



TRIPURA UNIVERSITY

(A Central University)

Suryamaninagar

SYLLABUS

OF

EDUCATION
(General & Major)

Semester-I

Year 2014

TRIPURA UNIVERSITY

Syllabus

of

EDUCATION

Honours and pass - 2014

Honours - Total Marks :800 Total Papers : 08 (Eight)

Pass- Total Marks : 500 Total Papers : 05 (Five)

Semester - I

Hons:

H₁- Philosophical & Sociological Foundations of Education. (80+20)=100

Pass:

P₁ - Education & Society

Semester-II

Hons:

H₂- Educational psychology (80+20)=100

Pass:

P₂ - Educational Psychology (80+20) = 100

Semester -III

Hons:

H₃- Development of Education System in India (80+20)=100

Pass:

P₃- History of Education in India.(80+20)=100

Semester IV

Hons:

H4 - Contemporary Trends and Issues in Education. (80+20)=100

Pass:

P4 - Measurement, Evaluation & Statistics in Education. (80+20)=100

Semester v

Hons:

H5- Measurement & Evaluation in Education. (80+20)=100

H6- Educational Technology & management. (80+20)=100

Pass:

P5 - Thoughts and ideas of Great Educators. (80+20)=100

Semester VI

Hons:

H7 - Basics of Educational Research and Statistics. (80+20)=100

H8 - Educational theories and ideas of Great Educators. (80+20)=100

HONOURS

Semester 1

Paper: H1

Philosophical and sociological foundations of education

Full Marks : 80+20=100

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 and nature of educational sociology, sociology of education and social organization
- Group dynamics, social interaction, social change and the contribution of education to these aspect.

Course Contents

Unit –I: Concept of Education

- Meaning ,Nature and Scope of Education
- Aims of Education: Individual and Social
- The functions of Education,
- Factors of Education

UNIT –II: Introduction to Philosophy of Education

- Relationship 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 contribution to present day education.
- Modern Concept of philosophy: Logical analysis, Logical Empiricism, positive Realism and their Educational Implication.

UNIT-III: Basics of Sociology of Education

- Meaning, Nature and Scope of Education sociology
- Relationship between Sociology and Education
- Meaning and Nature of Educational Sociology and Sociology of education
- Education-as a social sub-system-specific characteristic
- Education and community with special reference to Indian Society

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.

Essential Readings

- 1) Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. New Jersey ,USA:pearson.
- 2) Nayak,B.K Text Book of Foundation of Education. Cuttack , Odisha:Kitab Mhal.
- 3) Ozman, Howard A.,& Craver, Samuel M., Philosophical Foundation of Education .Boston, USA: Ally & Bacon.
- 4) Wingo,G.Max.Philosophies of Education New Delhi: Sterling Publishers.
- 5) Chanda s.s.&SharmaR.k Sociology of Education,New Delhi,Atlanti Publishers.(2002)
- 6) Chandra S.S Indian educational development, problems and trends, New Delhi, Kanishka Publishers, (2002).
- 7) Cook L.A. & Cook ,E. Sociological approach To Education, New York, McGraw Hill,(1970.)
- 8) Durkheim, E Education and sociology, New York, The Free Press,(1966).
- 9) Hemlata . T. Sociological foundation of Education, New Delhi, kanishka Publishers Jayaram Sociology of Education, New Delhi, Rawat,(1990).
- 10) M.G Mishra. B.K.& Mohanty R. Trends & Issues in Indian Education, New Delhi, Kanishka Publishers ,(2002)
- 11) Mohanty ,J Indian Education In emergency society, New Delhi, Starling Publishers,(1982)
- 12) Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications,(1985)
- 13) Agarwal J.C Teacher & Education in a developing society, Vikas Publishing house, New Delhi, (2005)

- 14) Agarwal S Philosophical Foundations of Education, Author's Press , Delhi (2007)
- 15) Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service(1996)
- 16) Saxena, N.R Philosophical & Sociological Foundation of Education, R. Lal book Depot., Meerut,(1956).
- 17) Sharma , S.N Philosophical & Sociological Foundation of Education, Herald book service, Faridabad, (1995).
- 18) Sodhi, T.S & Suri Aruna Philosophical& Sociological foundations of education, H.P Bhargav Book house, Agra,(1998)
- 19) Brubacher, John, S. Modern philosophies of Education, New York, USA:Mcgraw Hill book company Inc.
- 20) Kneller, George F Introduction to Philosophy of Education, New York, USA: John wiley and Sons, Inc.
- 21) Premnath, Bases of Educations. Delhi, India: S . chand& co.
- 22) Ross, James S. Groundwork of Educational theory., London. UK: Oxford University of London Press . Ltd.
- 23) Rusk, Robert, R. Philosophical bases of education, London, UK: Oxford University of London Press Ltd.
- 24) Deshpande, S(2004) Contemporary India: A sociological View, new Delhi, Penguin
- 25) Musgrave, P.W Sociology Pf Education, Mathuen & Co. Ltd. London(1972)

