott, Jane (2005).*Using Narrative in Social Research: Qualitative and Quantitative Approaches*. SAGE Publication.
5. Fraenkel, J.R., Wallen, N.E. (1983) *How to Design and Evaluate Research in Education*, Singapore: McGraw Hill, Inc.

Course: MA-108: Methodology of Educational Research Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	P01	P02	P03	P04	P05
1			Y		
2				Y	
3					Y
4			Y		
5				Y	

**M.A. IN EDUCATION
(Tezpur University, Assam)**

Course Code: MA109

L	T	P	CH	Credit
2	1	1	5	4

Course Title: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

LEARNING OUTCOMES

On completion of the course, it is expected that the students will be able to:

1. Explain the concept and theoretical approaches of sociology of education and their implications for education system in India.
2. Critically analyse the role of education in social processes (social stratification, social mobility and social change)
3. Contextualise education as a social system and describe the dynamic relationship between education and society by noticing the influence of key social institutions
4. Discuss the concept of equality and its applicability to know existing inequalities in education system in India.
5. Formulate sociological questions, collect and analyse data and conduct their own inquiry in the area of sociology of education.

COURSE CONTENT:

Unit I: Concept and Theoretical Approaches

- a. Sociology of Education: Nature and Scope
- b. Interrelationship between education and society
- c. Theoretical Approaches in Sociology of Education: Functionalist Theory, Conflict Theory, Interactionist Theory, Cultural Reproduction Theory, Feminist Theory
- d. New Sociology of Education: Knowledge selection and transmission in school

Unit II: Education and Social Processes

- a. Education and Socialisation: Concept, Theories of Socialization
- b. Agencies of Socialization-family, peer group, community, institutions of formal education, and mass media
- c. Education as a factor of Social Stratification and Social Mobility
- d. Concept and theories of Social Change; Education and social Change

Unit III: Education as a Social System

- a. Meaning and nature of Culture, Education and Culture
- b. Social organisation (Max weber)
- c. School as a social system (Talcott Parson)
- d. Interrelationship of Education and other Social Institutions: Education and Economy; Education and Politics; Education and Religion

UNIT IV: Education and Equality

- a. Education and Constitutional values
- b. Concept of Equality and its relevance in Indian context
- c. Equality of Educational Opportunities for the disadvantaged groups
- d. Concept and Theories of Social Movements

Activities/Practicum/Assignment

1. Maintain a reflective journal on how different topics discussed in the sociology of Education paper is helping you to critically understand different issues and problems pertaining to education.
2. Collection of empirical data on a specific topic related to sociological aspects of education and submission of research report based on collected data.
3. Review of research article/book in the area of sociology of education.

Suggested Readings

Text Book:

1. Jayaram, N. (1990). *Sociology of Education in India*, Jaipur: Rawat Publications.
2. Thapan, M.(Eds). (2015). *Education and Society*. UK: Oxford University Press.
3. Shukla, S. & Kumar, K.(Eds). (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
4. Giddens, A. (2006). *Sociology*. UK: Polity Press.

Suggested Readings

1. Ballantice, H.J., Hammack, M.F. & Stuber, J. (2017). *The Sociology of Education: A Systematic Analysis*. New York: Routledge
2. Haralambos, M. & Heald, R.M. (2010). *Sociology Themes and Perspectives*. New York: Oxford University Press
3. Bourdieu, P. and Passeron, J.C. (1978). *Reproduction in Education, Society and Culture*. London: Sage.
4. Bernstein, B. (1971). Classification and framing of educational knowledge, in M.F.D. Young (ed.): *Knowledge and Control: New Directions for the Sociology of Education*(47-69). London: Collier Macmillan.
5. Young, M.F.D. (1971). (ed.) *Knowledge and Control: New Directions for the Sociology of Education*. London: Collier Macmillan.
6. Kumar, K (2005). *Political agenda of education. A Study of Colonialist and Nationalist Ideas*. 2nd Edition. New Delhi: Sage.
7. Gupta, D. (2004). *Social stratification*. New Delhi: Oxford University Press.
8. Kamat, A.R. (1982). *Education and Social Change. A Conceptual Framework*. *Economic and Political Weekly*, 17(31), 1237-1244.
9. Mani, B.R. & Sardar, Pamela. (Eds.) (2008). *A forgotten liberator: the life and struggle of Savitribai Phule*. New Delhi: Mountain Peak
10. Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum

11. Benei, V. (2009). Schooling in India: Hindus, Muslims and the forging of citizens. New Delhi: Orient Longman,
12. Chanana, K. Socialization, education and Women: Explorations in gender identity. New Delhi: Orient Longman.
13. Coleman, J.S. (1968). The concept of equality of educational opportunity. Harvard Education Review, 38(1):7-22.
14. Jadhav, N. (2014). Ambedkar Writes. Vol.1&2. (Selected Chapters) New Delhi: Konark Publications.
15. Maubnhein K.(1962) An Introduction to sociology of Education, Routledge and Kegan Paul, London.
16. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education , New Delhi
17. Dewey, J. (1989). The School and Society: Being Three Lectures. Chicago, IL: The University of Chicago Press.
18. Shukla, S. & Kumar, K.(Eds). (1985). Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications.
19. Banks, O. (1971). Sociology of Education. New Delhi: Sage.
20. Illich, I. (1973). De-schooling Society. London: Penguin
21. Pathak, A. (2002). Social Implications of Schooling.: Knowledge, Pedagogy and Consciousness. New Delhi: Rainbow.

Web Resources:

1. Sociological Imagination - <https://www.youtube.com/watch?v=89QxgCenYc8>
2. Illich, I. (1973) De-Schooling Society. London:Penguin
<http://www.arvindguptatoys.com/arvindgupta/DESCHOOLING.pdf>
3. Coleman. J. (1967).The Concept of Equality of Educational opportunities.
<https://files.eric.ed.gov/fulltext/ED015157.pdf>
4. Economics of Education. IGNOU self-learning material <https://drive.google.com/file/d/1-08QmjhlugdMLjyTtvJwAqUhSu01K0ZK/view>

Course: MA -109 Sociological Foundations of Education					
Matrix of Course Outcomes with Programme Outcomes					
CO No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2					
3			Y		
4		Y			
5			Y	Y	

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA110

CORE PAPER

L	T	P	CH	Credit
3	1	0	4	4

Course Title: Teacher Education

LEARNING OUTCOMES OF THE COURSE:

On completion of the course, it is expected that the students will be able to:

1. Describe the holistic perspective of teacher education and its historical perspective.
2. Apply diverse theoretical approaches and practice in teacher education and their implications in teaching-learning process
3. Analyse the current pre-service and in-service teacher education programmes in terms of various policy documents
4. Describe on the need and modalities for continuing professional development of a teacher.
5. Critically analyse research trends and innovations in the field of teacher education

COURSE CONTENT

Unit-I: Concept and Historical Perspectives

- a. Teacher Education: Meaning, Nature and scope
- b. Changing concepts of Teacher Education in Indian context: A historical overview
- c. The Structure Teacher Education Curriculum
- d. Vision of Teacher Education Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels.

Unit-II Perspectives to understand Theory and Practice in Teacher Education

- a. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas.
- b. The concept of andragogy and its principles
- c. Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- d. Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit-II: Teacher Education Programmes

- a. Types of teacher education programme
- b. Modes of pre service and in-service Teacher Education
- c. Agencies and Institutions of In-service Teacher Education at District, State and National Levels

- d. Components of Pre-service Teacher Education, Preliminary Consideration in Planning in-service teacher education programme

Unit IV: Professional Development in Teacher Education

- a. Concept of Professionalism in teaching, Professional Ethics of Teachers
- b. Personal and Contextual factors affecting Teacher Development
- c. Quality Enhancement for Professionalization of Teacher Education
- d. Research and Innovation in Teacher Education

Practicum:

- i. A comparative study of state and national curricula of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis.
- ii. Critical study of in-service programme in terms of their needs, relevance, planning, evaluation and duration
- iii. Write a critical review of the historical development of teacher education in India.
- iv. Seminar presentation on recent trends and innovations in teacher education
- v. A review of a research article in teacher education and write implications for practitioner.

Text Books:

1. Kothari, R. G. and Patel, J, B (2011). In-service Teacher Education: Training programme for Primary Teachers. Germany: VDM Verlag Publisher
2. J. S. Raptut & Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi
3. Mohanty, J. (2003). Teacher education. Deep & Deep publication, New Delhi.
4. Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

References:

1. Marsh, C. (2000). Handbook for Beginning Teachers. Second Edition, Pearson Education, Australia.
2. McClelland V. A. and Varma V. P. (1989). Advances in Teacher Education. Routledge: London.
3. Bose, K., and Srivastava, R.C. (1973). Theory and Practice. Teacher Education in India. Allahabad: Chug Publication.
4. Rao, R. (2004). Methods of Teacher Training. New Delhi. Discovery Publishing House.
5. Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications.
6. NCERT (1997) Code of Professional Ethics for Teacher.
7. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
8. NCTE 2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi

9. Kundu, C.L. (Ed) (1984) Indian ^{year} Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
10. Sharma, R.A. (2002). Teacher Education, International Publication House, Meerut.
11. Sharma, Shashi Prabha, (2003). Teacher education, Kanishka Publication, New Delhi.

Web-references

1. http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf.
2. <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf>.
3. https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf.
4. https://www.researchgate.net/publication/264310207_Becoming_a_Teacher_Educator_Theory_and_Practice_for_Teacher_Educators.

Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2	Y				
3			Y		
4				Y	
5					Y

SEMESTER-II

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 206 CORE PAPER

L	T	P	CH	Credit
2	1	1	5	4

Course Title: Educational Technology

LEARNING OUTCOME OF THE COURSE:

On completion of this course, the students will be able to:

1. Discuss the emergence and evolution of ET as a discipline
2. Explain the communication process and instructional design and analyse the relationship between learning theories and instructional strategies in the teaching-learning process.
3. Discuss various uses of ICT and e-learning in research, evaluation and management.
4. Explain the ethical issues emerged from application of technology in education
5. Discuss recent innovations and future perspectives of Education Technology

COURSE CONTENT

Unit1. Introduction to Educational Technology

- a) Evolution of ET- emergence of discipline
- b) Definitions, scope, functions/objectives of educational technology
- c) Approaches of educational technology: Hardware, Software, System, Multimedia
- d) Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems

UnitII. Communication and instruction

- a) Communication process: Concept of communication, principles, Modes and Barriers to communication, class room communication (Interaction, Verbal and Non-Verbal).
- b) Instructional Design – Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),
- c) Systems Approach to Instructional Design, Models of Development of Instructional Design
- d) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

Unit III: ICT in Education

- a) Integration of ICT in Education: Pedagogy , assessment, research & CPD
- b) Concept of e-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- c) E Inclusion - Concept of E-Inclusion, Application of Assistive technology in E learning

- d) Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Unit IV: Recent Trends

- a) Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)
- b) Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application).
- c) Learning Management Systems (LMS): Concept, standards, its application in education.
- d) Concept of IPR – copy right, trademarks, and patents; components of copy right and various legal instruments related to copy right; alternatives to copy right, open licences.

Activities/Practicum/Assignment

1. Paper/article writing on recent trends of educational technology.
2. Enlisting of activities showing the integration of technology in teacher education institutions.
3. Design any instructional material for a course using any one design/theories.
4. Review and analyse e-learning content and courses

Suggested Readings

Text Books:

1. Aggarwal.J.C (2006): Essentials of Educational Technology, teaching, learning & Innovation in education, Vikas Publishing House Pvt .Ltd. New Delhi.
2. Mangal, S.K. (2009). Fundamentals of Educational Technology. Ludhiana: Prakash Brothers.
3. Tara Chand (2006). Educational Technology.Anmol Publicitions.New Delhi.
4. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.

Reference Books:

1. Vanaja, S. & S. Rajasekar, (2006).Educational Technology & Computer Education, Neelkamal Publications Pvt., Hyderabad.
2. Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE.
3. W.J. Pelgrum and N.Law(2003). ICT in Education around the world-Trends, Problems and Prospects. UNESCO: Paris.
4. Y.K.Singh.2008. Educational Technology: Teaching and Learning.APH publishing.
5. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
6. Sampath K. et al (2009). Introduction to Educational Technology (Sterling Publishers, New Delhi.
7. Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi
8. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.

9. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.
10. Jolliffe, A., Ritter J. & Stevens D. (2003). The Online Learning Handbook. London: Kogan Page.
- 4) Mishra, S. & Sharma, R.C. (eds) (2005). Interactive Multimedia in Education and Training. London: Idea Group Inc (IGI).

Web references:

1. https://www.researchgate.net/publication/272494060_Educational_Technology/link/54e695610cf277664ff62bf8/download.
2. https://ebooks.lpude.in/arts/ma_education/year_1/DEDU403_EDUCATIONAL_TECHNOLOGY_ENGLISH.pdf.
3. https://www.researchgate.net/publication/272494060_Educational_Technology.

Course: MA206 Educational Technology					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3			Y		
4					Y
5				Y	

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: **MA 207 CORE PAPER**

Course Title: **Measurement and Evaluation in Education**

L	T	P	CH	CR
2	1	1	5	4

LEARNING OUTCOMES OF THE COURSE:

After the completion of course the student will be able to:

1. Describe the basic concepts and practices adopted in educational measurement and evaluation.
2. Explain the tools and techniques of measurement and evaluation.
3. Develop skills and competencies in constructing and standardizing a test
4. Elaborate how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners
5. Develop skills and competencies in determining the norms of a measuring tool

COURSE CONTENT

Unit-I: Basic concepts and practices in educational measurement and evaluation

- a. Concept of Measurement, Assessment and Evaluation
- b. Summative and Formative Evaluation,
- c. Internal and External Assessment
- d. Choice Based Credit System (CBCS), Continuous and Comprehensive Evaluation (CCE) Assessment, Semester system, Question Bank

Unit- II: Measurement theories and tools

- a. Theories of Measurement: Classical theory, Item Response theory, and Generalizability theory
- b. Tools: Questionnaire, scales, profile, achievement tests, standardized tests, differential test batteries
- c. Techniques: Self-report, Interviews, Observation, Document Analysis
- d. Concept of Criterion Reference Test and Norm Reference Test

Unit-III: Constructing and standardizing a test

- a. General principles of test construction and its standardization Achievement test, Diagnostic test
- b. Writing test items – objective type, essay type and interpretive type
- c. Item analysis, Steps involved in standardizing a Test
- d. Construction and standardization: Achievement test and Diagnostic test

Unit-IV: Validity, Reliability and Norms of a measuring tool

- a. Methods of ascertaining Validity and Reliability of a tool, Relationship between Reliability and Validity, Factors Affecting Reliability.

- b. Scaling methods: purpose and dimensions of scaling, Construction of Attitude Scales by Thurston Method, Likert Method and Guttman Method
- c. Meaning and Significance of Norms,
- d. Types of Norms: Age norms, Grade Norms, Percentiles, z scores, T score, and stanine-score

Practicum

- a. Construction of attitude scale using Thurston Method/ Likert Method or Guttman Method.
- b. Presentation seminar on various topics of Measurement and Evaluation.
- c. Construction of different types of Items.

Suggested Readings

Text Books

1. Lal, J.P. (2006) Educational Measurement and Evaluation. New Delhi: Anmol Publications.
2. Sharma, R.A. (2004) Essentials of Measurement in Education and Psychology. Meerut: Surya Publication.
3. Sidhu, K.S. New Approaches to Measurement and Evaluation (Sterling Publishers, New Delhi, 2009).

Reference Books

1. Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore: The Johns Hopkins University Press.
2. Grunlund, Norman, E. (1976). Measurement and Evaluation Testing (3rd edition) New York: Mc Millan.
3. Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. New Jersey: Pearson Prentice Hall.
4. Smith, D. (2005) Measurement and Evaluation in Secondary Schools. New Delhi: Commonwealth publisher.
5. Agrawal, J.C. 2004. Essential of Examination System. New Delhi: Vikash publishing House.
6. Asthana, B.: 2005. Measurement and Evaluation in psychology and Education. Agra: Vinod Pustak Mandir.
7. Dash, B.N. and Dash, N.: 2003. Educational Measurement, Statistics and Guidance Services, New Delhi: Dominant Publisher and Distributor.
8. Osterluid, S.J. (ed.) (2006) Modern Measurement: Theory, Principles and Applications of Mental Appraisal. Upper saddle River, NJ. Pearson-Merrill. Prentice Hall

Online/Web Resources/eBooks (Links)

- Suen, H.K., & Lei, P.W. (2007). Classical versus Generalizability theory of measurement. *Educational Measurement*, 4,1-13.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.207.6432&rep=rep1&type=pdf>
- DeMars, C.E. (2018). Classical Test Theory and Item Response Theory. In *The Wiley Handbook of Psychometric Testing* (eds P. Irwing, T. Booth and D.J. Hughes).
<https://doi.org/10.1002/9781118489772.ch2>

- Drost, Ellen A. (2011). Validity and Reliability in Social Science Research. *Education Research and Perspectives*, 38(1),105-123.
<https://www3.nd.edu/~ggoertz/sgameth/Drost2011.pdf>
- Ornstein, A. C. (1993). Norm-Referenced and Criterion- Referenced Tests: An Overview. *NASSP Bulletin*, 77(555), 28–39. <https://doi.org/10.1177/019263659307755505>

Course: 207: Measurement and Evaluation in Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2	Y				
3			Y		
4			Y		
5				Y	

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 208 CORE PAPER

L	T	P	CH	Credit
3	1	0	4	4

Course Title: INCLUSIVE EDUCATION

LEARNING OUTCOMES OF THE COURSE:

On completion of this course the students will be able to:

1. Explain systematically the philosophy of creating Inclusive school
2. Describe the issues in inclusive education
3. Analyze perspectives regarding inclusion
4. Analyze and develop successful inclusive learning practices
5. Identify conceptual frameworks appropriate for investigating inclusion issues, examining the inclusivity of systems and for developing inclusive education

COURSE CONTENT

Unit-I: Introduction to Inclusive Education

- a. Understanding diversities: concept and types
- b. Concept, Philosophy, Principles and Importance of Inclusive Education
- c. Journey from charity, medical, social towards human rights based model
- d. Succession from segregation, integration and inclusion

Unit -II International and National Initiatives

- a) Salamanca Statement and Framework of Action, 1994 & *UNESCO 2009- Policy Guidelines for Inclusion*
- b) RCI Act 1992,
- c) The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act, 1999
- d) RPWD Act 2016

Unit- III: Concept of special needs and inclusion with reference to children with disabilities

- a) Disability as a social construct, classification of disability and its educational implications
- b) Sensory Impairment
- c) Intellectual Developmental Disabilities
- d) Locomotor Disabilities

Unit –IV: Process of Inclusion

- a. School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities, Role of different stakeholders towards the process on inclusion
- b. Curriculum Adaptation and Accommodation in Inclusive Education
- c. Pedagogical strategies: Individualized Educational Program , cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
- d. Assessment and Evaluation in Inclusive setup

Activities/Practicum/Assignment

The students will undertake any one of the following:

1. Prepare a blueprint of Inclusive School.
2. Seminar presentation on various issues and challenges of inclusion
3. Conduct a survey in the local area to ascertain the prevailing attitudes and practices towards social and academic inclusion of children with diverse needs.
4. Visit the family of a child with disability and describe briefly her/his problems and suggest remedies also.

Suggested Readings

Text Books

1. Jha. M. (2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd., Chennai, 600042, India.
2. NCERT (2006). *National Focus Group Report on Education of SC and ST*, New Delhi. PWD Act 1995,98,2000
3. Sharma P.L. (2003) *Planning Inclusive Education in Small Schools*, R.I.E. Mysore
4. Armstrong, A. C., Armstrong, D., & Spandagou, I. (2010). *Inclusive education: International policy and practice*. London: Sage.

