



TRIPURA UNIVERSITY

(A Central University)

Suryamaninagar

Syllabus

For

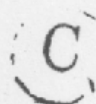
Three Year Degree Course

(Under 1+1+1 Examination System)

PART-I, PART- II & PART-III

EDUCATION (Elective & Honours)

2008 – 2009



TRIPURA UNIVERSITY

T.D.C. PART - I
Elective: Education
Paper-I
Education and society

Unit-I

- a) Nature and scope of education ; as a science; processes of social interaction ; factors of education.
- b) Aims of education:- Individual, social, vocational and Democratic.
- c) Agencies of education :- Informal – home/family; non-formal-state and media ; formal – school

Unit-II

- a) Meaning of philosophy and education ; relation between philosophy and education ; major philosophies of education, namely; idealism, naturalism and pragmatism their impact on aims, curriculum and methods
- b) Functions of education:-
 - i) Individual development
 - ii) Transmission of cultural heritage
 - iii) Acquisition of skills
 - iv) Acquisition and generation of human values
 - v) Social cohesion

Unit-III

- a) Curriculum definition, types of curricula, principles of curriculum construction, child centred and life centred curricula; Co-curricular activities
- b) Freedom and Discipline. Need of Discipline in and out of school; Discipline and order ; free – discipline

Unit-IV

- a) Theories of play; play and play-way in education; Difference between play and work .
Methods of teaching :- Kindergarten; Montessori, Project.

Unit-V

- a) Value education, meaning of human values – their development. Some transcendental strategies.
- b) Education for National integration, international understanding, education for Human Resource Development, education for leisure.

Books recommended

1. J.C. Chakraborty – Modern Education : Its aims and principles.
2. Archana Banerjee - Principles of Education.
3. J.C. Aggrawal - Theory and Principles of Education.
4. J.C. Aggrawal - Philosophy and Social basis of Education.
5. B.R. Purkait - Principles and Practices of Education.
- 6.
7. Jogesh Chandra Chakraborty
(Addition and alternation by : Dr. Dipti Syanyal) : Siksa tattver Godar Katha
- 8.
8. Sushil Roy : Siksa Darsan O Siksa Tattva
9. Arun Ghosh : Siksa Vijnaner Mul Niti

TDC PART – II
ELECTIVE EDUCATION
PAPER – II

EDUCATIONAL PSYCHOLOGY AND GUIDANCE & COUNSELLING

Unit – I :

- (A) Educational Psychology : its meaning , nature and scope ; Relation between education and psychology ; Distinction between psychology and educational psychology ; Methods of educational psychology .
- (B) Physical basis of mental life – with special reference to Central Nervous System and Ductless glands .
- (C) Primary process of experience : Sensation and Perception.

Unit – II :

- (A) Heredity and environment : roles of heredity and environment in the development of a child ; importance of heredity and environment in education .
- (B) Individual differences : causes of individual differences ; significance of individual differences and its educational implications .
- (C) Habit : Meaning and concept of habit ; laws of habit formation ; importance of habit in education ; teacher's responsibilities in habit formation .

Unit – III :

- (A) Learning : nature and scope ; Forms of learning ; Theories of learning ; Laws of learning ; Learning and maturation ; Learning and motivation ; Transfer of learning .
- (B) Attention and interest : conditions of attention ; Relation between interest and attention ; Educational implications of attention and interest .
- (C) Remembering and forgetting : Analysis of memory ; Economic methods of memorization ; Concept and Causes of forgetting ; educational implications of memory and forgetting .

Unit - IV :

- (A) Personality : Definition and characteristics ; Personality traits ; Techniques of personality measurement ; Personality and education .
- (B) Intelligence : Concept and Definition ; Theories of intelligence ; Measurement of intelligence .
- (C) Emotion : definition , nature , characteristics ; Place of emotion in education .

Unit – V :

- (A) Guidance : concept , nature and scope ; Different forms and types of guidance ; Educational and Vocational guidance ; importance of guidance services in school .
- (B) Counselling : concept , nature , objectives and scope ; Different types of counselling and their educational implications ; Different approaches to counselling –directive , non-directive and eclectic counselling .