Web Sources:

<http://www.educacao.pro.br/links.htm>:Encyclopedia of philosophy of Ed

<http://www.siu.edu/~dewyctr/>:The Center for Dewey Studies

<http://www.plato.Stanford.edu/>:Stanford Encyclopedia of Philosophy

<http://www.objectivistcenter.org/ctf--409-FAQ: Philosophy.aspx>

Pass / Elective

Semester – 1

Paper. P – 1

EDUCATION AND SOCIETY

Full marks: (80 + 20) = 100

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 sociological perspective.
- List various agencies of education and their function.
- Justify education as a sub – system of society and how other sub –systems affect education ;
- Appreciate the importance of education for social change, national integration and international understanding in a diverse social context.

Course Contents:

Unit-I: Introduction to Education

- Meaning, Nature and scope of education
- Functions and factors of education.
- Aims of education: - Individual, Social, Vocational and Democratic.
- Equalization of educational opportunity and the steps taken towards its attainment.

Unit – II: Curriculum and Child Centric Education

- Meaning of Curriculum,
- Types of curriculum,
- Principles of curriculum construction,
- Co – curricular activities.
- Child centered Education

Unit – III: Education and Social Sub- system

- Agencies of education :- Formal, Non-formal & Informal
- Role of education as an instrument of social change.
- Human rights education with special reference to child's rights.
- Culture and Education: Meaning, characteristics of culture and its relationship with education,
- Socialization and Social Cohesion

Unit – IV: Current Issues relating to education

- Equalization of educational opportunities
- Problems of Education of the deprived classes: Scheduled Caste, Scheduled Tribe, Women and Rural population; Education of the poor.
- Constitutional Provision related to Education
- Liberalization, Globalization and Privatization in education.

Essential Readings:

Abraham, M.F. (2008). *Contemporary Sociology*. New Delhi: Oxford University Press.

Anand, C.L. et.al. (Ed.) (1983). *Teacher and Education in Emerging in Indian Society*. New Delhi: NCERT.

Dewey, John (1973). *The School and society*. Chicago: University of Chicago Press.

Mathur, S.S. (1966). *A Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra.

Nayak, B.K. *Text Book of Foundation of Education*. Cuttack: Kitab Mahal.

NCERT (1983). *Teacher and Education in Emerging Indian Society*. New Delhi: Author.

Ottaway, A.K.C. (1966). *Education and society*. London: Routledge and kegan Paul.

Suggested Readings:

Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: penguin

Dewey, John (1963). *Democracy and Education*. New York: Mac Millan.

Gore, M.S., Desai, J.P. and Chitnis, S. (Eds.). (1967). *The Sociology of Education in India*. New Delhi: National Council of Educational Research and Training.

Mohanti, J. (1987). *Democracy and education in India*. New Delhi: Deep and Deep Publishers.

Patnaik, P. (2009). Challenges before Higher Education in Developing Societies. *Social Scientist*, 37 (7-8), 21-32.

Saiyidain, K.G. (1970). *Facts of Indian Education*. New Delhi: NCERT.

Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological Perspective in Education: A Reader*. Delhi: Chanakya Publications.

Tilak, Jandhyala B.G (2006). *Education: A saga of Spectacular Achievements and conspicuous Failures in India: Social Development Report*. New Delhi. Oxford University press.

Tilak, Jandhyala B.G. (2003) *Education, Society and Development*. New Delhi: APH Publishing Corporation for NUEPA.



TRIPURA UNIVERSITY

**(A Central University)
Suryamaninagar-799022**

Syllabus

For

Semester – II

Education (Major & General)

Year 2014

HONOURS

Semester – II

Paper: H2

Educational Psychology

Full marks: (80+20) = 100

Objective:

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

- Establish relationship between education and psychology.
- Understand various methods used to study individual behavior.
- 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.
- Describe different approaches of teaching namely behaviorism, cognitivism and constructivism evolved over times.
- Reflect over the learning process as suggested by Piaget, Bruner and Vygotsky,
- Asses the value of different forms of learner engagement in constructive learning environment and
- Appreciate the use of local resource for better teaching- learning process.