Reference Books

1. Department for Education and Skills (DfES) (2001b) *Inclusive Schooling: children with special educational needs*, London, DfES.
2. Mittler, P. (2000) *Working Towards Inclusive Education: social contexts*, London, David Fulton.
3. Mani, M.N.G.(1992). *Techniques of Teaching Blind Children*. New Delhi: Sterling Publishers
4. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.

5. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
6. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
7. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
8. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
9. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
10. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

Research Papers (Links)

1. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final_1.pdf
2. <https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/13135/files/2012/12/INTL-UG-Thesis-Kohama.pdf>
3. https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES

Online/Web Resources/eBooks (Links)

1. https://www.researchgate.net/publication/329523348_Inclusive_education_Perspectives_on_implementation_and_practice_from_international_experts
2. <http://uis.unesco.org/sites/default/files/documents/towards-inclusive-education-for-children-with-disabilities-a-guideline-2009-en.pdf>
3. https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education.

Course: MA-208: Inclusive Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3			Y		
4				Y	
5					Y

**M.A. IN EDUCATION
(Tezpur University, Assam)**

Course Code: MA 209 CORE PAPER
Course Title: Psychological Experiments

L	T	P	CH	CR
1	1	2	6	4

LEARNING OUTCOMES OF THE COURSE:

After the completion of course the student will be able to:

1. Describe the application of Psychological testing in field of education
2. Explain the types, problems of administration and ethics of psychological testing and experiments
3. Demonstrate Psychological experiments
4. Demonstrate the psychological Experiments and psychological apparatus
5. Prepare report of psychological test and experiments

COURSE CONTENT

Unit-I: Introduction, objectives and Uses of psychological testing and experiments

- a. Introduction and objectives of psychological assessment
- b. Uses of Psychological Tests
- c. Characteristics of Good Psychological Test
- d. Use of psychological experiment in field of education

Unit- II: Types, Use and ethics of psychological testing and experiments

- a. Types of Psychological Tests
- b. Problems in Administration of Psychological Tests
- c. Ethics Aspects in Psychological Testing
- d. Introduction of psychological apparatus and psychological tests

Unit- III: Psychological Experiments with psychological apparatus and Psychological test

- a. Introduction of Psychological Experiments
- b. Independent and Dependent Variable in psychological experiments
- c. Extraneous Variables in psychological experiments
- d. Experimental Group and Control Group

Unit-IV: Psychological practical

- a. Psychological practical: Span of Attention, Bilateral Transfer of Learning
- b. Psychological practical: Habit Interference: Negative Transfer of Learning, Finger Dexterity Test

- c. Psychological test: Intelligence Test, Personality Test, Attitude Test, Test of Ability, Achievement Test
- d. Report writing of psychological testing and experiment

Practicum

- 1. Psychological practical: Span of Attention, Bilateral Transfer of Learning, Habit Interference: Negative Transfer of Learning, Finger Dexterity Test
- 2. Psychological test: Intelligence Test, Personality Test, Attitude Test, Test of Ability, Achievement Test
- 3. Preparation of questionnaire/ Scale/Rating Scale/Achievement Test

Suggested Readings

Text Books:

- a. Dandapani, S. (2001) *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
- b. Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.

Reference Books

- a. Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi.
- b. Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.
- c. Atkinson, Richard C., et.al (1983). *Introduction to Psychology*, Harcourt Brace Joranovich Inc., New York.
- d. Lingren, H.C. (1980). *Educational Psychology in the Classroom* (Sixth ed.) New York: Oxford University Press.

Course: MA 209- Psychological Experiments						
Matrix of Course Outcomes with Programme Outcomes						
Course Outcome No.	PO1	PO2	PO3	PO4	PO5	
1	Y	Y				
2	Y	Y				
3	Y	Y	Y			
4	Y	Y	Y			
5	Y	Y	Y			

M.A. EDUCATION
(Tezpur University, Assam)

Course Code: MA 210 PRACTICUM

L	T	P	CH	Credit
1	0	1	3	2

Course Title: Academic Writing

LEARNING OUTCOME OF THE COURSE -

After Completion of the course the students will be able to-

1. Comprehend the need and importance of Academic Writing
2. Know the essential steps in Academic Writings like Research Papers and Dissertation
3. Excel in writing good Research Papers.
4. Learn new methods and techniques of referencing in Academic Writing
5. Develop competence of preparing abstract and reviewing books, articles and theses.

COURSE CONTENTS:

Unit I: Hands-On Experience of Reading and Review

- a) Collecting and Reading Articles and Research Papers, Exploring various Sources
- b) Review of any Referenced Book or Research Article
- c) Education; Review of any Review Article/Ph. D. Thesis in
- d) Preparation of Abstract of a published Research Paper in Education

Unit-II: Writing Papers

- a) Types of Writing, Essential Steps in Writing
- b) Writing Skills and Characteristics of Good Academic Writing
- c) Preparation of Research Articles, Referencing,
- d) Publishing

Suggested Readings:

1. Paul J. Silvia (2007) *How to Write a Lot: A Practical Guide to Productive Academic Writing* , New York: American Psychological Association.
2. Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams (2016) *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press

Course:MA210: Academic Writing					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2					
3			Y		Y
4					
5		Y			

SEMESTER-III
MASTER IN EDUCATION (M.A.)
(Tezpur University, Assam)

Course Code: MA 306 CORE PAPER

Course Title: History of Education: India and World

L	T	P	CH	Credit
3	1	0	4	4

LEARNING OUTCOMES OF THE COURSE:

After completion of the present course, the students will be able to-

1. Explain the socio-cultural and Historical context of education.
2. Elaborate the contexts in which the school and teacher education institutions are working.
3. Discuss the emerging dimensions of school and teacher education.
4. Elaborate the evolution of Education as a system during centuries.
5. Analyse the development of education and its various dimensions in different time periods.

Course Contents:

Unit-I: Evolution of Education as a System

- a) Education in Vedic and Post-Vedic Period, Buddhist Period and Pre-Medieval Period
- b) Education in Medieval India in the context of Cultural and Political Expansion
- c) Education in British Period, Policies and Impact on Indian Society and Mind
- d) Glimpses on Development of Education in Post-Independent Period.

Unit-II: Education as a Discipline in Global Context:

- a) Education as a System developed by the Society based on Social, Cultural, Political, Economic, and Technological Factors;
- b) Critical Analysis of Concepts, Principles, Theories, Assumptions and Contexts related to Issues that are unique to Education as a Discipline.
- c) Education in Ancient Greece and Arab
- d) Educational Development in Medieval World

Unit-III: Education as Interdisciplinary Knowledge:

- a) Interdisciplinary Nature of Education; Contribution of Language, Science and Technology to Education and Challenges Ahead;
- b) Role of Peace and Other Values in Education; Interrelation between Education and Development;
- c) Aims of Indian Education in the context of a Democratic, Secular, Egalitarian and a Humane Society.
- d) Education and Development and Democracy

Unit-IV: Authorities of Education:

- a) Role and Issues related to Control and Autonomy of School and universities
- b) Education by Academic Institutes, Educational Administration Government Agencies; Role of different Stakeholders such as Media, Technology, NGOs, Civil
- c) Society Groups, Teacher Organizations, Family and Local Community in School Education
- d) Historical Evolution of Educational Governance

Suggested Readings**Text Books:**

1. Alkeker (1957). Ancient Indian Education. Varanasi: Nanda Kishor Brother.
2. Dearden, R. F. (1984). Theory and practice in education. United Kingdom: Routledge K. Kegan & Paul
3. Mukherjee, R. K. (1974). Ancient Indian Education, Motilal Banarasidas
4. Dewey, J (1916/1977) Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.

References

1. Kabir, H. (1961). Indian philosophy of education. Bombay: Asia publication.
2. Kneller, G.F. (1971). Introduction to the philosophy of Education. New York, John Willey & Sons.
3. Peters R. S. (1967). The concept of education. United Kingdom: Routledge.
4. Bruner, J. S. (1996). The culture of education Cambridge, MA : Harward University Press.
5. Chatterjee, C: Vedantic Education, British Book Depot.
- 6.

Course:MA306: History of Education: India and World					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2					
3			Y		Y
4		Y			
5				Y	

**MASTER IN EDUCATION (M.A.)
(Tezpur University, Assam)**

Course Code: MA 307

Course Title: Statistics in Education

CORE PAPER

L	T	P	CH	Credit
3	1	0	4	4

LEARNING OUTCOMES OF THE COURSE:

After completion of the course the learner will be able to-

1. Acquire knowledge on the basics statistics by making valid generalizations from sample data
2. Demonstrate understanding by practical application of statistical reasoning
3. Acquire competency as well as recognize pitfalls in using statistical methodology and carry out effective research work for societal development
4. Greater appreciation for the importance of statistical literacy in today's rich data world
5. Develop skill to solve the problems using Excel and SPSS to conduct statistical analysis

COURSE CONTENT

Unit I: Fundamental of statistics

- a) Statistics: Meaning, Need and importance of statistics in education
- b) Branches of statistics, Nature of Educational Data, Scales of measurement
- c) Frequency Distributions: Compilation, Classification and Tabulation of data
- d) Graphical representation of data: histogram, frequency polygon, Ogive and other types of graphs

Unit II: Analysis of Univariate Quantitative data

- a) Organisation, Presentation and Analysis of data
- b) Measures of Central Tendency: Concept, Characteristics, Computation and its Uses
- c) Measures of Dispersion: Concept, Characteristics, Computation and its Uses
- d) Measure of Relative Position: Concept, Characteristics, Computation and its Uses (Standard Scores, Percentiles, Percentile Ranks, quartiles and outliers).

Unit III: Parametric Statistics

- a) Normal Probability Curve: Meaning, significance, Characteristics and applications
- b) t-test , Coefficient of Correlation, Regression Analysis
- c) Analysis of Variance (ANOVA): One-Way and Two-Way with equal and unequal cell size, Analysis of Covariance (ANCOVA) – One-Way and Two-Way: Assumptions, Calculations, & interpretations
- d) Multivariate Analysis of Covariance (MANCOVA) : Assumptions, Calculations, & interpretations

Unit IV: Non-parametric Statistics

- a) Non-parametric Tests: Meaning, assumptions, computation and uses of:
- b) Chi-square tests of equality and independence, setting up cross breaks for contingency table.

