DEPARTMENT OF EDUCATION

1st, 3rd

ODD SEMESTER

Syllabus for B.A. in Education
Semester- I (Education as Major)
PAPER- I
Philosophical and Sociological Foundation of Education

Course Code - ED-101C

Unit-l: Concept of Education • Meaning, Nature and Scope of Education • Aims of Education: Individual and Social • The Functions of Education. Factors of Education • Four Fundamental Pillars of Education as proposed by Delors Commission (1997), UNESCO • Bases of Education: Biological, Psychological, Sociological and Economical
Unit-II: Introduction to Philosophy of Education • Meaning and Concept of Philosophy; Characteristics of Indian Philosophy • Relation between Education and Philosophy • Areas of Philosophy and their Educational Implication—Metaphysics, Epistemology and Axiology. • Western schools of Philosophy and their educational implication   Idealism, Naturalism, Realism and Pragmatism-their contributions to present day Education • Indian Schools of Philosophy and their Educational implications-Vedanta, Buddhism, Jainism and Islamic Tradition
Unit-III: Basics of Sociology of Education • Meaning, Nature and Scope of Educational Sociology • Relationship between Sociology and Education Meaning and Nature of Educational Sociology and Sociology of Education • Education—as a social sub-system-Specific Characteristics • Meaning, Characteristics and types of society—Agricultural, Industrial, Rural and Urban
Unit-IV: Education and Social System • Concept, Meaning and Nature of Social Change • Education with reference to Social Stratification and Social Mobility • Education with reference to Social equity and equality of Educational Opportunities • Factors and Problems of Social Change in India • Culture—Concept, Characteristics and types • Cultural Lag and Acculturation; interrelationship between education and value system

PAPER- II
Development of Education in India
Course Code - ED-102C

TOPIC
Unit-l: Education in ancient and medieval India
• Vedic Education
• Brahmanic
• Buddhistic
• Islamic (Special features of the system, aim, curriculum, teaching method, teacher-pupil relation, Merits and limitations of the system, relevancy of the system in present day education)
Unit-II: Education In Pre-Independence India (1800—1946)
• Educational activities of Serampore Mission and Fort William College— Sreerampore trio and their contribution in the field of education
• Charter Act of 1813, ● Maculay's Minute – 1835.
• Adams Report & its recommendations.
• Wood's Despatch – 1854.
• Hunter Commission – 1882.
• Lord Curzon's Educational Policy – 1904.
• National Education Movement.
• Sadler Commission – 1997.
• Hartog Committee Report – 1929
• Wardha Scheme of Education – 1937.
• Sargent Report – 1944.
Unit-III: Education in India after independence
• Education and Constitution of India
• Radhakrishnan Commission (aim, curriculum of higher education, rural university)
• Mudaliar Commission (aim, structure and curriculum of secondary education)
• Kothari Commission (aim, structure and curriculum of primary and secondary education)
• National Policy of Education, 1968, 1986, POA 1992.
Unit-IV: Education in recent two decades
• Knowledge Commission Report
• Right to Education Act
• SSA and RMSA and Their integration to form Samagra Shiksha Abhiyan— Role, functions and activities.
• RUSA—its Role and Functions
• NEP-2020
• Education in Tripura—Recent Reforms and Initiatives
• Issues and challenges of Secondary and Higher Education in Tripura

Syllabus for B.A. in Education (Minor)
Basics of Education
Course Code - ED-101M

Unit-l: Understanding the Basic Concept of Education
- Concept of Education— Narrow and broader concept of education; concept of education as a discipline
- Nature and Scope of Education
- Aims of Education—individual, social, vocational and democratic.
- Concept of Philosophy and educational Philosophy—their role in framing the superstructure of education (Aims, Methods and Curriculum)
- Aims of modern education with special reference to Delor's Commission.
- The Functions of Education—Towards Individual, Society and Nation

Unit-II: Factors and Dimensions of Education
- Factors of Education and their interrelation
- Child / learner: Concept of child centricismin education— Characteristics and significance of child centricism in education. Teacher: qualities and duties of a good teacher.
- Curriculum: concept, types and Needs; Principles of curriculum construction.
- Educational institutions: Types of educational institution--Early childhood (Preschool, Kindergarten, Nursery); Primary; Secondary; Further and higher education.