Course Contents:

Unit I: Concept and Methods of Educational Psychology

- Meaning, nature and scope of educational psychology,
- Relation between Education and psychology.
- Methods of Educational psychology
- Individual differences: concept, types, determinants and educational implications.

Unit-II: Learning Process

- Concept of learning
- Factors associated with learning.
- Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning, Constructivist approach to Learning.
- Motivation: Concept and Theories.

Unit-III: Intelligence and Creativity

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

Unit-IV : Developmental Psychology

- Personality: concept, Development , types and Traits Theory
- Piaget's Theory of Development,
- Burner & Vygotsky's Theories of Development
- Kohalberg's Theory of moral Development,
- Educational implication of Developmental Theories.

Essential Reading:

- 1) Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- 2) Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- 3) Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- 4) Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- 5) Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.
- 6) Woolfold, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- 7) Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- 8) Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
- 9) Dewey, J. (1916). Democracy and Education. New York: Macmillan.

Pass / Elective

Semester – II

Paper – P₂

EDUCATIONAL PSYCHOLOGY

Full Marks: (80 + 20) = 100

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

- Concept ,need,& scope of educational psychology
- Methods of educational psychology
- Application of educational psychology in teaching and learning
- Stages of growth and development
- Problems of adolescence.

Unit –II : Intelligence & Creativity

- Intelligence : Concept and nature
- Determinants of intelligence.
- Theories of Intelligence
- Creativity : Concept and nature, characteristics of a creative person.

Unit – III: Personality and Individual Differences

- Concept of personality
- Types and Trait approaches to personality
- Development of personality
- Individual Differences : Its educational significance

- 10) Gardner, H.(1983). *Frames of Mind: The theory of multiple intelligence*. New York: Basic Books
- 11) Irvine, J.J.(2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teacher College Press.
- 12) Linda, Darling Hammond & John Bransford (ed) (2005) . *Preparing Teachers for a Changing World*. San Francisco: Jossey – Bass.
- 13) Martin, D.J. & Kimberly S. Loomis. (2006). *Building Teachers: A constructivist approach to introducing education*. USA: Wadsworth Publishing.
- 14) NCERT(2005) *National Curriculum Framework*. New Delhi: (Author).
- 15) Piaget, J.(1999). *Play, Dreams and Imitation*. London: Routledge.
- 16) Schon,D. (1987): *Educating the Reflective Practitioner; Towards a New Design for Teaching and Learning in the Professions*. New York: Basic Books.
- 17) Vygotsky, L.(1986). *Thought and language* (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
- 18) Vygotsky, L.S. (1978) *Mind in Society: The Development of Higher Order Psychological Processes*, USA: Harvard University Press.
- 19) Choube, S.P. (1986) *Development Psychology*, M/S Vikas publishing House, Agra.
- 20) Dash, M. (2004) *Educational Psychology*, Deep & Deep Publishing Pvt. Ltd, New Delhi.
- 21) Gagne, R.M. (1970) *The Conditions of Learning*, N.Y.Holt, Rinehart &Winston Publishing House. New York
- 22) Mangal , S.K. (2007) *Educational Psychology*, Prentice Hall of India, New Delhi.
- 23) Sharma,R.N. (1996). *Advanced Educational Psychology*, Eastern Book House, Guwahati.
- 24) Skinner, C.E.(1999) *Educational Psychology*, Prentice Hall of India, New Delhi.
- 25) Vygotsky, L.S. (1999) *Educational Psychology*, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.

Unit- IV: Learning

- Learning : Meaning & nature
- Factors associated with learning
- Theories of learning : Trail & Error, Classical conditioning and Gestalt theory of learning
- Transfer of learning

Essential Readings :

- Bhat B.D. Sharma Educational Psychology , Kanishka Publishing House, New Delhi , (1993).
- Chaube ,S.P. Development Psychology , M/S Vikas Publishing House, Agra ,(1986)
- Crow & Crow Educational Psychology ,Eurasia Publishing House, New Delhi (1964)
- Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi.(1964)
- Dash, M. Educational Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2004)
- Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart &Winston Publishing House. New York (1970)
- Kaur, R. School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)
- Jitendra Mohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
- Mangal S.K. Educational Psychology, Prentice Hall of India., New Delhi. (2007)
- Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
- Sharma R.N. Advanced Educational Psychology, Eastern Book House, Guahati (1996)

Suggested Readings

Cronbach, L.J. *Essential of Psychological Testing*. Harper Collins Publisher, New York.