- c) Sign test: - Concept, Assumptions & Computation & uses.
- d) Use of Excel and SPSS Statistical package for Social Sciences

Activities/Practicum/Assignment

1. Collect any population data for real sources for the five years and analyse the data using graphical presentation
2. Prepare the report on system and functions of statistical organisations in India and its application in various sectors
3. Report the findings of any one selected data set of your own choice by apply relevant parametric technique

Suggested Readings

Text Books

1. Gupta. S.P.(2004).Statistical Methods (3rd edition), Sultan Chand & Sons, Educational Publishers ND.
2. Sharma, T.R. and Bhargava, V. (2005) Elementary Statistics in Education and Psychology Agra: Bhargava Book House.
3. Goon A.M., Gupta M.K. & Dasgupta B. (1994): An Outline of Statistical Theory (Volumes 1 & 2), World Press Publications

Reference Books

1. Henry.E.Garrett.(2009). Statistics in Psychology and Education (6th edition). Paragon international publishers Elhance, D.N. and Elhance, V. (2002).Practical Problems in Statistics. Allahabad: Kitab Mahel.
2. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn& Bacon.
3. Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.

Research Papers (Links)

1. Teach.R.D. & Tipton,E.J. (2007).Some Common Problems with Statistics in Papers and Presentations. available at:
https://www.researchgate.net/publication/235274679_Some_Common_Problems_with_Statistics_in_Papers_and_Presentations
2. Schulz, T. (2009), *Guidelines on the Presentation of Statistical Maps*, UNECE Work Session on the Communication and Dissemination of Statistics, Warsaw, available at:
<http://www.unece.org/stats/documents/ece/ces/ge.45/2009/crp.1.e.pdf>
3. Kennedy, D. (2007), *Research Paper: Data Visualization*, Canberra, Australian Bureau of Statistics, available at:
[http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/7F8E375FC22D26A5CA25731C0022DF1B/\\$File/1211055001_jul%202007.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/7F8E375FC22D26A5CA25731C0022DF1B/$File/1211055001_jul%202007.pdf).

Online/Web Resources/eBooks (Links)

1. [Selvamuthu, D & Das,D.\(2018\)](#) available at:

1. <https://www.pdfdrive.com/introduction-to-statistical-methods-design-of-experiments-and-statistical-quality-control-e187677799.html>
2. Stephen B.(2016). Statistical Methods for Quality Assurance: Basics, Measurement, Control, Capability, and Improvement.. available at: <https://www.pdfdrive.com/statistical-methods-for-quality-assurance-basics-measurement-control-capability-and-improvement-e158148845.html>
3. Jackson,(2010). Research Methods and Statistics. available at: <https://www.pdfdrive.com/research-methods-and-statistics-e20154756.html>

Course: MA 307- Statistics in Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y	Y		
3				Y	Y
4					
5					

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 308 CORE PAPER

Course Title: Curriculum Studies

L	T	P	CH	Credit
3	1	0	4	4

LEARNING OUTCOMES OF THE COURSE:

After completion of the present course, the students will be able to-

1. Identify and discuss the different concept, approaches and principles of curriculum.
2. Critically analyse the complexities behind curriculum design and organisation.
3. Explain the concept of Curriculum Development and describe various Scope and Types of Research in Curriculum.
4. Deliberate the nature and purpose of Curriculum Implementation.
5. Explain the various models of curriculum evaluation.

COURSE CONTENT

Unit I: Fundamentals of Curriculum

- a. Concept, Approaches (Behavioural, Managerial, System, Academic, Humanistic and Postmodern) and Principles of Curriculum
- b. Current Issues and Trends in Curriculum Organization and Development
- c. Foundation of Curriculum (Philosophical, Psychological, Sociological and Historical foundation)
- d. Role of National level Statutory Bodies in Curriculum Development

Unit II: Curriculum Design and Organisation

- a. Meaning, concept and Components of Curriculum Design (sources of curriculum design)
- b. Design dimension considerations (Scope, Sequence, continuity, Integration, Articulation and Balance);
- c. Representative curriculum design (Subject centred, learner centred and problem centred)
- d. Types of Curriculum Material and Aids; Role of Curriculum Support Materials

Unit III: Curriculum Development and Research

- a. Meaning, concept of curriculum development
- b. Technical scientific Approach (The models of Bobbit and Charters, The Tyler model, The Taba Model, The Backward Design Model, The Task Analysis Model) & Non-technical-Non-scientific approach (The Deliberation Model, Slattery's Approach, Doll's Model)
- c. Enacting Curriculum Development (Generating Aims, Goals and Objectives, Selecting Curriculum Content, Selecting Curriculum Experiences, Selecting Educational Environments, the Final Synthesis)
- d. Participants in Curriculum Development (Teachers, Students, Principals, Curriculum Specialists, Assistant Superintendents, Superintendents, Boards of Education, Lay Citizens, Government, State Agencies, Regional Organisations, Other participants etc.)

- e. Scope and Types of Research in Curriculum

Unit IV: Curriculum Implementation and Curriculum Evaluation

- a. The nature of curriculum implementation (Incrementalism, Communication and Support), Implementation as a Change Process (Types of Change, Resistance to change, Stage of Change)
- b. Curriculum Implementation models (Modernist Models, Post-modernist Models) & Factors affecting Curriculum Implementation (Students, Teachers, Supervisors, Principals, Curriculum Directors, Curriculum Consultants, Parents and Community members etc.)
- c. Instructional Techniques and Media in Enhancing Curriculum implementation
- d. Nature, purposes and Approaches to Curriculum Evaluation & Models of Curriculum Evaluation (Scientific Models, Modernist Models and Humanistic Models, Post-modernist Models)

Activities/Practicum/Assignment

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1. Critical analysis of the models of curriculum design: traditional and contemporary models
 2. Conduct a debate/seminar/panel discussion on various role of national level statutory bodies in curriculum development
 3. Prepare a report on the recent research on curriculum development.
-

Suggested Readings and Resources

Text Books

1. Allan C. Ornstern. & Francis P. Hunkins, (2018): Curriculum: Foundation, Principles, and Issues, Pearson Education Limited, Edinburgh Gate, England,
2. Aggarwal. D., 2007. Curriculum Development Concepts Methods and Techniques. Neha Publisher and Distributor.
3. Sharma. P. 2011. Curriculum Development. APH Publishing Corporation.
4. Curriculum Reform – B.D. Bhatt, Kanishka Publishers, New Delhi.

Reference Books

1. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). Contemporary Issues in Curriculum. Allyn & Bacon.
2. Slattery (1995): Curriculum development in postmodern Era. (Critical Education & Practice).
3. Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam- Kanishka Publisher, New York.
4. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.
5. Allan C. Ornstein and Francis P. Hunkins (2008). Curriculum: Foundations, Principles, and Issues, United States.

Research Papers (Links)

1. https://www.researchgate.net/publication/322384140_SYNTHESIS_OF_MODERN_CURRICULUM_STUDIES/link/5a56f1d1aca272bb69640349/download
2. https://www.researchgate.net/publication/258023165_ROLE_OF_TEACHERS'_IN_CURRICULUM_DEVELOPMENT_FOR_TEACHER_EDUCATION/link/02e7e526a17760141a000000/download
3. https://www.researchgate.net/publication/337648946_Curriculum_studies_in_context

Online/Web Resources/eBooks (Links)

1. <http://14.139.60.153/bitstream/123456789/7382/1/IMPROVEMENTS%20OF%20CURRICULUM%20IN%20INDIAN%20SCHOOLS%201959-D2985.pdf>
2. https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf
3. https://shodhganga.inflibnet.ac.in/bitstream/10603/119799/7/07_chap-i.pdf

Course:MA308: Curriculum Studies					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y	Y			
2					
3			Y		Y
4				Y	
5					

ELECTIVE PAPERS

M.A. IN EDUCATION (Tezpur University, Assam)

Course Code: MA-309 ELECTIVE PAPER

L	T	P	CH	Credit
2	1	1	5	4

Course Title: **Open and Distance Learning**

LEARNING OUTCOMES OF THE COURSE:

After the completion of course the student will be able to:

1. Explain the nature and need of Distance Education in the present day Indian Society.
2. Describe the growth and innovation in various facets of open and distance education.
3. Apply different kinds of information and communication Technologies (ICT) and apprise them with their use in teaching-learning process.
4. Explain various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
5. Evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education Programmes

COURSE CONTENT

Unit 1. Distance Education and its development

- a. Meaning, Need and characteristic features of Distance Education. Growth and innovation in various facets of open and distance education
- b. Theories of Distance Education: Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter), Theory of Guided Didactic Conversation (Borje Holmberg), Theory of Significance of Two way Postal communication (John A Baath), Theory of Human element in an industrialized form of Learning and Teaching (David Sewari).
- c. Distance Education in the Globalizing Era: Critical Analysis on the Promise and Reality
- d. Distance Teaching-Learning systems in India

Unit 2. Intervention strategies at a distance

- a) Electronic media and Mass Media in distance Education
- b) Modalities of Distance Education- Correspondence courses, Open Schools and Universities, Education Broadcast: TV and Radio, CAI.
- c) Curriculum Transaction : Instructional Systems, Instructional Techniques and Materials, Role of Distance Teachers in Distance Education
- d) Information and Communication Technologies and their application in Distance Education. Designing and preparing self-instructional material in Distance Education

Unit 3. Learning at a Distance

- a) Planning And Management of Distance Education
- b) Student-support-services in Distance Education and their management.
- c) Technical and vocational programmes through Distance Education.

- d) Programmes for women through Distance Education. Role of Distance Education in Rural Development.