Unit-III: Forms and Agencies of Education
- Formal Education:- School—Functions and responsibility of School, relationship between school and society.
- Informal education: Family--Educational role of family; Community—as an agency of Education.
- Non formal Education –Distance and open education.
- Other agencies: Mass-media- television, radio, cinema and newspaper and social media.

Unit-IV: Education and Society
- Sociological bases of education, Nature and Scope of Educational Sociology
- Relationship between Sociology and Education
- Education as an agency of social change; Factors and Problems of Social Change in India
- Education—as a social sub-system
- Education and Social Stratification and Social Mobility
- Education and Social equity and equality of Educational Opportunities
- Education and Culture

Major ED-301C
Course Title:Technology and Education

Unit-l: Basics of Educationand Technology
- Concept of Technology-meaning and nature, Concept of education with reference to modern era
- Educational technology-Meaning, nature and characteristics; its Importance for the student and the teacher.
- Need, scope and limitation of technology in education
- Components of Educational Technology- Hardware and Software
- Instructional Technology-Difference between Educational Technologyand Instructional Technology,

Unit-II: ICT and e-learning
- Concept, nature and components of ICT
- Application of ICT in teaching-learning, ICT integration in teaching learning,
- Challenges in Integrating ICT in teaching learning
- Concept of e-learning— Meaning, Nature and characteristics, advantages and limitation
- Massive Open Online Course (MOOC)
- System approach- concept, need, Classification and components
- Computer and its role in education,

Unit-III: Technology for Interaction and classroom Communication
- Communication and classroom interactions- concept, element and process
- Principles of Communication, Marks of effective classroom communication
- Modes (Verbal and Non-Verbal) and Barriers of effective classroom communication
- Virtual and Smart Classroom-Concept, Elements, Advantages and Limitations
- Online Learning Resources: e-Library, Websites, Apps, and Web 2.0 Technology, Computer network and internet, EDUSAT, INFLIBNET and social media
- Teaching Aids: Types &used.

Unit-IV: Instructional Techniques&Approaches
- Teaching & Instruction—meaning, nature and principles
- Difference between teaching and instruction
- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Models of teaching- concept, components and significance
- Different approaches- Programmed Instruction, Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning, Project based learning,

Unit-l: Introduction to Educational Management
- Meaning, nature and scope of Educational Management
- Objectives/Purpose of Educational Management
- Principles of Educational Management
- Types of Educational Management—Centralized and Decentralized, Autocratic and Democratic
- Functions of Educational Management- Planning, Organizing, Directing,Supervising and controlling
- Classroom Management- Principles, Strategies and Techniques.
- Concept of organization
- Concept of educational organization
- Concept of school organization,

Unit-II: Educational Planning& Educational Administration
- Meaning, Nature and Importance of educational planning
- Types and approaches of educational planning
- Principles of educational Planning
- Central State Relationship in Educational Planning & Administration
- Central and StateEducational Advisory Bodies& their roles—MoE, UGC, NCERT, SCERT
- Meaning, Concept and Types of EducationalAdministration.
- Administration vs. Management.
- Principles of Educational Administration.
- Administrative Skills.
- Functions of Educational Administration—POSDCORB

Unit-III: Institutional Planning &Leadership
- Concept, Nature, and Scope of Institutional Planning
- Institutional planning in practice
- Institutional Planning for Infrastructural Development and PersonnelDevelopment
- Procedure of Institutional Planning
- Organisation of Time Table and Co-curricular Activities
- Leadership in administration--Meaning and Nature, Skills and qualities of Effective Leadership and types/styles of leadership
- Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, Institutional