Dash, U.N and Mohanty, M.M (1990).*Schooling and Cognition*. Harper Collins Publisher, New York.

Maslow ,A.H.(1970). *Motivation and Personality* (2nd Edition). New York. Harper.and Row.

Skinner, C.E . Educational Psychology, Printice Hall of India.,New Delhi(1999)

Vygotsky, I.S. Educational Psychology, M/S S.K. Enterprise, Book Seller and Distributors, Shillong (1999)

Walia, J.S. Foundations Educational Psychology, Jalandhar Publishing, Jalandhar (1997).



TRIPURA UNIVERSITY

**(A Central University)
Suryamaninagar-799022**

**Syllabus
OF**

**Education
(General & Major)**

Semester – III

2014

HONOURS
Semester –III
Paper –H3 :
Development of Education system in India

Full marks: (80+20)=100

Course Objective

- 1) To develop an understanding of the Evolution of the Educational system in India
- 2) To develop familiarity with the legal & 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

- Education in Vedic period
- Education in Bramanic period &
- Education in Buddhistic Period
- Education in Medieval India

(With special reference to Basic Ideas, Objectives, Curriculum, Method of teaching & Role of Teachers)

Unit-II: Education During Pre- independence Period

- Charter Act (1813)
- Macaulay's Minute (1835)
- Adams Reports on Indigenous Educaion
- Wood Despatch(1854)
- Hanter commission (1882)
- Indian University Commission (1902)
- Sadler Commission (1917).
- Hartog Committee Report (1929).
- Sargent Report (1944)

Unit – III: Education during Post – Independence Period

- Education in Indian Constitution.
- University Education Commission (1948-49).
- Secondary Education Commission (1952-1953)
- Education Commission(1964-66)

- National policy of Education (1986) & Programme of Action (POA, 1992) with special reference to : Primary, Secondary, and Higher Education

Unit-IV: Recent Issues in Education

- Knowledge Commission Report with reference to school education
- Right to Education Act
- SSA, RMSA, RUSA
- Education in Tripura with special reference to Problems and Issues of Secondary & Higher Education.

Essential Readings

- Aggarwal, J, C, (2010) Landmarks in the History of Modern India Education (7th Ed) New Delhi: Vikash Publishing Pvt. Ltd.
- Das, K.K. (1993) Development of Education in India. New Delhi: Kalyani Publishers.
- Dash, B.N (1991). Development of Education in India: Ajanta Prakashan.
- Keay, F.E & Mitra, Sukumar (1078). A History of Education in India. New Delhi: Oxford University Press,
- Mookherjee, R.K. (1988). Ancient Indian Education. New Delhi: Motilal Banarsidass.
- Mookherjee, R.K (1989). The Gupta Empire. New Delhi: Motilal Banarsidass.
- Naik, J.P. & Narullah, S. (1996) A Student's History of Education in India New Delhi: Mc Millan India Ltd.
- Rawat, P.L (1089). History of India Education New Delhi: Ram Presad & Sons.
- Narulla & Naik A Student's History of Education in India, Macmillan India Ltd. New Delhi.(2000)
- NCERT Education and National Development NCERT, 1964-65 New Delhi.
- Pandey, R.S. Development of India System of Education, Vinod Pustak Mandir, Agra, (2003).
- Pandey, R.S Indian Educational System, Anubhav Publication House, Allahabad(2008)
- Rai, L. National Education in India , Bani Mandir, Pan Bazar, Guwahati -I (2001)
- Shukla; P.D Towards the New Pattern of Education in India, Sterling Publishers, New Delhi,
- Sharma, R.N History & Problems of Education in India, Laxmi Narain Agarwal Publisher, Agra, (2006)
- Singh, M.S Educational Development in India, Anubhav Publication House, Allahabad (2007)
- Das Gupta, S.N.(1988). A History of India Philosophy. (5 Vols) Delhi: Motilal BanarasiDass.
- Ghosh, S.C (1989). Educational Policy in India since warren Hastings, Calcutta: N-

Prakashan.

- Altekar, A.S.(1934).Education in Ancient India. Banaras: India book Shop.
- Ministry of Education, GOI (1964-66) New Delhi : The Author
- MHRD, GOI (1986). National policy on Education. New Delhi
- Shanker, Uday (1984).Education of Indian Teachers. New Delhi : Sterling Publishers Pvt.Ltd
- Sing.R.P (1970) Education in Ancient and Midievl India. Delhi: Arya book depot
- Ministry of Education- Report of the University Education Commission 1948-89.Ministry of Education, Government of India, New Delhi.
- Ministry of Ministry of Education- Report of the Secondary Education Commission 1952-53.Ministry of Education, Government of India. New Delhi(1953).
- Ministry jof Education- Challenge jof Education – A Policy perspective , Ministry of Education, Government of India, New Delhi(1985).