Unit4. Quality Enhancement and Programme Evaluation

- a) Mechanisms for maintenance of standards and Quality assurance in Distance Education.
- b) Techniques and Tools of Programme evaluation in Distance Education
- c) Cost analysis in Distance Education
- d) Training and Staff Development for Distance Education: A Strategic Perspective
- e) New Dimensions in Distance Education – promises for the future

Activities/Practicum/Assignment

1. Develop appropriate learning materials/course for distance learning in Regional context.
 2. Evaluate training sessions and programmes in Distance Education.
 3. Enlisting of activities showing the integration of technology in distance education institutions.
-

References and Resources (Text Books Links)

Text Books:

1. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
2. Rao, V. K., Distance Education, New Delhi: A.P.H. 2004.
3. Rao, V. K., Encyclopaedia of Educational Development: Distance Education, New Delhi: A.P.H. 2002.
4. Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
5. Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,.

Reference Book

1. Singh, U. K., Non-Formal and Continuing Education New Delhi: Discovery (DPH), 2001.
2. Rao, Digumarthi Bhaskara, ed., International Guidelines on Open and Distance Teacher Education New Delhi: Discovery (DPH), 2004.
3. Holmberg (1995). *Theory and practice of distance education*. New York, NY: Routhledge.
4. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
5. Rudestam & Schoonholtz-Read. (2002): Handbook of Online Learning. Delhi: Sage Publications.

Online/Web Resources/eBooks (Links)

1. Rao, N. (2020). "Envisioning the Future of Open and Distance Learning System in India". *Reimagining Indian Universities*. Association of Indian Universities, New Delhi. https://www.aiu.ac.in/documents/AIU_Publications/Reimagining%20Indian%20Universities/20.%20Envisioning%20The%20Future%20of%20Open%20and%20Distance%20Learning%20System%20in%20India%20by%20Nageshwar%20Rao%20VC,%20Indira%20Gandhi%20National%20Open%20University,%20New%20Delhi.pdf

2. Bordoloi, R. (2018), "Transforming and empowering higher education through Open and Distance Learning in India", *Asian Association of Open Universities Journal*, 13(1), 24-36. <https://doi.org/10.1108/AAOUJ-11-2017-0037>
3. Ansari, M. M. (1993). The Role for Distance Education in India: Quality, Opportunity and Cost- Effectiveness. *Industry and Higher Education*, 7(2), 104–110. <https://doi.org/10.1177/095042229300700207>

MA309 (Open and Distance Learning)					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1		Y			
2	Y				
3					Y
4				Y	
5			Y		

M.A.EDUCATION
(Tezpur University, Assam)

Course Code: MA-310 **ELECTIVE PAPER**

L	T	P	CH	Credit
3	1	0	4	4

Course Title: Human Rights, Peace & Value Education

LEARNING OBJECTIVES OF THE COURSE:

On completion of the course, it is expected that the students will be able to:

1. Analyse the concept of human rights, peace and value education.
2. Critically analyse the role of various agencies in promoting human rights education.
3. Critically evaluate the role of Parents, Teachers, Society, Government etc. in protecting human rights and fostering values.
4. Discuss the role of education in promoting human rights and value education.
5. Apply different activities and strategies for inculcating peace and value education

COURSE CONTENT

Unit-I: Introduction to Human Rights, Peace and Value Education

- a. Concept of human rights, need and significance of human rights education
- b. Human Rights and Indian Constitution- Constitutional Values of India, Promotion of Social Justice and Human Welfare.
- c. Concept of Peace, Understanding Peace in the Individual, Social and International context.
- d. Concept and Nature of values, Role of value education in the present emerging Indian society

Unit II: Approaches and Agencies of Human Rights Education

- a. Human Rights in National and International Context.
- b. Human Rights Education at various levels- Primary, Secondary, Higher Secondary, University levels in 21st century.
- c. Agencies for Protection and Promotion of Human Rights including UN, Central and State Governments, NGOs etc.
- d. Role of Educational Institutions, Family, Peer-group, Religious and Social Organisations towards Human Rights.

Unit III: Approaches and Strategies of Peace Education

- a. Contribution of the following Great Educational Thinkers in Peace Education and their Educational Implications
 - Rabindranath Tagore
 - Mahatma Gandhi

- Aurbindo
 - Swami Vivekananda
- b. Strategies in Peace Education, Preparation of teachers for Peace education
 - c. Role of Life Skills Education- Mental health in peace education
 - d. Programmes of Peace Education Initiative at various levels of Education, Role of National and International Institutions

Unit IV: Approaches and Strategies for Inculcation of Values

- a. Methods of fostering values among learners
- b. Need of Orientation in Value Education to learners.
- c. Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities).
- d. Role of Educational Institutions, Media, Family, Peer-group, Religious and Social Organisations towards Value education.

Activities/Practicum/Assignment

1. Conduct a debate/seminar/panel discussion on a human rights violations and the society.
2. Develop/ compile stories with values from different sources and cultures.
3. Write a report on values promoted through textbooks.
4. Exploring possible strategies of resolving commonly-experiences conflicts
5. Develop an action plan for peace in school and local community

Suggested Readings

Text Books

2. Aggarwal, J.C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
3. Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd.
4. S.P Ruhela and Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd.,Hyderabad.
5. Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.

Reference Books

1. Dhand, H. (2000). Teaching Human Rights: A Handbook for Teacher Educators. Bhopal: Asian.
2. Dhokalia, R.P. (2001). External Human Values and world Religions, New Delhi, NCERT.
3. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
4. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.

5. Mehta, P.L. and Neena Verma, (1995). Human rights under the Indian constitution. New Delhi: Deep and Deep Publications.
6. Shukla, R.P. (2004). Value Education and Human Rights. New Delhi: Sarup and Sons
7. V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi.
8. Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.

Research Papers (Links)

1. https://www.researchgate.net/publication/274908579_Human_Rights_Education
2. https://www.researchgate.net/publication/327078996_Human_Rights_and_Right_to_Education_in_India
3. https://www.researchgate.net/publication/241123200_Education_in_Terms_of_Human_Rights

Online/Web Resources/eBooks (Links)

1. <http://hrlibrary.umn.edu/edumat/pdf/hreh.pdf>
2. http://syllabus.b-u.ac.in/syl_college/ug_ve.pdf
3. [http://www.stjosephstup.org/naac/1.3.1.Syllabus\(3Papers\).pdf](http://www.stjosephstup.org/naac/1.3.1.Syllabus(3Papers).pdf)
4. https://ncert.nic.in/pdf/publication/otherpublications/Framework_educationCOMPLETE_BOOK.pdf
5. https://ncert.nic.in/depfe/pdf/Framework_educatioSn.pdf
6. http://cbseacademic.nic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

Course: MA-310: Human Rights, Peace and Value Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1.	Y			Y	
2.			Y		
3.					Y
4.		Y			
5.					

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 311 ELECTIVE PAPER
Course Title: Education for Sustainable Development

L	T	P	CH	Credit
3	1	0	4	4

LEARNING OUTCOMES

On completion of the course, it is expected that the students will be able to:

1. Distinguish various dimensions of Sustainable Development and their relation to Education.
2. Comprehend the issues and policies in environmental protection
3. Comprehend the meaning and concept of Education for Sustainable Development (ESD) in Indian and global context.
4. Understand the need and importance of Education for Sustainable Development in Global Scenario
5. Elaborate International and National policies for Sustainable Development.

COURSE CONTENT

Unit-I: Course Understanding Sustainable Development

- a) Meaning, Nature and scope, Sustainable Development and Sustainability
- b) Idea of Sustainable Development Brundtland Commission 1987, its historical development and current trend,
- c) Environmental Education to Sustainable Development, Major Components, and Need of Sustainable Development
- d) Sustainable Development Goals (SDGs)

Unit II: Dimensions of Sustainable Development

- a) Quality of Life, Peace, Equality, Justice and Human Rights, Democratic Leadership, Freedom
- b) Development, Employment, Growth with Stability, R&D, issues in health and Education
- c) Interrelating all living- non-living things, Resources and Life support systems, Life Skills, Environmental protection
- d) Sustainable Development by UNESCO; Local and Global culture, Learning to live together

Unit-III: Environment and Sustainable Development

- a) Need for environmental management and its relation to development;
- b) Aspects: ethical, economic, technological and social Legal provisions for environmental management
- c) Approaches for economic policies, environmental indicators, setting of standards, information exchange and surveillance.
- d) Role of society in development and environment

Unit-IV: Contemporary Issues and Challenges

- a) Environment pollution (soil, water and air); ozone layer depletion, greenhouse effect, hazard and disaster, disaster management
- b) Degradation of natural resources, population explosion and related problems and sustainable development

- c) Energy crisis and sources of non-conventional energy
- d) Climate Change and its impact on Global environment, COVID-19 and other Pandemic Issues

Suggested Readings

Text-Books:

1. Roger Firth, Maggie Smith (2017) *Education for Sustainable Development, What was achieved in the DESD?*, London: Routledge
2. Kerry Shephard (2015) *Higher Education for Sustainable Development*, New York: Palgrave Pivot
3. Anastasia Nikolopoulou, Taisha Abraham, Farid Mirbagheri (2014) *Education for Sustainable Development, Challenges, Strategies and Practices in a Globalizing World*: SAGE

References:

Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal

Kalam, A.P.J. (2002). *Ignited Minds*, London: Penguin Books

Kalam, A.P.J. (2011). *Target Three Billions-A Journey Through Challenges*, London: Penguin Books

NCERT. (2004). *Environmental Education in Schools*. New Delhi: NCERT Publication

Report of Brutland Commission (1987) on Sustainable Development. Paris: UNESCO

Salamatullah. (1979). *Education in Social context*. New Delhi: NCERT.