Unit-IV: EducationalSupervision,Financing and Recent Trends in Management
- Meaning, Nature and significance of EducationalSupervision.
- Inspection vs. Supervision.
- Types of Educational Supervision.
- Concept of Educational Finance
- Sources of Educational Finance
- Principles of Educational Finance
- Significance of Educational Finance
- Recent Trends in Educational Management--Total Quality Management, SWOT Analysis

Unit-l: Education in ancient and medieval India
- ❖ Basic Ideas, objectives, Curriculum, Methods of Teaching & Role of Teachers of the following Systems-
  - • Vedic Education
  - • Brahmanic Education
  - • Buddhistic System of Education
  - • Islamic Education,

Unit-II: Education in Colonial India (1813-1944)
- Chartar Act (1813)
- Macaulay's Minute (1835)
- Wood's Despatch (1854)
- Hunter's Commission (1882)
- Indian University Commission (1902)
- Sadler's Commission (1917)
- Hartog Committee (1929)
- Sargent Report (1944)

Unit-III: Education in Post-Independence India
- Education in the Indian Constitution
- University Education Commission (1948-49)
- Secondary Education Commission (1952-1953)
- Indian Education Commission (1964-66) with Reference to School Education
- Knowledge Commission Report (2007) with Reference to School Education
- Right to Education
- National Policy of Education (1986) POA (1992), NEP 2020

Unit-IV: Some great educators and their role in Framing Indian education
- ❖ Educational Thoughts of
- Raja Rammohan Roy (1772—1833)
- Iswar Chandra Vidyasagar (1820—1891)
- Rabindranath Tagore (1861—1941)
- Swami Vivekananda (1863 – 1902)
- Mahatma Gandhi (1869—1948)
- Sri Aurobindo (1872—1950)
- Dr. Sarvepalli Radhakrishnan (1888-1975)

DEPARTREMT OF EDUCATION
2nd & 4th

EVEN SEMESTER

Unit-I Concept and Methods of Educational Psychology
- Meaning, nature and scope of educational psychology
- Relation between Education and Psychology
- Methods of Educational Psychology
- Application of Educational Psychology in Teaching-Learning Process
- Concept of Growth and Development; Differences between growth and development; Principles of child development.
- Individual differences: concept, types, determinants and educational implications

Unit-II: Learning and Motivation
- Concept of learning.
- Factors associated with learning
- Theories of Learning: Trial and Error, Classical Conditioning: Operant Conditioning, Insightful learning, Constructivist approaches to learning.
- Motivation: Concept, types, determinants of motivation;
- Maslow's Theory of Motivation and its educational implication

Unit-III: Intelligence and Creativity
- Concept of Intelligence
- Theories of Intelligence: Two Factor, Thomson's theory, SOI (Guilford),
- Gardner's Theory of Multiple Intelligence
- Measurement of Intelligence : Verbal, Non-verbal and Performance Test
- Creativity: Meaning and nature; characteristics of creative person
- Identification of creative person
- Nurturing creative student

Unit-IV: Developmental Psychology
- Personality : development, types and Traits theory
- Piaget's Theory of Development
- Bruner's & Vygotsky's Theories of Development
- Kohlberg's Theory of Moral Development,
- Educational implication of Developmental Theories

Unit-I Unit-l: Schooling and Education
- Concept of Early Childhood Care and Education—Need and Importance issues and Challenges.
- Universal and compulsory education: Issues and challenges
- Wastage and stagnation in education—Issues and probable way-out
- Existing school structure in India; School education Structure by NEP 2020
- Language problem and medium of education.
- National Integration and education.
- Integrated child Development Service(ICDS)