-www.knowledgecommission.govt.in knowledge Commission Report 2007

- mhrd.gov.in

Pass / Elective

Semester – III

Paper- p3

HISTORY OF EDUCATION IN INDIA

Full marks: (80+20)=100

Unit- I: Education in Ancient and Medieval Period

- Vedic Education: aims, curriculum, methods of teaching, rituals, and ceremonies.
- Bhramanic Education: aims, curriculum, methods of teaching, rituals and ceremonies.
- Buddhist Education: aims, curriculum, methods of teaching, rituals and ceremonies.
- Islamic Education: aims, curriculum, methods of teaching, rituals and ceremonies.

Unit- II: Education in Early British Period

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

Unit- III: Education during Pre- independence Period

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

Unit- IV: Education in Post- independence Period

- Radhakrishnan Commission-1948 with special reference to rural university.
- Mudaliar Commission-1952-53.
- Kothari Commission- 1964-66.
- National Education Policy 1986 and Revised Educational Policy of 1992.

- **Essential Readings**

Aggarwal, J.C(2010) *Landmarks in the History of Mordern Indian Education (7ht Ed)*
New Delhi: Vikas Publishing Pvt Ltd.

Das, K.K (1993).*Development Of Education in India*. New Delhi: Kalyani Publisher.

Dash, B,N (1991).).*Development Of Education in India*. New Delhi:Ajanta Prakashan.

Keay, F.E & Mitra,Sukumar (1978).*A History of Education in India* .New Delhi: Oxford University Press.

Mookherjee,R.K (1988) *Ancient Indian Education in India*.New Delhi Motila Banarsidass.

Naik, J.P & Narullah,S (1996) *A Student's History of Education in India*. New Delhi : Mc Millan India Ltd.

Rawat, P.L (1989). *History of Indian Education*. New Delhi: Ram Prasad & Sons.

- Narulla & Naik . A Student History of Education in India, Macmillan India Ltd..New Delhi.(2000).
- Rai , L National Education In India,Bani Mandir,Pan Bazar,Guwahati-1(2001).
- Shukla, P.D Towards the New Pattern of Education in India,Sterling Publishers,New Delhi.
- Sharma, R.N History and Problems of Education in India. Laxmi Narain Aggarwal Publisher, Agra(2006).
- Singh, M.S Educational Development in India, Anubhav Publication House,Allahadad,(2007).

Suggested Readings

- Das Gupta, S.N (1988). A History of Indian Philosophy. (5 Vols.) Delhi : Motilal Banarasi Dass.
- Altekar, A.S (1934). Education in Ancient India, Banaras: Indian book Shop.
- Ministry of Education GOI (1964-66). Education and National Development . Report of the Education Commission (1964-66). New Delhi : The Author.
- MHRD.GOI(1986). National Policy on Education. New Delhi. The Author.
- MHRD GOI (1993) Learning without Burden.Yashpal Committee Report (1993)New Delhi.The Author.
- Shanker, Uday(1984).Education of Indian Teachers . New Delhi : Stering Publisher Pvt. Ltd.
- Singh.R.P(1970). Education in Ancient and Medieval India ,Delhi : Arya Book Deput.



TRIPURA UNIVERSITY

(A Central University)
Suryamaninagar-799022

Syllabus

OF

**Education
(Major & General)**

Semester - IV

2014

Pass/ Elective

Semester- IV

Paper- p4

MEASUREMENT, EVALUATION AND STATISTICS IN EDUCATION

Full marks: 80+20= 100

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 contents

Unit- I: Introduction to Measurement and Evaluation

- Concept of Measurement and Evaluation
- Distinction between Measurement and Evaluation
- Needs and types of Evaluation
- Bloom's Taxonomy of Educational Objectives under Cognitive Domain

Unit- II: Tools and Techniques of Evaluation

- Different types of Tools and Techniques of evaluation
- Concept of Standardized and Teacher Made Test
- Characteristics of a good Test
- Reliability and Method of Determining Reliability by Tests- Retest Method
- Validity and Method of Determining Concept Validity
- Factors Effecting Reliability and Validity