BOOKS RECOMMENDED :

- | | |
|-------------------|---|
| 1. Rao , S.N. | : Educational Psychology . |
| 2. Chauhan , S.S. | : Advanced Educational Psychology . |
| 3. Bhatia , K.K. | : Principles of Guidance and Counselling |
| 3. Roy , Sushil | : Shiksha Manovidya (Bengali) . |
| 4. Ghosh , Arun | : Shikshashrayee Manovijnan (Bengali) . |

TDC PART – II
ELECTIVE EDUCATION
PAPER – III
HISTORY OF INDIAN EDUCATION

Unit – I :

- (A) Vedic Education : aims , curriculum , methods of teaching , rituals and ceremonies .
- (B) Buddhist Education : aims , curriculum , methods of teaching , rituals and ceremonies .
- (C) Islamic Education : aims , curriculum , methods of teaching , rituals and ceremonies .

Unit – II :

- (A) Activities of Serampore Mission and Fort William College .
- (B) Historical perspective of Macaulay's Minutes and Bentinck's resolution ; Adams Report and its recommendations .
- (C) Bengal Renaissance ; educational contributions of – Raja Rammohan Roy , Derozio and Vidyasagar .

Unit – III :

- (A) Woods Despatch – 1854 : historical perspective and its influence on the subsequent development of Indian education.
- (B) Recommendations of Indian Education Commission- 1882 : historical perspective and its influence on the subsequent development of Indian education .
- (C) Lord Curzon's educational policies and their impact on Indian education .

Unit - IV :

- (A) National Education Movement of India .
- (B) Sadler Commission -1917 : historical perspective , reports and their influence on the subsequent development of Indian education .
- (C) Radhakrishnan Commission – 1948 with special reference to rural university .

Unit – V :

- (A) Mudaliar Commission – 1952 - 53 .
- (B) Kothari Commission – 1964 - 66 .
- (C) National Education Policy -1986 and Revised Educational Policy of 1992 .

BOOKS RECOMMENDED :

- | | |
|------------------------------|--|
| 1. Altekar , A.S. | : Education in Ancient India . |
| 2. Jayapalan ,N. | : Problems of Indian Education . |
| 3. Banerjee , J.P. | : Education in India : Past , Present , Future . |
| 4. Jyotiprasad Bandyopadhyay | : Bharater Shikshar Itihas (Bengali) |
| 5. Sanyal O Mitra | : Bharater Shikshar Itihas (Bengali) |
| 6. Halder O Sharma | : Aadhunik Bharatiya Shikshar Itihas (Bengali) |

TDC PART – III
ELECTIVE EDUCATION
PAPER – IV
CONTEMPORARY ISSUES IN INDIAN EDUCATION
AND EDUCATIONAL EVALUATION

Unit – I :

- (A) Pre-primary and Primary Education : aims , objectives , problems , solution , measures for expansion .
- (B) Secondary Education : aims , objectives , problems , solution , measures for expansion .
- (C) Higher Education : aims , objectives , problems , solution , measures for expansion .

Unit – II :

- (A) Women Education : aims , objectives , problems , solution , measures for expansion .
- (B) Social Education : aims , objectives , problems , solution , measures for expansion .
- (C) Vocational Education : aims , objectives , problems , solution , measures for expansion .
- (D) Technical Education : aims , objectives , problems , solution , measures for expansion .

Unit – III :

- (A) Environmental Education in India : aims , objectives , present condition , problems and solution .
- (B) Population Education in India : aims , objectives , present condition , problems and solution .
- (C) Education of the Physically challenged children .

Unit - IV :

- (A) Concept of educational measurement and educational evaluation .
- (B) Educational evaluation : its meaning , purpose , need ; New process of evaluation .
- (C) General principles of educational and psychological test construction and standardization .

Unit – V :

- (A) Needs for statistics in education ; Frequency distribution ; Graphical representation – Bar Graph , Pie-Diagram , Histogram , Frequency polygon and Ogive .
- (B) Measurement of central tendencies and their uses in the field of education .
- (C) Measurement of variability – Range , MD / AD , QD , SD .

