

TRIPURA UNIVERSITY

(A CENTRAL UNIVERSITY)
Suryamaninagar – 799022

Syllabus

Of

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

2014

SYLLABUS
EDUCATION (HONOURS)

Semester-I ; Paper-I

Philosophical and Sociological Foundation of Education (Paper-I). Full Marks=80

Objectives

On completion of the course the students shall be able to:

- Explain the concept of education and its relationship with philosophy
- List areas of philosophy and narrate their educational implication
- Meaning, nature and scope of educational sociology, sociology of education and social organization
- Group dynamics, social interaction, social change and the contribution of education to these aspects.

Course Contents

UNIT-I : CONCEPT OF EDUCATION

1. Meaning, nature and scope of education
2. Aims of education: individual and social
3. The functions of education
4. Factors of education

UNIT-II : INTRODUCTION TO PHILOSOPHY OF EDUCATION

1. Relationship between education and philosophy
2. Areas of Philosophy and their educational implication – Metaphysics, Epistemology and Axiology.
3. Western school of Philosophy and their educational implication : Idealism, Naturalism, Realism and Pragmatism – their contribution to present day education.
4. Modern concept of Philosophy : Logical analysis, Logical Empiricism, Positive Realism and their educational implication.

UNIT-III : BASICS OF SOCIOLOGY OF EDUCATION

1. Meaning, nature and scope of Educational Sociology
2. Relationship between Sociology and Education
3. Meaning and nature of Educational Sociology and Sociology of Education
4. Education as a social sub-system specific character
5. Education and community with special reference to Indian Society

UNIT-IV : EDUCATION AND SOCIAL SYSTEM

1. Concept, meaning and nature of social change
2. Education with reference to social stratification and social mobility
3. Education with reference to social equity and equality of educational opportunities
4. Factors and problems of social change in India.

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

Objectives

After completion of this paper, students shall be able to

- Establish relationship between education and psychology
- Understand various methods used to study individual behaviour
- Explain the application of educational psychology in teaching learning process.
- Understand individual difference from intelligence, creativity and personality point of view.
- Explain the concept of learning and factors affecting learning.
- Describes different approaches of teaching namely behaviourism, cognitivism and constructivism evolved over times.
- Reflect over the learning and factors affecting learning
- Assess the value of different forms of learner engagement in constructive learning environment.

Course Content

UNIT-I : CONCEPT AND METHODS OF EDUCATIONAL PSYCHOLOGY

1. Meaning, nature and scope of Educational Psychology
2. Relation between Education and Psychology
3. Methods of Educational Psychology
4. Individual difference : Concept, types, determinants and educational implications.

UNIT-II : LEARNING PROCESS

1. Concept of learning process
2. Factors associated with learning
3. Theories of learning : Trial and Error, Classical Conditioning, Operant Conditioning, Insightful Learning, constructivist approach to learning
4. Motivation : Concept and Theories

UNIT-III : INTELLIGENCE AND CREATIVITY

1. Concept of intelligence
2. Theories of intelligence
3. Measurement of intelligence : Verbal, Non-verbal and Performance Test
4. Creativity : Meaning and nature, characteristics of creative person

UNIT-IV : DEVELOPMENTAL PSYCHOLOGY

1. Personality : Concept, development, types and traits theories
2. Piaget's theory of development
3. Bruner and Vygotsky's theories of development
4. Kohlberg's theory of moral development
5. Educational implication of developmental theories.

SYLLABUS
EDUCATION (HONOURS)

Semester-III ; Paper-III

DEVELOPMENT OF EDUCATION SYSTEM IN INDIA (Paper-III). Full Marks=80

Objectives

1. To develop an understanding of the evolution of the Educational System in India.
2. To develop familiarity with the legal and constitutional provisions in Education.
3. To create an awareness of the main challenges and problems faced by the system

UNIT-I: EDUCATION IN ANCIENT AND MEDIEVAL INDIA

With special reference to-

1. Education in Vedic period
2. Education in Brahmanic period
3. Education in Buddhistic period
4. Education in Medieval India

(With special reference to Basic Ideas, Objectives, Curriculum, Method of Teaching and Role of Teachers)

UNIT-II: EDUCATION DURING PRE-INDEPENDENCE PERIOD

1. Charter Act (1813)
2. Macaulay's Minute (1835)
3. Adam's Report on Indigenous Education
4. Wood Despatch (1854)
5. Hunter Commission (1882)
6. Indian University Commission (1902)
7. Sadler Commission (1917)
8. Hartog Committee Report
9. Sargent Report

UNIT-III: EDUCATION DURING POST-INDEPENDENCE PERIOD

1. Education in Indian Constitution
2. University Education Commission (1948-49)
3. Secondary Education Commission (1952-53)
4. Education Commission (1964-66)
5. National policy on Education (1986) and Program of Action (POA-1992) with special reference to
–Primary, Secondary and Higher Education

UNIT-IV: RECENT ISSUES IN EDUCATION

1. Knowledge Commission Report with reference to school education
2. Right to Education Act (2009)
3. SSA, RMSA, RUSA
4. Education in Tripura with special reference to problems and issues of Secondary and Higher Education.