Unit-III: Basic Concept of Educational Statistics

- Tabulation of Educational data
- Measures of Central Tendency: Mean, Median & Mode
- Measures of Dispersion: Range, Quartile Deviation, and Standard Deviation.
- Graphical Representation of Educational data (Histogram ,Frequency Polygon & Cumulative Frequency Curve)

Unit – IV: Correlation and Normal probability curve

- Concept of Correlation
- Spearman's Rank Difference Method of Correlation,
- Product moment method of correlation
- Normal Probability Curve: Concept & characteristics

Essential Reading

- Agarwal. J.C. Essentials of Examination System: Evaluation Tests & Measurement. Vikas Publishing House New Delhi (1997)
- Best .J.W.& Khan .J.V. Reseach in Education (Sixth Edition) Prentice Hall of India, Pvt. Ltd. New Delhi (1998)
- Cronbanch, L.J. Essentials of Psychological Testing, New York, Harper and Brothers, (1960)
- Garrett. H.E. Statistics in Psychology and Education, Easternm Book House, Shantipur Guwahati – (1995)
- Julian C. Stanley & Kenneth D. Hopkin Educational and Psychological Measurement and Evaluation, Prentice Hall of India, Pvt. Ltd. New Delhi, (1978)
- Kerlinger, F.N. Foundations of Behavioural Research, Surjeet Publications, Delhi. (1978)
- Rajamanickam, M. Statistical Methodd in Psychological and Educational Research, H.P. Bhargava Book House, Agra- (2001)
- Singha, H.S. Modern Educational Testing, Sterling Publisher & Co. New Delhi (1974)
- Sharma, R.A. Essentials of Measurement in Education & Psychology. R.Lall Book Depot Meerut, (2004)
- Sungoh, S.M. Educational Evaluation and Testing Himalaya Book House Shillong (2006)

Suggested Readings

- Noll, N.H.S. Cannell , D.P. & Craig, RC, (1979). Intriduction to Educational Measurement. Boston: Houghton Mifflin.
- Macmillan, J.H.(1997). Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon
- Hopkins, KD.(1998) Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon

- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological testing and Assessment. An Introduction to the Tests and Measurement. California: Mayfield Publishing Co.
- NCERT(2005) National Curriculum Framework, 2005. New Delhi : NCERT
- NCERT (2006). Focus Group Position Paper : Examination Reforms. New Delhi: NCERT
- NCERT (2008). Source Book on Assessment for class I-V : Social Sciences. New Delhi: NCERT

HONOURS

Semester-IV

Paper –H4

Contemporary Trends and Issues in Education

Full marks: (80+20) =100

Unit-I: Education and Child Welfare

- Pre- primary Education
- Anganwadi's, Balwadi's , Creches', Day Care Center.
- Integrated Child Development Service (ICDS)
- Role of Indian Council for Child Welfare (ICCW)

Unit – II: Educational Organizations and their roles

- Role of NCERT, SCERT, DIET, TBSE in School Education.
- Role of UGC, NAAC, AICTE, ICSSR, NUEPA, CSIR, in Higher Education.
- Globalization, Privatization & Liberalization of Higher Education.
- Quality and Excellence in Higher Education

Unit-III: Contemporary Trends in Education

- Vocationalization of Education.
- Value oriented Education.
- Inclusive Education
- Current Problems of Indian Education; with special reference to
 - Language Problem,
 - Student unrest,
 - Education and unemployment

Unit – IV: Emerging Issues in Education

- Population Education
- Environmental Education

- Education for Woman Empowerment
- Teacher Education in India.

Essential Readings

- Gupta, P.K Population Education, H.P.Bhargava, Book House, Agra .
- Saxena N.R.& Misra B.K. and Mohanty R.Y. Teacher Education . R. Lall Book Depot Meerut , (2004)
- Sharma R.A & Sharma R.K. Problems of Education , H.P. Bhargava, Book House, Agra (2001)
- Singh & Surdarshan Population Education, H.P. Bhargava, Book house, Agra (1996)
- Singoh, S.M. An Introduction to Environmental Education. Akashi Book Depot. Shillong- 2006
- Tilak, J.B.G. Women's Education and Development Gyan Books Pvt. Ltd. New Delhi, 2007