BOOKS RECOMMENDED :

- | | |
|------------------------------|--|
| 1. Aptekar , A.S. | : Education in Ancient India . |
| 2. I. Jayapalan ,N. | : Problems of Indian Education . |
| 3. Banerjee , J.P. | : Education in India : Past , Present , Future . |
| 4. Chandna , R.C. | : Environmental Education . |
| 5. Pandey , V.C. | : Population Education . |
| 6. Garrett , H.E. | : Statistics in Psychology and Education . |
| 7. Dash , M. | : Education of Exceptional Children . |
| 8. Jyotiprasad Bandyopadhyay | : Bharater Shikshar Itihas (Bengali) . |
| 9. Roy , Sushil | : Mulyayan : Niti O Koushal (Bengali) . |

HONOURS
TDC PART - I
EDUCATION PAPER - I
PHILOSOPHY, EDUCATION AND SOCIOLOGY

UNIT - I

- a) Concept and scope of Education
 - i) Education as a science
 - ii) Education as social process
- b) Aims of education
 - i) Individual and social aims of education
 - ii) Purpose, goals, aims and objectives of education
- c) Functions of education
 - i) Individual development (Development of skill, basic knowledge, interest and appreciation.
 - ii) Acquaintance with heritage, (preservation and transmission)
 - iii) Development of human values, (Social moral and Aesthetic)
 - iv) Social cohesion and progress.

UNIT - II

- A) Role of Philosophy
 - i) Science of education (of philosophy of education)
 - ii) Some major schools of philosophy (Idealism, naturalism, and pragmatism)- their contributions to present day education.

UNIT - III

- a) Freedom and discipline
 - i) The concept of freedom and discipline
 - ii) The interrelation between discipline, liberty and democracy
 - iii) Importance of discipline in life.
 - iii) Factors of education.

UNIT - IV

- a) Nature and scope of educational sociology. Need for sociological approach in Education
- b) Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change. Agencies of social change.
- c) School as a social sub-system.
- d) Mass media as a social means.

UNIT - V

- a) Social groups Primary and Secondary - social interaction and social stratification.
- b) Current social problems relating to education in India- Equalization of educational opportunities, Problems of education of the backward classes, problems of illiteracy and social education; specific problems of education in urban and rural areas; role of community in solving social problems in the field of education

Books recommended.

- i) A. Banerjee - Philosophy and Principles of Education
- ii) J.C. Chakraborty - Modern education: its aims and principles
- iii) K.K. Mukherjee - New Education and its aspect
- iv) J.C. Aggrawal - Theory and Principles of Education.
- v) Sushil Roy : Siksa Darsan O Siksa Tattva
- vi) Arun Ghosh : Siksasrayai Monovijnan
- vii) Pramod Bandhu Sangupta
O Prasanta Sharma : Siksa Monoivijnan

HONOURS
TDC PART - I
EDUCATION PAPER - II
EDUCATIONAL PSYCHOLOGY AND PEDAGOGY

UNIT - I

- a) Definition of Psychology; Relationship between psychology and education; nature, scope and methods of educational psychology; as a separate discipline.
- b) Physiological basis of human/mental life; functions of the human nervous system and the Endocrine system (Preliminary ideas)

UNIT - II

- a) Adolescence – Its characteristics and related problems and role of education
- b) Personality- Definition, meaning and nature; development of personality; measurement of personality

UNIT - III

- a) Meaning and nature of learning, learning and maturation; learning and motivation; theories of learning- trial and error, classical conditioning, operant conditioning, insightful learning, transfer of learning.

UNIT - IV

- a) Observation of classroom behaviour, characteristics of good teacher behaviour, differences between traditional, macro teaching and micro teaching.
- b) Factors affecting perception, attention and attitude.

UNIT - V

- a) Teaching methods – Lecture, demonstration, problem solving and programme instruction; story – telling function of a teacher as a planner, as a facilitator, as a counsellor, as a researcher.

Books recommended.