SYLLABUS
EDUCATION (HONOURS)

Semester-IV ; Paper-IV

CONTEMPORARY TRENDS & ISSUES IN EDUCATION (Paper-IV); Full Marks=80

UNIT-I : EDUCATION AND CHILD WELFARE

1. Pre-primary Education
2. Anganwadi's, Balwadi's, Creches, Day care centre.
3. Integrated Child Development Service (ICDS)
4. Role of Indian Council for Child Welfare (ICCW)

UNIT-II : EDUCATIONAL ORGANIZATION AND THEIR ROLES

1. Role of NCERT, SCERT, DIET, TBSE in School Education
2. Role of UGC, NAAC, AICTE, ICSSR, CSIR, in higher education, NUEPA;
3. Globalization, Privatization and Liberalization of higher education
4. Quality and excellence in higher education

UNIT-III : CONTEMPORARY TRENDS IN EDUCATION

1. Vocationalization of Education
2. Value oriented education
3. Inclusive education
4. Current problems of Indian Education; with special reference to language problem, student unrest, education and unemployment.

UNIT-IV: EMERGING ISSUES IN EDUCATION

1. Population Education
2. Environment Education
3. Education for Women Empowerment
4. Teacher Education in India

SYLLABUS
EDUCATION (HONOURS)
Semester-V ; Paper-V

MEASUREMENT AND EVALUATION IN EDUCATION (Paper-V); 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 problems of evaluation.

COURSE CONTENT

UNIT-I : MEASUREMENT, ASSESMENT AND EVALUATION IN EDUCATION

1. Measurement : Concept, purpose and scales of measurement.
2. Evaluation : concepts, types and its importance in education.
3. Assessment : concept, Norm Referenced VS. Criterion Referenced Assessment, role of assessment in education. Interrelationship among measurement, assessment and evaluation.
4. Taxonomy of educational objectives: Cognitive domain ; Summative and Formative evaluation.

UNIT-II : TOOLS AND TECHNIQUES OF ASSESSMENT

1. Different tools and techniques of assessment : Tests; Observation, Assignment, Anecdotal Records and Project.
2. General principles of test construction and standardization.
3. Teacher made test and standardized test

UNIT-III : CHARACTERISTICS OF A GOOD TEST

1. Reliability – concept, methods and factors affecting reliability.
2. Validity – concept and methods.
3. Objectivity and Norms

UNIT-IV : MODERN TRENDS IN EVALUATION

1. CCE (Continuous and Comprehensive Evaluation)
2. Grading and Credit System
3. Question Bank
4. Semester System.

SYLLABUS
EDUCATION (HONOURS)

Semester-V ; Paper-VI

EDUCATIONAL TECHNOLOGY AND MANAGEMENT (Paper-VI); Full Marks=80

UNIT-I

1. Educational Technology : concept, nature, scope need and limitations.
2. Communication : meaning and nature, types, process, barriers and significance of communication.
3. Communication in teaching-learning situations.
4. Mass media approach in educational technology.

UNIT-II

1. System approach : concept and characteristics of system approach. Components of instructional system; uses and limitation of system approach.
2. Programmed Learning : concept, nature and scope of programmed learning; principles of programming.
3. Computer in education.

UNIT-III

1. Educational Management: meaning, nature and scope.
2. Role of educational manager.
3. Need of Educational Management in Modern Education.

UNIT-IV

1. Educational Planning: meaning, scope needs and significance.
2. Educational Planning: types, steps and strategies.
3. Manpower Planning: meaning, nature, scope and characteristics.
4. Steps and strategies in manpower planning.

SYLLABUS
EDUCATION (HONOURS)
Semester-VI ; Paper-VII
BASICS OF EDUCATIONAL RESEARCH AND STATISTICS (Paper-VII); Full Marks=80

Objectives

On completion of this course the students shall be able to

- Describe the nature, purpose, scope of research in education
- Explain the characteristics of different types of research
- Select appropriate tools and techniques for the collection of data
- Understand and apply various methods of sampling.

Course Content

UNIT-I: CONCEPT AND TYPES OF RESEARCH

1. Meaning, nature and scope of Educational Research.
2. Types of Research: Fundamental, Applied and Action Research. Qualitative and Quantitative Research.
3. Research-problems: objectives and Hypotheses.
4. Review of Related Literature and Studies: Needs and sources.

UNIT-II: MAJOR APPROCHES OF RESEARCH

1. Historical
2. Descriptive
3. Experimental
4. Survey

UNIT-III: BASIC STATISTICS AND THEIR USES

1. Central tendency and Dispersion
2. Graphical representation of data
3. Correlation and their uses (Product Moment and Rank Difference)

UNIT-IV: INFERENCEAL DATA ANALYSIS

1. Normal Probability Curve
2. Standard Scores
3. CR-Test (t-Test)
4. Chi square test

SYLLABUS
EDUCATION (HONOURS)
Semester-VI ; Paper-VIII
EDUCATIONAL THEORIES AND IDEAS OF GREAT EDUCATORS (Paper-VIII); Full
Marks=80

UNIT-I

1. Raja Rammohan Roy (1772-1883)
2. Iswar Chandra Vidyasagar (1820-1891)
3. Swami Vivekanda (1863-1902)

UNIT-II

1. Rabindranath Tagore (1861-1941)
2. Mahatma Gandhi (1869-1948)
3. Sri Aurobindo (1872-1950)

UNIT-III

1. Jean Jacques Rousseau (1712-1778)
2. Johann Heinrich Pestalozzi (1748-1852)
3. F.W. August Froebel (1782-1852)

UNIT-IV

1. Herbert Spencer (1820-1903)
2. John Dewey (1859-1952)
3. Madam Maria Montessori (1870-1952)