Unit-II: Trends and Issues in Higher Education
- Centralized and decentralized educational administration.
- Non-formal and part time education.
- Academic freedom and University autonomy.
- Examination system.
- Standards of Education
- Expansion of higher Education
- Quality in Higher Education
- Issues related to Students Unrest
- Approach towards Dual degrees
- NEP-2020 and Higher Education

Unit-III: Education, Gender and Society
- Gender issues in society; Women's and girl's education—their empowerment, issues and challenges Equalizing educational opportunities.
- Problems of Urban & Rural Education
- Problems of Unemployment

Unit-IV: Recent Trends in Education
- Privatization
- Globalization
- Internationalization
- Population Education.
- Environmental Education
- Value Based Education
- Skill Enhancement Activities and Work experience
- Vocationalization of Education
- Community Engagement/participation and community based education

Course Code: ED102M
Course Title: Educational Psychology

Unit-l: Introduction to Psychology and Educational Psychology ● Psychology— its meaning, nature and scope; ● Concept of Educational Psychology—its Meaning, Nature, Scope & Need; ● Relationship between Education and Psychology, ● Methods of Educational Psychology—basics methods & design in studying learners behaviour ● Research Methods in Child and Adolescent Development ● Applications of Educational Psychology in Teaching and Learning Process. ● Role of educational Psychology in understanding Learner Differences and Learning Needs— Learning and Thinking Styles, Exceptional learners
Unit-II: Understanding the Learner and their Development ● Students as Learners—their Development and the Learning Process ● Human Growth and development—meaning, nature and basic principles ● Stages of development—Infancy, Childhood and Adolescence ● Human development in the physical, social, emotional, moral, speech/language, and cognitive domains ● Individual Differences among learner-- concept, dimension and educational implications, Socio-cultural diversity, ● Students with Learning Challenges (Communication Disorders, Emotional or Behavioural Difficulties, Intellectual Disabilities),
Unit-III: Theories of Human development & Learning Process ● Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind ● Theories of development—Piaget's Cognitive development, Vygotsky's Socio cultural Perspective, Bronfenbrenner's bio-ecological model of development, Kohlberg's Theory of Moral Development ● Development of Self Concept and Self Identity—Erikson's Stages of Psychosocial Development ● Learning Process—its meaning, nature and influencing factors, ● Theories of Learning : Trial & Error, Classical and Operant Conditioning and Gestalt Theory of Learning
Unit-IV: Mental Abilities, Motivations and Personality ● Intelligence—meaning and nature, Concepts of Social intelligence, Spiritual intelligence, emotional intelligence ● Theories of Intelligence—Sternberg's Triarchic theory, Gardner's Theory of Multiple intelligences, ● Measuring Intelligence, some commonly used intelligence test, concept of IQ ● Creativity--Concept and Nature, Characteristics of a creative person, Fostering Creativity, Metacognition and Creativity ● Motivation—meaning, nature, & importance, Five General Approaches to Motivation, Maslow's Hierarchy of Needs ● Meaning and nature of Personality, Type and Trait Approaches to Personality, Factors Influencing Personality Developmen

Syllabus for B.A. in Education
4th Semester
Subject: Education Course Code: ED-401C, Course Title: Guidance and Counselling

Unit-l: Introduction to Guidance • Meaning, objectives and scope of guidance • Need, significance and principles of guidance • Individual Guidance – Meaning, advantages and disadvantages • Group Guidance – Meaning and Advantages and disadvantages • Other types of guidance and their importance: Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance
Unit-II: Introduction to Counselling • Meaning, objectives and scope of counselling • Need and principles of counselling • Approaches to counselling: Directive, Non-directive and Eclectic counselling • Individual and Group Counselling –Meaning, Importance • Relation between Guidance and Counselling • Difference between Guidance and Counselling
Unit-III: Organization of guidance service • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service, Follow-up Services • Qualities of a good counsellor • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor
Unit-IV: School guidance programme • School guidance programme--Need for guidance in secondary schools and requisites of a good school guidance programme • Guidance needs of students in relation to home-centred and school centred problems • Importance of guidance and counselling cells in educational institutions- Guidance for CWSN, School Guidance Clinic • Basic data necessary for school Guidance programme • Tools and techniques for collecting information on pupil: testing and non- testing techniques, Cumulative Record Card & Anecdotal Record Card