Suggested study

- Abhinayana P Readdy Post – literacy and Continuing Education , H.P. Bhargava, Book house , Agra(1999)
- Chauhan, C.P.S Modern India Education, Kanishk Publisher, New Delhi, 2004
- Joshi, K.M. Higher Educational Developmental Issues, H.P.Bhargava, Book house Agra (2000)
- Kumar,K Life long Education , Eastern Bookd House,Shantipur, Guwahati (2000)
- Misra, B.K and Mahanty R. Trends and Issues in Education R.Lall Book Depot, Meerut, (2003)
- Mohanty . J. Human Rights, Education , Deep and Deep Publications, New Delhi (2007)
- Narkhedi, S.P. Challenge of Higher Education in India, Bani Mandir, Guwahati (2000)
- Rao , V.K. and Reddy R.S. Adult and Non – Formal Education , H.P. Bhargava , Book house , Agra (1999)
- Shirur, R.R. Non-Formal Education ffor Development, H.P. Bhargava, Book house (1999)
- Sharma, r.n. History and Problems of Education in India. Laxmi Narain Agarwal Publisher, Agra(2006)



TRIPURA UNIVERSITY

**(A Central University)
Suryamaninagar-799022**

Syllabus

OF

**Education
(General & Major)**

Semester – V & VI

2014

EDUCATION

Syllabus for Semester – V

B.A HONOURS

Paper: H5 (Major)

Measurement & Evaluation in Education

Full Marks: 100 (80+20)

Objectives

- To enable the students to understand the concept of measurement & 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, Assessment and Evaluation in Education

Measurement : concept, purpose and scales of measurement.

Evaluation : concept, types and its importance in education.

Assessment : Concept, Norm Referenced Vs Criterion Referenced Assessment, Role of Assessment in Education.

- Interrelationship among measurement, assessment and evaluation.
- Taxonomy of Educational Objectives: Cognitive domain, Summative and Formative evaluation.(to be discussed only)

Unit - II : Tools and Techniques of Assessment

- Different tools and techniques of assessment : Tests , Observation, Assignment, Anecdotal Records and Project.
- General principles of test construction and standardization.
- Teacher made test and Standardized test.

Unit -III : Characteristics of a Good Test

- Reliability – concept, methods and factors affecting reliability.
- Validity – concept and methods .
- Objectivity and Norms

Unit –IV : Modern Trends in Evaluation

- CCE(Continuous and Comprehensive Evaluation)
- Grading and Credit System
- Question Bank
- Semester System

Essential Readings

Mangal, S.K (2008) Statistics in Education System, Evaluation; Test and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.

Aggrawal, J.C (1997). Essentials of Examination System, Evaluation; Tests and Measurement. New Delhi : Vika Publishing House Pvt.Ltd.

Banks, S.R. (2005). Classroom Assessment : Issues and practices. Boston: Allyn & Bacon.

Blooms, B.S (1956). Taxonomy of Educational Objectives : New York: Longman Green and Company.

Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.

Earl, L.M. (2006). Assesment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press.

Macmillan, J.H. (1997). Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.

Hopkins, KD. (1998). Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon. **Suggested Readings**

Noll, N.H.S cannel, D.P. & Craig, RC.(1979). Introduction to Educational Measurement. Boston: Houghton Mifflin.

Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching. London: Merrill Prentice Hall. Kaplan, R.M & Saccuzzo.D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordswort

Paper – H6 (Major)

EDUCATIONAL TECHNOLOGY & MANAGEMENT

Full Marks: 100 (80+20)

Unit-I

- Educational Technology: Concept, nature, scope, need and limitations.
- Communication: Meaning and nature, types, process, barriers and significance of Communication.
- Communication in teaching-learning situation.
- Mass media approach in educational technology.

Unit-II

- System approach: Concept and characteristics of system approach. Components of instructional system; uses and limitation of system approach.
- Programmed Learning: Concept, nature and scope of programmed learning; Principles of programming.
- Computer in education.

Unit-III

- Educational Management; Meaning, nature and scope.
- Role of Educational Manager.
- Need of Educational Management in Modern Education.

Unit-IV

- Educational Planning: Meaning, scope, needs and significance.
- Educational Planning: Types, Steps & Strategies.
- Manpower Planning: Meaning, nature, scope; Characteristics.
- Steps and Strategies in Manpower Planning.

Book 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.