- i) S.S. Chauhan - Advanced educational psychology;
- ii) J.C Aggrawal - Essentials of Educational Psychology.
- iii) Sushil Roy : Siksa Darsan O Siksa Tattva
- iv) Arun Ghosh : Siksasrayai Monovijnan
- v) Pramod Bandhu Sangupta
O Prasanta Sharma : Siksa Monoivijnan

HONOURS
TDC PART – II
EDUCATION
PAPER – III
DEVELOPMENT OF EDUCATION IN INDIA

Unit – I :

- (A) Vedic Education in India : Aims , Curriculum , Methods of teaching , rituals and ceremonies .
- (B) Buddhist Education in India : Aims , Curriculum , Methods of teaching , rituals and ceremonies .
- (C) Islamic Education in India : Aims , Curriculum , Methods of teaching , rituals and ceremonies .

Unit – II :

- (A) Early Missionary Activities ; Serampore Mission ; Fort William College.
- (B) Charter Act of 1813 ; Adams Report ; Macaulay Minute ; Woods Despatch.
- (C) Report of Hunter Commission ; Movement for compulsory primary education ; Gokhale's Bill ; University Education Commission 1902 ;

Unit – III :

- (A) National Education Movement towards development of a national system of education .
- (B) Calcutta University and the contributions of Sir Ashutosh .
- (C) Report of Sadler Commission .
- (D) Report of Hartog Committee .

Unit - IV :

- (A) Radhakrishnan Commission – 1948.
- (B) Mudaliar Commission – 1952-1953 .
- (C) Kothari Commission – 1964-1966 .
- (D) Educational Provisions in Indian Constitution .

Unit – V :

- (A) National Education Policy – 1968 .
- (B) National Education Policy – 1986 .
- (C) Revised Policy on Education – 1992 .

BOOKS RECOMMENDED :

- | | |
|------------------------------|--|
| 1. Altekar , A.S. | : Education in ancient India . |
| 2. Banerjee , J.P. | : Education in India : Past , Present , Future . |
| 3. Purkait , B.R. | : History of Indian Education . |
| 4. Jyotiprasad Bandyopadhyay | : Bharater Shikshar Itihas (Bengali) |
| 5. Sanyal O Mitra | : Bharater Shikshar Itihas (Bengali) |
| 6. Halder O Sharma | : Aadhunik Bharatiya Shikshar Itihas (Bengali) |

HONOURS
TDC PART – II
EDUCATION
PAPER–IV

**ISSUES AND TRENDS IN CONTEMPORARY
INDIAN EDUCATION**

Unit – I :

- (A) Elementary Education : Aims ; Objectives ; Problems and Solution .
- (B) Secondary Education : Aims ; Objectives ; Problems and Solution .
- (C) Role of NCERT ; SCERT ; DIET ; DPEP .

Unit – II :

- (A) Higher Education : Aims ; Objectives ; Development ; Problems and Solution .
- (B) Vocational and Technical Education : Aims ; Objectives ; Development ; Problems and Solution .
- (C) Role of UGC ; NUEPA ; AICTE ; ICSSR ; CSIR .

Unit – III :

- (A) Adult Education in India : Aims ; Objectives ; Problems and Solution .
- (B) Sarva Shiksha Abhiyan : Aims ; Objectives ; Problems and Solution .
- (C) Continuing Education in India : Aims ; Objectives ; Problems and Solution .
- (D) Population Education in India : Aims ; Objectives ; Problems and Solution .

Unit - IV :

- (A) Value oriented Education : Aims ; Objectives ; Problems and Solution .
- (B) Environmental Education : Aims ; Objectives ; Problems and Solution .
- (C) Women Education : Aims ; Objectives ; Development ; Problems and Solution .
- (D) Equalisation of educational opportunities .

Unit – V :

- (A) Educational Administration in India : Central , State and Local Bodies .
- (B) Current Problems in Indian Education :
 - (i) Language Problem – its solution .
 - (ii) Student Unrest – its solution .
 - (iii) Education and unemployment – problems and solutions .
 - (iv) Privatisation of Education – problems and solutions .