Sen, A. (2006). *Identity & Violence-The Illusion of Destiny, History and Identity*, London: Penguin

Sen, A. (1999). *Development as Freedom*. New York: K. Knopf

Tewari, D.N. (2009). *Sustainability Crisis*. New Delhi: Ocean Books

UNESCO. (2014). *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development*. Paris, France: UNESCO Publication

UNESCO. (2012). *Education for Sustainable Development Source Book*. Paris: United Nations Educational, Scientific and Cultural Organization Publication

Course: MA-311: Education for Sustainable Development					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2			Y		
3					
4		Y			
5				Y	

M.A. IN EDUCATION (MA)
(Tezpur University, Assam)

Course Code: **MA 312 ELECTIVE PAPER**

L	T	P	CH	CR
2	1	1	5	4

Course Title: **ICT in Education**

LEARNING OUTCOMES OF THE COURSE:

After the completion of course the student will be able to:

1. Describe the scope of ICT and its applications in teaching learning.
2. Appraise the means of ICT integration in teaching learning.
3. Demonstrate the computer components and software and hardware approach in education.
4. Know the instructional applications of Internet and web resources.
5. Elaborate the process of using the application software for creating documents, database, presentation and other media applications.

COURSE CONTENT

Unit-I: Information and Communication Technologies – an Introduction

- a) Information and Communication Technology Basics
- b) Nature and scope of Information and Communication Technology
- c) Information and Communication Technologies in Teaching Learning
- d) Applications of Information and Communication Technologies in Classroom and School management

Unit- II: Computer Fundamentals: Hardware & Software

- a. Introduction to a personal computer: It's parts and functions
- b. Operating system: Windows/Linux/UNIX
- c. Securing data: Threat from, sources of and protection from viruses and worms
- d. Anti-plagiarism software, Search Engines

Unit-III: Internet and the World Wide Web

- e. Internet and the Web
- f. Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- g. Securing the computer from viruses, worms and other internet attacks
- h. Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups

Unit-IV: ICT Applications in Education

- e. Word Processors and Word Processing,
- f. Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in the classroom
- g. Presentations: Common features of presentations, their functions and use; Using presentations in the classroom
- h. Online Learning, online courses and learning management systems

Practicum

- d. Critical analysis of ICT based Teaching aids and their applications in instruction and learning
- e. Preparation and presentation of slides for teaching any topic of ICT.
- f. Construction of multimedia-based learning material.

Suggested Readings

Text Books

4. Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
5. Conrad, Kerri (2001) *Instructional Design for web – based Training* HRD Press.
6. Mallik, Utpal et al. (2001): *Leaning with Computers Level – III*. NCERT New Delhi.

Reference Books

9. Lee, William W; Diana L Owens (2001) *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.
10. P K Sinha. (1990): *Computer Fundamental*.
11. Bose K Sanjay (1996): *Hardware and Software of Personal Computer*.
12. Conrad, Kerri (2001), *Instructional Design for Web – Based Training* HRD Press.
13. Horton, W (2001): *Designing web-based Training* John Wiley & Sons.

Online/Web Resources/eBooks (Links)

- <http://www.libraries.psu.edu/>
- <http://www.searchenginewatch.com>, (ALTA VISTA, EXCITE, HOTBOT, INFOSEEK)
- <http://www.teacher.net>

Course: MA 312: ICT in Education						
Matrix of Course Outcomes with Programme Outcomes						
Course Outcome No.	P01	P02	P03	P04	P05	
1	Y					
2	Y					
3	Y	Y	Y		Y	
4	Y	Y	Y		Y	
5	Y	Y		Y	Y	

**M.A. IN EDUCATION
(Tezpur University, Assam)**

Course Code: MA 313 PRACTICUM

Course Title: Research Proposal and Review Presentation

L	T	P	CH	Credit
1	0	1	3	2

LEARNING OUTCOMES OF THE COURSE:

At the completion of this course students will be able to:

1. Identify and create the key components of a research proposal and review writing
2. Accumulate the critical scientific information related to the research proposal
3. Demonstrate writing skills by writing, a clear, concise research proposal with scientifically defensible objectives.
4. Understand the underlying concepts and principles of misconduct and plagiarism in Research
5. Write how to collect, critique, and interpret peer reviewed research through the creation of a literature review.

Unit-I: Review and Proposal

- a) What is Literature Review, Sources and Steps of Writing review, Standard Requirements of a Dissertation Proposal,
- b) The Topic and Researchable areas for study
- c) Definition of the Problem Statement and its importance as the foundation of the dissertation, Review of the Literature for the Study
- d) The Theoretical Model Used

Unit-II: Report Writing & Plagiarism Check Tools

- a) Introduction Importance of report writing in academics and research. Various kinds of academic and research activities. Necessity of report writing for achievement of academic and research goals.
- b) Various kinds of reports / presentations. Characteristics of academic and research reports / presentations. Research paper writing Types of research papers, Structure of research papers, Research paper formats, Abstract writing, Methodology, Results and discussions,
- c) Different formats for referencing, Thesis writing Structure of a thesis, Scope of the work, Literature review,
- d) Plagiarism and Academic Research Writings Plagiarism Check Tools

Suggested Readings

Text Books:

1. Babbie, E. (2010). The practice of social research (Twelfth Edition). Belmont: Wadsworth.
2. Best, J. (2001). Damned lies and statistics. Berkeley: University of California Press. Publications Manual of the American Psychological Association (6th ed.). (2010). Washington D.C.: American Psychological Association. Recommended:
3. Ivers, M. (2010). Random House Guide to Good Writing. Random House Digital, Inc.

References

1. Eisenstein, Elizabeth L. The Printing Revolution in Early Modern Europe (CantoClassics Edition). 2nd ed. Cambridge: Cambridge University Press, 2012. Print.
2. Gutjahr, Paul C. An American Bible: A History of the Good Book in the United States, 1777-1880. Stanford: Stanford University Press, 1999. Print.
3. Striphas, Ted. The Late Age of Print: Everyday Book Culture from Consumerism to Control. New York: Columbia University Press, 2009. Print
4. Pan, M. L. (2013). Preparing literature reviews: qualitative and quantitative approaches. Pyrczak Publishing.
5. Abbot, Craig S., and William Proctor Williams. An Introduction to Bibliographical and Textual Studies. 4th ed. MLA, 2009. Print.

Course: MA313: Research Proposal and Review Presentation					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2				Y	
3		Y			
4					Y
5			Y		

Open Elective-II

CBCT

SEMESTER-IV

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA405 CORE PAPER

L	T	P	CH	Credit
2	1	1	5	4

Course Title: Educational Administration and Management

LEARNING OUTCOMES OF THE COURSE:

After completion of the present course, the students will be able to-

1. Describe the concept and process of educational management and administration.
2. Explain various theories of educational management and administration.
3. Describe various issues in educational administration.
4. Describe various theories and styles of education leadership and implement the various styles of leaderships as teacher.
5. Explain the concept, approaches and process of Educational Planning and Educational Financing.

Unit 1. Educational administration and Management: Concept and Scope

- a) Concept of Educational Administration, Scope and function of Educational Administration
- b) Concept of Educational Management and Stages in the Management Process
- c) Theories of Management (Classical, Neo-Classical and Modern and their implications for Education
- d) Difference between Administration and Management

Unit 2. Issues and Problems of Educational Administration

- a) Administrative Structure of Education at different levels
- b) Issues in Educational Administration – Centre, state and local bodies.
- c) Centralization and decentralization in India, state and private enterprise.
- d) existing problems of administration in India, external controls and internal controls

Unit 3. Educational Leadership

- a) Concept, and qualities of Educational Leadership
- b) Theories and Styles of educational leadership
- c) Leader as a teacher and Teacher as a leader.
- d) Role of School Principal and Head master.

Unit 4. Educational Planning and Finance

- a) Meaning, Need, nature scope and principles of Educational Planning.
- b) Different approaches of Educational Planning.
- c) Process of Educational Planning.
- d) Educational Finance-Sources of income, centre, state and local bodies

Activities/Practicum/Assignment

1. Visit to school and prepare a report on school administration, School planning and school financing.
2. Interview of School administrator
3. Action research of any one administrative problem of school
4. Presentation of any topic from the syllabus

Text Books:

1. Kimbrough, R.B & Nunnery, M.Y. (1988). Educational Administration- an Introduction, Macmillan publishing Company, New York.
2. Bhatnagar, R.P. & Agrawal, V. *Educational Administration Supervision, Planning and Financing*. Meerut: R. Lall Book Depot.
3. Tilak, J.B.G. (1992). *Educational planning at Grassroots*. New Delhi: Ashish Publications.

Reference Books:

1. Mukhopadhaya, M. (2006). *Total Quality Management and Education*. New Delhi : Sage Publications.
2. Fadia, B.L & Fadia, K. (1997). *Public Administration-Administrative Theories*, Shitya Bhawa, C 17, Site C, Skandra industrial Area, Agra (UP).

MA405: Educational Administration and Management Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2	Y	Y			
3	Y	Y			
4	Y	Y	Y		
5	Y	Y	Y		

M.A. IN EDUCATION
(Tezpur University, Assam)

Course Code: MA 406 CORE PAPER
Course Title: Politics and Economics of Education

L	T	P	CH	Credit
3	1	0	4	4

LEARNING OUTCOMES:-

The students will be able to:

1. Explain the basic concepts of economics of education
2. Describe the concept of education as a major determinant of economics development
3. Elaborate the concepts, principles of Financing Education
4. Define the concept of Budgeting
5. Evaluate the relation between Democracy and Education

COURSE CONTENT

Unit-I: Economics of Education

- a. Meaning, Aims , Scope and Significance, Education as Consumption and Education as Investment
- b. Education and Economics Development Recent Trends in Economics of Education;
- c. Economic Growth and Economic Development; Education as a Prerequisite to Economic Development;
- d. Cost of Education, Components of Educational costs

Unit- 2 Educational Finance

- a. Concept of Educational Finance , Principles of Financing Education, Difference between Cost-Benefit and Cost-Effectiveness
- b. Analysis; Input-Process-Output Model of Educational Production System. Economic returns to Higher Education,
- c. Cost analysis in education (Social & Private, Opportunity Cost, Unit Cost); Concept of Cost Consciousness in Education; External and
- d. Educational finance at Micro and Macro Levels, Concept of Budgeting

Unit-II: Education and Human Capital:

- a) Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; Process of Human Capital Formation; Human Capital Theory;
- b) Quality of Life And Economic Growth;
- c) Investment Criteria on Education; Rate of Return;
- d) Quality of Life And Economic Growth; Investment Criteria on Education; Rate of Return

Unit-III: Education and Politics

- a) Concepts of Human Development Index (HDI); Millennium Development Goals (MDG);
- b) The 'relevance' of man power planning in education;
- c) Political Economy and Education,
- d) Education and Democracy, Educational Policies and their Political Concerns

Text-Books

1. Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.
2. Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
3. Vaizey John. (1962). Economics of Education. London: Faber & Faber.
4. Natrajan, S. (1990) Introduction to Economics of Education, New Delhi: Sterling Publishers,
5. Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications

References

1. Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.
2. Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.
3. Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT
4. Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.
5. Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
6. Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.
7. Alex, V. Alexander(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi.
8. Kneller, G.F. (1968) Education and Economics Thought, new York, John Wiley and Sons INC
9. Nagpal, S.C. and Mital A.C.(1993) Economics of Education, Sterling Publishers Pvt.Ltd., New Delhi.

