

# TRIPURA UNIVERSITY

(A CENTRAL UNIVERSITY)  
Suryamaninagar – 799022

## Syllabus

Of

EDUCATION  
(General & Major/Honours)  
SEMESTER – I to VI

2014

SYLLABUS  
**EDUCATION (General)**  
Semester-I ; Paper-I  
Education and Society (Paper-I). Full Marks=80

Objectives

After completion of this paper, student shall be able to:

- Justify education as a social process and explain its function
- Describe the aims of education from the sociological perspective
- List various agencies of education and their function
- Justify education as a sub-system of society and how other sub-system affect education
- Appreciate the importance of education for social change, national integration and international understanding in a diverse social context.

Course Content:

UNIT-I : INTRODUCTION TO EDUCATION

1. Meaning, nature and scope of education
2. Functions and factors of education
3. Aims of education- individual, social, vocational and democratic
4. Equalization of educational opportunity and the steps taken towards its attainment.

UNIT-II : CURRICULUM AND CHILD CENTRIC EDUCATION

1. Meaning of curriculum
2. Types of curriculum
3. Principles of curriculum construction
4. Co-curricular activities
5. Child centered education

UNIT-III : EDUCATION AND SOCIAL SUB-SYSTEM

1. Agencies of education- formal, non-formal and informal
2. Role of education as an instrument of social change
3. Human rights education with special reference to child's right
4. Culture and education- meaning, characteristics of culture and its relationship with education
5. Socialization and social cohesion

UNIT-IV : CURRENT ISSUES RELATING TO EDUCATION

1. *INCLUSIVE Education.*
2. Problems of education of the deprived classes: scheduled cast (SC), scheduled tribes (ST), women and rural population of the poor
3. Constitutional provision related to education
4. Liberalization, globalization and privatization in education.

SYLLABUS  
**EDUCATION (GENERAL)**  
Semester-II ; Paper-II  
Educational Psychology (Paper-II). Full Marks=80

**Objectives**

- To enable the students to understand the nature of educational psychology
- To enable them to understand different aspects of personality and its development
- To develop an understanding of the process of learning
- To make them understand the nature of intelligence and creativity

**UNIT-I : INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

1. Concept, need and scope of Educational Psychology
2. Methods of Educational Psychology
3. Application of Educational Psychology in teaching and learning
4. Stages of growth and development
5. Problems of adolescence

**UNIT-II : INTELLIGENCE AND CREATIVITY**

1. Intelligence : Concept and nature
2. Determinants of intelligence
3. Theories of intelligence
4. Creativity : Concept and nature, characteristic of a creative person

**UNIT-III : PERSONALITY AND INDIVIDUAL DIFFERENCE**

1. Concept of personality
2. Types and Trait approaches to personality
3. Development of personality
4. Individual Difference : its educational significance

**UNIT-IV : LEARNING**

1. Learning : Meaning and nature
2. Factors associated with learning
3. Theories of learning : Trial and Error, Classical Conditioning and Gestalt Theory of Learning
4. Transfer of learning

SYLLABUS  
EDUCATION (GENERAL)  
Semester-III ; Paper-III  
HISTORY OF EDUCATION IN INDIA (Paper-III). Full Marks=80

Objectives

UNIT-I: EDUCATION IN ANCIENT AND MEDIEVAL PERIOD

1. Vedic Education: aims, curriculum, methods of teaching, rituals and ceremonies
2. Brahmanic Education: aims, curriculum, methods of teaching, rituals and ceremonies.
3. Buddhist Education: aims, curriculum, methods of teaching, rituals and ceremonies.
4. Islamic Education: aims, curriculum, methods of teaching, rituals and ceremonies.

UNIT-II: EDUCATION IN EARLY BRITISH PERIOD

1. Activities of Serampore Mission and Fort William College.
2. Historical perspective of Macaulay's Minutes and Bentinck's resolution; Adam's Report and its recommendations.
3. Bengal Renaissance; educational contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
4. Woods Despatch (1854): historical perspective and its influence on the subsequent development of Indian education.

UNIT-III: EDUCATION DURING PRE-INDEPENDENCE PERIOD

1. Recommendations of Indian Education Commission-1882
2. Lord Curzon's educational policies and their impact on Indian education
3. National Education Movement
4. Sadler Commission-1917: historical perspective, reports and their influence on the subsequent development of Indian education.

UNIT-IV: EDUCATION IN POST-INDEPENDENCE PERIOD

1. Radhakrishnan Commission-1948 with special reference to Rural University.
2. Mudaliar Commission- 1952-53
3. Kothari Commission- 1964-66
4. National Education Policy (NEP) and Revised Education Policy of 1992

**SYLLABUS**  
**EDUCATION (GENERAL)**  
**Semester-IV ; Paper-IV**  
**MEASUREMENT, EVALUATION & STATISTICS IN EDUCATION (Paper-IV)**  
**Full Marks=80**

**Objectives**

- To enable the students to understand the concept of measurement and evaluation as applied to education.
- To familiarize the students about the various types of educational and psychological tests.
- To enable the students to develop the competency in solving various statistical problems.

**Course Content**

**UNIT-I: INTRODUCTION TO MEASUREMENT AND EVALUATION**

1. Concept of measurement and evaluation
2. Distinction between measurement and evaluation
3. Needs and types of evaluation
4. Bloom's Taxonomy of Educational Objectives under Cognitive Domain.

**UNIT-II: TOOLS AND TECHNIQUES OF EVALUATION**

1. Different types of Tools and Techniques of evaluation
2. Concept of Standardized and Teacher made test
3. Characteristics and Method of determining Reliability by Test-Retest Method
4. Validity and Method of Determining Concept Validity
5. Factors Effecting Reliability and Validity

**UNIT-III: BASIC CONCEPT OF EDUCATIONAL DATA**

1. Tabulation of Educational Data
2. Measures of Central Tendency: Mean, Median and Mode
3. Measures of Dispersion: Range, Quartile Deviation (QD), and Standard Deviation (SD).
4. Graphical Representation of Educational data (Histogram, Frequency Polygon and Cumulative Frequency Curve)

**UNIT-IV: CORRELATION AND NORMAL PROBABILITY CURVE**

1. Concept of Correlation
2. Spearman's Rank Difference Method of Correlation
3. Product moment method of Correlation
4. Normal Probability Curve: Concept and characteristics.

**SYLLABUS**  
**EDUCATION (GENERAL)**  
**Semester-V ; Paper-V**  
**THOUGHTS AND IDEAS OF EDUCATORS (Paper-V); Full Marks=80**

**UNIT-I**

1. Swami Vivekananda (1863-1902)
2. Sri Aurobindo (1872-1950)

**UNIT-II**

1. Rabindranath Tagore (1861-1941)
2. Mahatma Gandhi (1869-1948)

**UNIT-III**

1. Jean Jacques Rousseau(1712-1778)
2. F. W. August Froebel (1782-1852)

**UNIT-IV**

1. John Dewey (1859-1952)
2. Madam Maria Montessori (1870-1952)