B.A EDUCATION
PAPER – P5 (GENERAL)
THOUGHTS AND IDEAS OF GREAT EDUCATORS

Full Marks: 100 (80+20)

UNIT-I

- Swami Vivekananda (1863-1902)
- Sri Aurobindo (1872-1950)

UNIT -II

- Rabindranath Tagore (1861-1941)
- Mahatma Gandhi (1869-1948)

UNIT -III

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

UNIT -IV

- John Dewey (1859-1952)
- Madam Maria Montessori (1870-1952)

BOOKS RECOMMENDED

- Mukherjee, K.K.: Some Great Educators of the World, Das Gupta & Co.pvt.Ltd,Calcutta
- Purkait, B.K.: Great Educators,New Central Book agency,London
- Guha, Bibhuranjan: Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai:Theory of Education,Prakasan Kendra,Lakhnow
- Vidya ratna Taneja:Educational Thought and practice,Sterling Publishers Pvt.Ltd,New Delhi

EDUCATION

Syllabus for Semester – VI

B.A HONOURS

Paper: H7 (Major)

Basics of Educational Research and Statistics

Full Marks: 100 (80+20)

Objectives

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

- Describe the nature, purpose, scope of research in education.
- Identify types of research in education.
- Explain the characteristics of different types of Research.
- Select and explain an appropriate method for a research study.
- 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

- Meaning, nature and scope of Educational Research.
- Types of Research: Fundamental, Applied and Action research; Qualitative and Quantitative Research.
- Research- Problems, Objectives and Hypotheses.
- Review of Related Literature and Studies :Needs and Sources.

Unit-II Major Approaches of Research

- Historical.
- Descriptive.
- Experimental.
- Survey.

Unit-III: Basic Statistics and their uses

- Central tendency and Dispersion.
- Graphical representation of data

- Correlation and its uses (Product moment and Rank Difference).

Unit-IV: Inferential data Analysis.

- Normal probability curve.
- Standard Scores.
- CR-test (t-test).
- Chi square test.

SUGGESTED READINGS

1. Best, J.W & Kahn, J.V : Research in Education, (6th Edition) New
Delhi Prentice Hall, 1989
2. Buch, M.B : A Survey of Research in Education, Baroda,
CASE, M S.University, 1974
3. Fox, D.J : The Research Process in Education, New
York, Holt Rhinehart and Winston, Inc 1969.
4. Garrett H.E : Statistics in Psychology and Education,
Bombay. Vikils, Feiffer & Semen's Ltd, 1988
5. Good, Barr &Scates : Methodology of Educational Research, New
Work Appleton Crofts, 1962
6. Guildford, J.P &Fruchter, B : Fundamental Statistics in Psychology &
Education, New York, McGraw Hill, 1974
7. Kerlinger F.N : Foundation of Behaviour Research, Delhi,
Surjeet Publications, 1978
8. Koul, L : Methodology of Educational Research, New
Delhi Vikash Publications, 1998
9. Kurtz, A.K. & Mayo, S.T : Statistical Methods in Education and
Psychology, New Delhi, Narosa Publishing House, 1980
10. Scigal, Sydne, Y. : Non-parametric Statistics for Behavioural
Science, New Delhi, McGraw Hill, 1978
11. Singh, Arun Kumar : Text, Measurement and Research Methods in
Behavioural Sciences, New Delhi, McGraw Hill,
1986
12. Sukia S.P, & Other : Elements of Educational Research, (3rd Edition).

13. Tuckman, B.W
New
Bombay, Allied Publishers, 1974
: Analyzing and Designing Educational Research,
York, Harcourt Brace Jovanovich, Inc, 1978
14. Tuckman, B.W
New
York, Harcourt Brace Jovanovich, Inc., 1979
: Conducting Educational Research (2nd Edition),
15. Van Dalen, D.B. & Meyer, W.J
: Understanding Educational Research, New York,
McGraw Hill C, 1979.

**B.A HONOURS
PAPER – H8 (Major)**

EDUCATIONAL THEORIES AND IDEAS OF GREAT EDUCATORS

Full Marks : 100(80+20)

UNIT - I

- Raja Rammohan Roy (1772-1883)
- Iswar Chandra Vidyasagar (1820-1891)
- Swami Vivekananda (1863-1902)

UNIT -II

- Rabindranath Tagore (1861-1941)
- Mahatma Gandhi (1869-1948)
- Sri Aurobindo (1872-1950)

UNIT -III

- Jean Jacques Rousseau (1712-1778)
- Johann Heinrich Pestalotzzi (1748-1827)
- F.W. August Froebel (1782-1852)

UNIT -IV

- Herbert Spencer (1820-1903)
- John Dewey (1859-1952)
- Madam Maria Montessori (1870-1952)

BOOKS RECOMMENDED

- Mukherjee, K.K : Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
- Purkait, B.K. : Great Educators, New Central Book Agency, London
- Guha, Bibhuranjan : Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai : Theory of Education, Prakasan Kendra, Lakhnow.
- Vidya Ratna Taneja : Educational Thought and practice, Sterling Publishers Pvt.Ltd.