

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


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 Tezpur University
 Tezpur, Assam

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 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


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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.	PO1	PO2	PO3	PO4	PO5
1			Y		
2				Y	
3					Y
4			Y		
5				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


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Tezpur University
Tezpur, Assam

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. Raput & 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.


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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

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

Course Code: MA 201 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

Unit1I. 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: MA201 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. EDUCATION
(Tezpur University, Assam)

L	T	P	CH	Credit
1	0	1	3	2

Course Code: MA 205

PRACTICUM

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:MA205: 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			
OE201 Open Elective I CBCT			CBCT		

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

Course Code: MA 301 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.

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:MA301: 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 302

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:
Chi-square tests of equality and independence, setting up cross breaks for contingency table.
- b) Sign test: - Concept, Assumptions & Computation & uses.
- c) 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-experimentsand-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-measurementcontrol-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 302- 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-304 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 ODistance Learning in India", *Asian Association of Open Universities Journal*, 36. <https://doi.org/10.1108/AAOUJ-11-2017-0037>
3. Ansari, M. M. (1993). The Role for Distance Education in India: Quality, OpporCost- Effectiveness. *Industry and Higher Education*, 7(2), <https://doi.org/10.1177/095042229300700207>

MA304 (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-305

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.

- Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.

Research Papers (Links)

- https://www.researchgate.net/publication/274908579_Human_Rights_Education
- https://www.researchgate.net/publication/327078996_Human_Rights_and_Right_to_Education_in_India
- https://www.researchgate.net/publication/241123200_Education_in_Terms_of_Human_Rights

Online/Web Resources/eBooks (Links)

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

Course: MA-305: 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 (MA)
(Tezpur University, Assam)

Course Code: **MA 307 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.
Know the instructional applications of Internet and web resources.
4. 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


- a) Internet and the Web
- b) Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- c) Securing the computer from viruses, worms and other internet attacks
- d) 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

- a) Word Processors and Word Processing,
- b) Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in the classroom
- c) Presentations: Common features of presentations, their functions and use; Using presentations in the classroom
- d) Online Learning, online courses and learning management systems

Practicum

- a) Critical analysis of ICT based Teaching aids and their applications in instruction and Learning


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- b) Preparation and presentation of slides for teaching any topic of ICT.
- c) Construction of multimedia-based learning material.

Suggested Readings

Text Books

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

ReferenceBooks

- 1) Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- 2) P K Sinha. (1990): Computer Fundamental.
- 3) Bose K Sanjay (1996): Hardware and Software of Personal Computer.
- 4) Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- 5) 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 301: ICT in Education						
Matrix of Course Outcomes with Programme Outcomes						
Course Outcome No.	PO1	PO2	PO3	PO4	PO5	
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 308 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.


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References

1. Eisenstein, Elizabeth L. The Printing Revolution in Early Modern Europe (Canto Classics 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. Striplas, 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: MA308: 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		

OE302 Open Elective-II

CBCT

M.A. EDUCATION
(Tezpur University, Assam)

Course Code: MA403 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) TeacherCentred-lecture,demonstration, team-teaching. Learner Centred– Programmed Learning, Personalized System of Instruction, Computer AssistedInstruction.
- b) Other Methods – Seminar, Workshops, Tutorials, Brain storming, Role Plays, GroupDiscussion, 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

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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). Models 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/BEEd-02Sem-DrShikhaBanarjiteaching%20and%20learning.pdf>
3. <https://www.tandfonline.com/doi/abs/10.1080/00221325.1980.10534102>

MA 403 (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

Course Code: MA 405 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:


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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:MA405: 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					

Course Code: MA 407

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.
- Execute the research plan into action
- Develop skills how to prepare the research tools and apply those in the real field.
- Do the analysis and interpretation of the data and draw conclusion from the research works.
- 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:

- 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.
- Students will carry out the research work under the guidance of concerned supervisor.
- Students will prepare the report in the form of dissertation.
- Students will submit four copies of dissertation to the Department two weeks before starting of the Semester Examination of Semester – IV.
- For assessment of the dissertation work, external examiner will be invited and final viva will be conducted. Evaluation team will comprises-
 - Head of the Department/Faculty nominated by HOD
 - External Examiner
 - Supervisor (optional)
- Marking/ Grading will be done as per T.U. examination rules.

Suggested Readings:

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

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-407: 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