Course:MA406: Politics and Economics Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1					
2	Y				
3			Y		
4				Y	
5		Y			

M.A. EDUCATION
(Tezpur University, Assam)

Course Code: MA407 ELECTIVE PAPER

L	T	P	CH	Credit
2	1	1	5	4

Course Title: Principles and Techniques of Teaching

Learning Outcomes:

At the completion of course the students will be able to:

1. Understand the fundamentals of teaching and various theories of teaching and learning.
2. Develop the teaching skills and competencies.
3. Clearly design their personal approach to instruction.
4. Identify a variety of teaching methods.
5. Implement Modern trends for effective teaching and learning into a classroom setting.

COURSE CONTENT

Unit 1: Fundamental of Teaching

- a) Teaching: nature, objectives and characteristics and allied concepts
- b) Variables of teaching, Phases of teaching and Levels of Teaching
- c) Factors affecting teaching
- d) Maxims and Principles of teaching

Unit 2: Theories of Teaching and Learning

- a) Theories of teaching; Behaviourism and Cognitivism, constructivism
- b) Developmental Theory of Learning (Jean Piaget),
- c) Discovery Approach to Learning (J.S. Bruner.),
- d) Meaningful Verbal Learning (David Ausubel.)

Unit 3: Teaching Competencies

- a) Teaching Effectiveness and Teacher Competencies
- b) Recent development in the field of Interaction analysis. Application of Interaction analysis to Teaching.
- c) Teaching Skills: Explaining, questioning, stimulus variation, illustration with examples, reinforcement, achieving, Closure, etc. integration of different skills
- d) Teaching Strategies: autocratic style, permissive style, democratic style

Unit 4: Methods of Teaching at the Tertiary Level

- a) Teacher Centred-lecture, demonstration, team-teaching. Learner Centred – Programmed Learning, Personalized System of Instruction, Computer Assisted Instruction.
- b) Other Methods – Seminar, Workshops, Tutorials, Brain storming, Role Plays, Group Discussion, Projects.
- c) Modern trends for effective teaching and learning (Blended learning, Flipped classrooms, Web Based Learning, Open Educational Resource etc.)
- d) Types of Teaching Aids and their value and use in Classroom Instruction.

Activities/Practicum/Assignment

-
1. Prepare and organise an activity based on any method of teaching.

2. Conduct a survey regarding the innovative teaching methods followed by teachers in different educational institutions.
3. Write a report on any two Theories of Teaching and Learning and their implication for classroom transaction.

Suggested Readings

Text Books

1. Joyce, B., Weil, M., & Calhoun, E. (2009). Models of teaching (8th ed.). Noida: Pearson India.
2. Wales, C. E., & Stager, R. A. (1978). The Guided Design Approach. Englewood Cliffs, N. J.: Educational Technology Publications.
3. Loughran, John (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. New York: Routledge.
4. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
5. Roblyer, M.D. (2006). Integrating educational technology into teaching. (4th ed.). Upper Saddle River, NJ: Pearson Education, Merrill.

Reference Books

1. Joyce, B., & Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
2. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
3. Bhatia, K.K. & Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
4. Puri, Usha, Teaching Techniques, ND: Pragun, 2006.
5. Kochar, S.K. (2009). Methods and Techniques of Teaching. New Delhi, Sterling Publishers.

Online/Web Resources/eBooks (Links)

1. http://www.ijonte.org/FileUpload/ks63207/File/chapter_3.pdf
2. <http://www.igntu.ac.in/eContent/BEd-02Sem-DrShikhaBanarji-teaching%20and%20learning.pdf>
3. <https://www.tandfonline.com/doi/abs/10.1080/00221325.1980.10534102>

MA 407 (Principles and Techniques of Teaching)					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3			Y		
4				Y	
5					Y

M.A. EDUCATION
(Tezpur University, Assam)

Course Code: MA-408 ELECTIVE PAPER

L	T	P	CH	CR
2	1	1	5	4

Course Title: Educational Guidance and Counselling

LEARNING OUTCOMES OF THE COURSE:

After the completion of this course, the student:

1. Describes the concept, nature, types, principles, scope of guidance & counselling, and provides the rationale for an integration between guidance and curriculum.
2. Critically analyses the role of guidance while selecting, working and using social media platforms.
3. Compares the various approaches to counselling, selects the appropriate approach (es) & technique(s) for dealing with identified cases requiring help through counselling.
4. Describes the use of different tools, techniques of guidance & counselling for holistic understanding of the learner and demonstrate skills for administering, scoring, interpreting and analysing test results for providing guidance and counselling to the students.
5. Identifies the characteristics of differently abled students, and describe the significant role of parents, a guidance counsellor and teachers in facilitating the development of differently abled Students.

COURSE CONTENT

Unit -1: Understanding Guidance, Education and Curriculum

- a) Guidance: Concept, Nature, Need, Principles, and Scope of Guidance
- b) Types of Guidance: Educational, Vocational/Career, and Personal
- c) Guidance & Curriculum: Integration of Guidance & Curriculum, Guidance through school Curriculum, Guidance and Classroom Learning
- d) Guidance & Other Curricular Areas, Guidance & Social media

Unit -2: Understanding Counselling, Counselling Process, Approaches and Skills

- a) Counselling: Concept, Purpose, Principles, and Scope of Counselling
- b) Types of Counselling: Individual & Group Counselling, Peer Counselling, Multicultural Counselling etc
- c) Major Approaches to Counselling
- d) Counselling Process, Basic Counselling Skills of an Effective Counsellor, Characteristics of Good Counselling

Unit -3: Tools and Techniques of Guidance and Counselling

- a) Testing Techniques: Psychological Tests (Intelligence Tests, Aptitude Tests, Attitude Scale, Achievement Test, Autobiography, Interest Inventory, Study Habit inventory, and Personality Test.

- b) Non-Testing Techniques: Anecdotal Record, Cumulative Record, Rating Scales, Observation, Role play, Case study, Questionnaire and Interviews.
- c) Various Counselling Interventions: Behavioural, Cognitive and Transactional, Role of Teacher as Counsellor

Unit- 4: Implications of Guidance and Counselling

- a) Guidance for Differently abled Students (Divyaangjan): Meaning, Types, Identification & Characteristics of Differently abled Students; Guidance for Differently Abled Students
- b) Role of Teacher, Guidance Personnel in Promoting Mental Health of Students at School, Strategies for the Promotion of Mental Health of Students
- c) Sources & Effects of Stress, Coping Strategies for Dealing with Stress.

Engagement with the Field/Practicum: any one of the following activities:

1. Identify topics for a class talk and prepare a detailed outline of the class talk.
2. Try to identify some students in nearby school who may have counselling needs and try to put these needs into areas like physical, educational, social, emotional and career related.
3. Conduct a survey of the problems that are most prevalent in schools which need immediate attention of a guidance counsellor and prepare brief report.
4. Conduct Case study of any child with special needs / behavioural problems.
5. Visit to schools of different nature (government/private; rural/urban) and observe the culture of the school, identify the specific guidance needs of the learners and prepare guidance & counselling programme keeping in view the needs of the learners.
6. Identify personal-emotional/social cases for group counselling/individual counselling and plan the counselling sessions.
7. Administer a test and interpret any one of the following tests on students/peer group: Intelligence Test/ Interest Inventory / Aptitude Test / Attitude Test/Creativity Test.
8. View any two movies out of the following: 1. Taare Zameen Par (2007), 2. Stanley Ka Dhaba (2011), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. I Am Kalam (2011) 6. Ordinary People (1980) 7. Nil Battey Sannata (2015). Discuss the content, characters and messages, issues and concerns expressed in these movies.
9. Interact with the counsellor to understand the process of the counselling, nature of problems of the students and prepare a report.
10. Collect articles related to problems of students such as aggression, violence, crime, rape, suicide, drug abuse, HIV/AIDS, conflict within families or neglect due to single or divorced parents etc. Highlight the proactive role of parents, teachers, and counselling by counsellors.

Suggested Readings

Text Books

1. Shrivastava, K.K. (2003). Principles of Guidance and Counselling. New Delhi: Kaniska Publication.
2. Narayana Rao, S. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill Publishing Co Ltd.
3. Chauhan, S.S. (2004). Principles and Techniques of Guidance. New Delhi: Vikash Publishing House.

4. ndu Dave, (1984).The Basic Essentials of Counselling. New Delhi : Sterling Publishers Pvt Ltd.