BOOKS RECOMMENDED :

- | | |
|------------------------------|--|
| 1. Jayapalan ,N. | : Problems of Indian Education . |
| 2. Banerjee , J.P. | : Education in India : Past , Present , Future . |
| 3. Pandey , V.C. | : Population Education . |
| 4. Srivastav , S.L. | : Environmental Education . |
| 4. Jyotiprasad Bandyopadhyay | : Bharater Shikshar Itihas (Bengali) |
| 5. Sanyal O Mitra | : Bharater Shikshar Itihas (Bengali) |
| 6. Halder O Sharma | : Aadhunik Bharatiya Shikshar Itihas (Bengali) |

HONOURS
TDC PART – III
EDUCATION
PAPER – V

EDUCATIONAL EVALUATION AND EDUCATIONAL STATISTICS

Unit – I :

- (A) Meaning and nature of Educational Measurement ; Need of measurement in education .
- (B) Concept and need of Evaluation in education ; Relation between educational measurement and educational evaluation .
- (C) Measuring Instruments – their classification and characteristics .

Unit – II :

- (A) General principles of test construction and standardization .
- (B) Norm referenced and criterion referenced test .
- (C) Recording of data : Cumulative Record Card ; Anecdotal Record .

Unit – III :

- (A) Meaning , nature and scope of educational statistics ; Need of statistics in education .
- (B) Frequency distribution : graphical representation of frequency distribution –Bar Graph , Pie-diagram , Histogram , Frequency polygon , Cumulative frequency graph , Ogive , Percentile And Percentile Rank –their uses.

Unit - IV :

- (A) Measures of Central Tendency –their uses and limitations .
- (B) Measures of Variability : Range , QD , MD / AD and SD –their uses and limitations .
- (C) Concept of Normal Distribution ; Normal probability curve ; characteristics of Normal curve and its uses ; divergence from Normality – Skewness and Kurtosis .

Unit – V :

- (A) Meaning and concept of correlation ; Coefficient of Correlation ; Calculation of the Coefficient of Correlation by the Rank Difference Method and Product Moment Method .
- (B) Sampling : Concept , types , methods , errors in sampling .
- (C) Conversion of scores : Z – Scores and T – Score .
- (D) Testing Experimental Hypothesis ; The chi-square test and T- test .

BOOKS RECOMMENDED :

- | | |
|----------------------------|---|
| 1. Garrett , H.E. | : Statistics in Psychology and Education . |
| 2. Das , N.G. | : Statistical Methods . |
| 3. Roy , Sushil | : Mulyayan : Niti O Koushal (Bengali) . |
| 4. Ghosh , Arun | : Monobaijnani Parimap O Parisankhyan (Bengali) . |
| 5. Bhattacharya , Durgadas | : Shikshay Parisankhyan (Bengali) . |

HONOURS
TDC PART – III
EDUCATION
PAPER – VI

EDUCATIONAL MANAGEMENT , ORGANIZATION & TECHNOLOGY

Unit – I :

- (A) Concept of Educational Management ; Meaning , nature and scope of Educational Management ; Role of Educational Manager .
- (B) Types of Educational Management : Centralized and Decentralized , External and Internal , Democratic , Dynamic and Creative .
- (C) Need of Educational Management in Modern Indian Education .

Unit – II :

- (A) Educational Planning : Meaning , scope , need and significance of educational planning .
- (B) Types of educational planning ; steps in educational planning ; strategies of educational planning.
- (C) Man-power Planning : Meaning , nature and scope ; Characteristics of Man-power planning ; steps and strategies in Man-power planning .
- (D) Relation between Educational Management , Educational Planning and Man-power Planning .

Unit – III :

- (A) Educational Organization : meaning , nature and scope ; Principles of school organization .
- (B) Aspects of school organization :
 - (i) School Plant , Sanitation , Library , Playground , Time Table , Computer Lab.
 - (ii) School Medical Service , Mid-day Meal , Co-curricular Activities .
- (C) Inclusive Education : meaning , nature , scope and its organization in educational institutions.