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Syllabus for B.A. in Education
4th Semester
Course Code: ED-402C
Course Title: Education for Special Children

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Unit-l: Introductory Concept • Concept of Special Children and Special Education, Interrelationship between impairment, disability & handicap. • Distinctions between inclusive education, special education and integrated education • Inclusive Education—meaning, nature, objectives, Need, Importance, and principles • Factors affecting inclusion, Obstacles/barriers in Inclusion, Elements necessary for creating an inclusive society
Unit-II: Paradigm and Policy Perspectives • Historical development of inclusive education from special education • The contemporary trends in inclusion/inclusive education • Policy perspective: Initiatives to promote inclusive education- equity and equality; • International Focus: Salamanca Statement (1994) and UNCRPD (2006), • National Focus: Constitutional compulsion, RTE 2009, NPE(1986-92), PWD Act 1995-96 and revised PWD Bill 2012, NCF-2005 and Right of Person with Disabilities Act 2016, NEP 2020
Unit-III: Education of the gifted & creative children • Addressing learners from diverse backgrounds including disadvantaged and deprived—socially and culturally; • Concept of exceptional children and children with special needs (CWSN— Meaning, Types, Identification and characteristics • Creative Children—Concept, characteristics, Identification, Educational provision, Role of Teacher • Gifted children—Concept, characteristics, Identification, Educational provision, Role of Teacher
Unit-IV: Education of children with learning and Intellectual disability • Children with intellectual disability—Concept, types, characteristics, Identification, Role of Teacher • Children with learning disability —Concept, types, characteristics, Identification, Role of Teacher • Educating children with learning and Intellectual disability—Issues & Challenges

Syllabus for B.A. in Education (MINOR)
4th Semester
Course Code: ED-401M
Course Title: Emerging Trends and Issues in Education

Unit-l: Pre-Schooling and Elementary Education • Existing school structure in India—Pre-Primary, Primary, Secondary • Types of Pre-Primary Schools—Anganwadi, Balwadi, Creches, Day Care Centres, • Scheme of Pre-Schooling andProposed School education Structure by NEP 2020 • Integrated Child Development Service(ICDS) and its role • Early Childhood Care and Education—Need and Importance, issues and Challenges. • Universalization of Elementary Education: Issues and challenges
Unit-II: Trends and Issues in Secondary Education • Secondary education: its status, problems and aims • Universalization of secondary education with special reference to Tripura • Samagra Shiksha Abhiyan—objectives, features and outcomes • Vocationalization of Secondary Education • Role of NCERT & SCERT • Navodaya Vidhyalayas: Objectives and Quality Concerns
Unit-III: Trends and Issues in Higher Education • Quality & Excellence in Higher Education • Role and functions of different regulatory bodies in higher education: UGC, NAAC, NCTE, NIEPA, ICSSR and AICTE • Efforts for upgrading the quality of Higher Education through RUSA • NEP-2020 and Higher Education • Approach towards Dual degrees, Non-formal, Continuing and Distance Education • Academic freedom and University autonomy. • Examination system—credit system, national credit framework,
Unit-IV:Recent Trends and Practices in Assessment and Evaluation • Recent trends and practices in assessment and evaluation-Scholastic, co scholastic, non-scholastic evaluation, • Assignments, projects, seminars, group discussion, portfolios, rubrics, Online Examination • Student profile, Poster assessment, open book exam, participatory assessment, peer assessment • Grading, Credit and Semester System—Concept, characteristics, procedures, merits and demerits • Continuous and Comprehensive Evaluation (CCE)—its concept and procedures • Computer in Evaluation, Computer Based Test (CBT)