Reference Books

1. Chaturvedi, R. (2013). Guidance and Counselling Techniques. Neha Publisher and Distributors.
2. Aggarwal, R. (2010). Elementary Guidance and Counselling. New Delhi: Shipra Publication.
3. Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education. New Delhi: Sterling Publications.
4. Jones, Nelson (2005). Practical Counselling and Helping Skills, 5th Edition, London: Sage Publications.
5. Robert L. Gibson and Marianne H. Mitchell, (2006). Introduction to Counselling and Guidance, New Delhi, Prentice Hall of India Private Limited.
6. Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education, New Delhi: Prentice Hall of India Private Limited.
7. NCERT (2008) Module-1: Introduction to Guidance
8. NCERT (2008) Module-2: Counselling Process and Strategies
9. NCERT (2008) Module-3: Guidance for Human Development and Adjustment
10. NCERT (2008) Module-10: Developing Mental Health and Coping Skills

Online/Web Resources/Websites/eBooks (Links):

- https://www.researchgate.net/publication/258701982_Concept_of_personality_Indian_perspective/link/57ebd9cd08ae93b7fa957206/download
- www.researchgate.net/publication/340389534_School_Counselling_in_India/link/5e863af392851c2f527793ba/download
- <https://youtu.be/GAcmqpFERzs>
- <https://youtu.be/AOkVH-8zn5A>
- <https://youtu.be/T6gTX08fpIM>
- <https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/promoting-mental-health.aspx>

Course:MA408: Educational Guidance and Counselling					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2			Y		
3					
4				Y	
5					

M.A. EDUCATION
(Tezpur University, Assam)

Course Code: MA 409 ELECTIVE PAPER

L	T	P	CH	Credit
3	1	0	4	4

Course Title: Indian Intellectual Traditions

LEARNING OUTCOME OF THE COURSE IS TO-

After Completion of the course the students will be able to-

1. Explain the concept of knowledge verses Education
2. Describe the history of Indian Intellectual Traditions
3. Analyze the Importance Heritage of Indian Spiritual and Intellectual Achievements.
4. Learn the skills of performing Arts as reflected in Indian Traditions
5. Explore different dimensions of knowledge in interdisciplinary areas

COURSE CONTENT

Unit-I: Ancient Indian Traditions

- a) The Vedas, and their relevance
- b) Upanishads: the Philosophical Discourses
- c) The Epics (*Ramyaana & Mahabharat*) and *Srimad Bhagvadgita*: Social Relevance
- d) Guru-Shishya Parampara and Gurukul Systems

Unit-II: The Transition Age

- a) Six Schools of Indian Philosophy
- b) Six Century Enlightenment
- c) Buddhism and Jainism and Charvaka
- d) Academic Discourses and Debating Circles

Unit-III: Wandering Intellectuals

- a) Adi Sankaracharya and other Wandering Saints
- b) Bhakti Movement and Intellectual Interpretations
- c) Sufis in Indian Traditions:
- d) Women Saints and Intellectual Discourses

Unit-IV: The Legacy

- a) Science & Technology in Ancient India
- b) Scriptures and Documents
- c) Anecdotes and Dialogic Heritage
- d) Practical Wisdom

Suggested Readings

Text-Books:

1. Aggarwal, J. C. (2013). Landmarks in the history of Modern Indian Education (7th edition).
New Delhi: Vikas Publishing House Pvt. Ltd.
2. Altekar, A. S. (1951). Education in ancient India. Banaras: The India Book House.
3. Banerje, J. P. (1985). Education in Indian Past, Present and Future. Vol. 1. Calcutta: Central Library.
4. Hiriyana, M. (1983). Outlines of Indian Philosophy. Bombay: Blackie & Son.

References

1. Biswas, A. & Agrawal, S. P. (1994). Development of Education in India: A historical survey of educational documents before & after independence. New Delhi: Concept Publication.
1. Dutta, D. M. (1958). Six ways of Knowing. Calcutta: University Press.
2. Hiriyana, M. (1949). The Essentials of Indian Philosophy. London: George Allen & University.
3. Keay, F. E. (1980). Ancient Indian Education: Origins, Development & Ideals. New Delhi: Cosmo Publications.
4. Khan, M. S. (1990). Education, Religion & the Modern Age. New Delhi: Asia Publications House.
5. Mitra, V. (1964). Education in Ancient India. New Delhi: Arya Book Depot.
6. Mookherjee, R. K. (1960). Ancient Indian Education: Brahminical & Buddhist. Delhi: Motilal Banarasi Das.
7. Chatterjee, C. (1957). Vedantic Education. Lucknow: Gouranga Cultural Research Institute.

Course:MA409: Indian Intellectual Traditions					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1					Y
2		Y			
3			Y		
4				Y	
5					

M.A. EDUCATION
(Tezpur University, Assam)

Course Code: MA 410 ELECTIVE PAPER

L	T	P	CH	Credit
2	1	1	5	4

Course Title: Yoga & Personality Development

LEARNING OUTCOME OF THE COURSE -

After Completion of the course the students will be able to-

1. Explain the metaphysical bases of Yoga.
2. Describe the history of Yoga.
3. Perform some important Asanas and Yoga for their personality rejuvenation.
4. Explain the scientific bases of Yoga and Pranayama.
5. Explain how Yoga and Pranayama became instrumental for their personality development.

Unit: 1: Metaphysical bases of Yoga

- a) Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
- b) Concept of Buddhi (Mahat) and Ahamkara (The Ego) as basic components of prakriti of the individual.
- c) Sub-divisions of Ahamkara – Mana (The Mind), Karmendris, Jnanendris , Tanmatras (The Suksham Sharer) and
- d) Five Mahabhutas, Concept of Isvara.

Unit-II: Yoga for Individual and Social development

- a) History of Yoga: The meaning and definitions of Yoga; Scope and Needs of Yoga.
- b) Principles of Yoga, Types of Yoga : Hatha Yoga, Kundalini Yoga, Integral Yoga, Mantra Yoga, Jnana Yoga, Karma Yoga, Bhakti Yoga, and Raja Yoga, as a way to healthy and integrated living.
- c) Yoga as a way to socio-moral upliftment of man; Yoga as way to spiritual enlightenment
- d) Yoga Thinkers: Maharshi Patanjali, Gurudev Rabindranath Tagore, Aurobinda, Swami, Vivekananda, Baba Ramdev, B K S Lyengar.

Unit-III: The Instrumentals and Scientific Basis of Yoga

- a) The five Yamas (observances); the five Niyamas (abstinences); Asans (The right postures).
- b) Pranayam (controlling the breath); Pratyahara (controlling the senses); Dharana (concentration) and its methods.
- c) Dhyana (meditation) and its kinds; Samadhi and its various types.
- d) Therapeutic values of yoga, Beauty of Surya Namaskar and Different Asans and their effects to promote a sound physical and mental health; Place of Yoga in Curriculum.

Unit-IV Development of Personality

- a) East and West Concept of Personality, Meaning Definitions of Personality, Aspects of Personality, Characteristics of Personality
- b) Traits of Personality, Types of Personality, Meaning of Personality Development, Factors of Personality Development, Factors Influencing Growth of Personality
- c) Personality: Upanishadic View, Yogic View, Darshanic View of Triguna Concept, Ayurvedic View .
- d) Measurement of Personality.

Practicum:

1. Undertake anyone of the following activities:
2. Performance of Surya Namaskar or Other Asanas
3. Field Study to Know the Position of Yoga

Suggested Readings

Text Books:

1. Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
2. Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga.
3. Yoga for health and peace (2001). Mumbai: Yoga Vidyaniketan.

Suggested Readings:

1. Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors.
2. Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
3. Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
4. Ravishankar N. S.(2006).Yoga for Health, Pustak Mahal, Delhi
5. Devananda G.K. (2007). Teaching of Yoga, A P H Publishing Corporation,Delhi
6. Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.
7. Dynamics of Yoga (1989). Monghur : Bihar School of Yoga.
8. Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.
9. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
10. The Science of Yoga (1988). Monghur: Bihar School of Yoga.

Course:MA410: Yoga & Personality Development					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1		Y			
2			Y		
3				Y	
4	Y				
5					

M.A. EDUCATION
(Tezpur University, Assam)

Course Code: MA 411

Course Title: DISSERTATION

L	T	P	CH	Credit
0	0	6	12	6

LEARNING OUTCOME OF THE COURSE -

After Completion of the course the students will be able to-

1. Design a research plan.
2. Execute the research plan into action
3. Develop skills how to prepare the research tools and apply those in the real field.
4. Do the analysis and interpretation of the data and draw conclusion from the research works.
5. Write the research report in scientific manner.

Course Description:

A dissertation is distinguished from other writing assignments in the Programme on the basis of the expectations and processes involved therein. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the dissertation/thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. To enable the learner into the practical application of the knowledge of research methodology in education, this paper has been designed.

Plan of execution:

1. Through DAC decisions supervisor will be selected at the beginning of the third semester for this paper. However, final assessment of the course will be done in 4th semester only.
2. Students will carry out the research work under the guidance of concerned supervisor.
3. Students will prepare the report in the form of dissertation.
4. Students will submit four copies of dissertation to the Department two weeks before starting of the Semester Examination of Semester – IV.
5. For assessment of the dissertation work, external examiner will be invited and final viva will be conducted. Evaluation team will comprises-
 1. Head of the Department/Faculty nominated by HOD

2. External Examiner
3. Supervisor (optional)
6. Marking/ Grading will be done as per T.U. examination rules.

Suggested Readings:

Text Books:

5. Gay, L.R. (2008): *Educational Research Competencies for analysis & application*. New Jersey Prentice-Hall, INC.
6. Creswell. J. W. (2015): *Educational Research-Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th (Ed), published by Pearson Education, Inc.
7. Best, J. W., Jha, A. K., Kahn, J.V. (2016).*Research in Education*. Tenth edition. Pearson Education, India.
8. Sansanwal, D.N. (2020). *Research Methodology And Applied Statistics*. Shipra Publication, India

Reference Books:

6. Lichtman, M (2013): *Qualitative Research in Education-A User guide*, 3rd (Ed.), Sage, India.
7. Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. SAGE Publication.
8. Chohan,L., Manion, L.& Morrison ,K. (2007) *Research method in education* (6th edition) Routledge ,London.
9. Elliott, Jane (2005).*Using Narrative in Social Research: Qualitative and Quantitative Approaches*. SAGE Publication.
10. Fraenkel, J.R., Wallen, N.E. (1983) *How to Design and Evaluate Research in Education*, Singapore: McGraw Hill, Inc.

Course: MA-411: DISSERTATION					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1					
2		Y			
3			Y		
4				Y	
5					Y