Unit - IV :

- (A) Educational Technology : concept , nature , scope , need and limitations .
- (B) Communication : Meaning and nature of communication ; Types of communication , communication process ; barriers to effective communication , significance of effective communication in teaching-learning situation .
- (C) Mass media approach in educational technology .
- (D) Computers in education : role of the computers in education ;

Unit – V :

- (A) System approach : concept and characteristics of system approach to instruction ; components of instructional system ; uses and limitations of system approach.
- (B) Programmed Learning : concept , nature and scope of programmed learning ; Principles of programming .
- (C) Macro Teaching and Micro Teaching ; Effectiveness and limitations of Micro Teaching .
- (D) Teaching Aids : concept , types , effectiveness and limitations .

BOOKS RECOMMENDED :

- | | |
|-------------------------|------------------------------|
| 1. Dube , S.R. | : Educational Management . |
| 2. Prof. Shri Prakash | : Educational Planning . |
| 3. Das , B.C. | : Educational Technology . |
| 4. Bhattacharjee , B.B. | : Educational Organization . |

HONOURS
TDC PART – III
EDUCATION
PAPER – VII

EDUCATIONAL GUIDANCE AND CURRICULUM CONSTRUCTION

Unit – I :

- (A) Concept of guidance ; Meaning , Nature and scope of guidance .
- (B) Forms of guidance : Group guidance & Individual guidance .
- (C) Different types of guidance .
- (D) Educational and Vocational guidance .
- (E) Need and importance of guidance services in school .

Unit – II :

- (A) Basic data necessary for guidance : pupils , courses and vocation .
- (B) Knowing the pupils for guidance programme : their abilities , aptitude , interest , attitude , intelligence , personality , educational attainments .
- (C) Tools and Techniques used for collection of data : Intelligence Test , Achievement Test , Aptitude Test , Interest Tests , Personality Test , Cumulative Record Card , Rating Scale .

Unit – III :

- (A) Counselling : its meaning , nature , objectives and scope.
- (B) Types of counselling : student counselling , individual and group counselling , vocational counselling , psychological counselling , clinical counselling .
- (C) Approaches to counselling : Directive counselling , Non-directive counselling , Eclectic counselling .
- (D) Counselling for adjustment problem ; Role of the counsellor and the teacher in counselling.

Unit - IV :

- (A) Curriculum : its relation with the aims and objectives of education ; determinants of curriculum ; core curriculum and co-curricular activities .
- (B) Different types of curriculum – their relative merits and demerits ; Concept of balanced curriculum .
- (C) Principles of curriculum construction .

Unit – V :

- (A) Curriculum development : characteristics of good planning in curriculum development ; elements in effective planning in curriculum development .
- (B) Curriculum evaluation : concept , meaning , objectives of curriculum evaluation ; means of curriculum evaluation ; Formative and Summative evaluation of curriculum .
- (C) The core curriculum : objectives , problems , practices and criticisms .
- (D) The activity curriculum : aims , objectives , problems and solution .

BOOKS RECOMMENDED :

1. Bhatia , K.K. : Principles of Guidance and Counselling.
2. Chauhan ,S.S. : Principles and Techniques of Guidance.
3. Vashist , R.P. : Curriculum Development .
4. Taylor , P.H. & Richards ,C.M. : An introduction to curriculum studies .

HONOURS
TDC PART – III
EDUCATION
PAPER – VIII
EDUCATIONAL THOUGHTS AND PRACTICES

Unit – I :

- (A) Rammohan Roy .
- (B) Iswarchandra Vidyasagar .
- (C) Swami Vivekananda .

Unit – II :

- (A) Rabindranath Tagore .
- (B) M.K. Gandhi .
- (C) Sri Aurobindo .

Unit – III :

- (A) Plato .
- (B) Rousseau .
- (C) Pestalozzi .

Unit - IV :

- (A) J . F . Herbert .
- (B) Froebel .
- (C) Herbert Spencer .

Unit – V :

- (A) Montessori .
- (B) Dewey .
- (C) Bartrand Russel .

BOOKS RECOMMENDED :

- | | |
|-----------------------|------------------------------------|
| 1. Rusk , R. | : The Great Educators . |
| 2. Mukherjee , K.K. | : The Great Educators . |
| 3. Purkait , B.K. | : Great Educators . |
| 4. Guha , Bibhuranjan | : Shikshay Pathikrit (Bengali) . |