



Tripura University
(A Central University)

Suryamaninagar, Agartala, West Tripura, Tripura, 799022

Syllabus and Course Structure

For

Under Graduate (UG) programme

in

Education

(For both TU Campus and affiliated colleges)

2023-24

(As per Tripura University Common Minimum Syllabus Guidelines (Meeting on 16.05.2023) in accordance with NEP-2020 w.e.f. the session 2023-2024)

Syllabus

1ST SEMESTER

Programme/Class: Certificate	Year: First	Semester: First
	Subject: Education	
Course Code: ED-101C	Course Title: Philosophical and Sociological Foundation of Education	
Credits: 4 Major (Core)	Core Compulsory	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> ● Explain the Concept of Education and its relationship with Philosophy ● Identify areas of philosophy and narrate their educational implication ● Describe the meaning and nature of Educational Sociology, Sociology of Education and social organizations ● Analyze the Group dynamics, social interaction, social change and the contribution of education to these aspects. 		
COURSE CONTENTS		
Unit-I: Concept of Education		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● 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

Suggested Readings

- Aggarwal, J.C. (2011). Theory & Principles of Education. New Delhi: Vikas Publishing House.
- Aggarwal, S. (2007). Philosophical Foundations of Education. Delhi: Author's Press,
- Bhatia, K.K., (2011), Philosophical and Sociological Foundation of Education. New Delhi: Kalyani Publishers.
- Bhattacharya, D. C. (2016). Sociology. Kolkata: Vijaya Publishing House.
- Chakraborty, J.C (1992). Modern Education: Its Aims and Principles. Kolkata: Usha Publishing House.
- Chatterjee, S. & Datta, D. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publication.
- Chaube, S.P. & Chaube, A. (2009). Foundation of Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cook, L. A. & cook, e. (1970). Sociological Approach to Education. New York: McGraw Hill.
- Dash, B.N. (2011). Foundation of Education. New Delhi: Kalyani Publishers.
- Durkheim, E. (1966). Education and Sociology. New York: The Free Press.
- Ghosh, G. C. (2012). Bharatiya Darshan. Kolkata: Mitrom.
- Roy, S. (2013). Siksha Tattvaa O Siksa Darshan. Kolkata: soma Book Agency.
- Ruhela, S. P., 7 Nayak, R. K. (2014). Philosophical Foundation of Education. Agra: Agrawal Publications.
- Saxena, N.R. S. (2012). Theory of Education. Meerut: R. Lall Book Depot.
- Sekhon, S. S., & Kaur, A. (2011). Philosophical and Sociological Bases of Education. New Delhi: Kalyani Publication.
- Sharma, C. (2013). A critical Survey of Indian Philosophy. Delhi: Motilal Banarsidass Publishers.
- Wynne, J. P. (1999). Theories of Education: An introduction to the Foundations of Education. New York: Harper and Row.

Syllabus for B.A. in Education
Major

1st SEMESTER

Programme/Class: Certificate	Year: First	Semester: First
	Subject: Education	
Course Code: ED-102C	Course Title: Development of Education in India	
Credits: 4 Major (Core)	Core Compulsory	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> ● Outline the Special features of Education in Vedic, Brahmanic Buddhistic and Islamic Education ● Discuss about the Education System In Pre-Independence India ● Illustrate various Educational Provision enshrined in the Constitution of India. ● Describe the significant points of selected education commissions & national policy of education in independent India. ● Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education ● Identify the recent reforms and development of Education in Present India. 		
COURSE CONTENTS		
Unit-I: Education in ancient and medieval India		
<ul style="list-style-type: none"> ● Vedic Education ● Brahmanic ● Buddhistic ● Islamic <p>(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)</p>		
Unit-II: Education In Pre-Independence India (1800 – 1946)		
<ul style="list-style-type: none"> ● 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

Suggested Readings

- Dash, B.N.(1991). Development of Education in India. New Delhi: Ajanta Prakashan.
- Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publisher.
- Aggarwal, J.C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing Pvt. Ltd.
- Chaube and Chaube. (2006). Education in ancient and medieval India. New Delhi: Vikas publication.
- Seeley, L. (2016). History of Education. Wentworth Press.
- Rawaat, P. L. (2019). History of Indian Education. Agra: Ram Prasad Publication.

Syllabus for B.A. in Education (Minor)
Elective/Minor Course
(From any faculty except Major)
1ST SEMESTER
1ST YEAR

Programme/Class: Certificate	Year: First	Semester: First
	Subject: Education	
Course Code: ED-101M	Course Title: Basics of Education	
Credits: 4 Elective/Minor	Open Elective	Max. Marks: 100 (60+40)
Course Learning Outcomes:		
On Completion of the course the students shall be able to:		
<ul style="list-style-type: none"> ● Explain the meaning, nature, scope and aims of education ● Outline the function of education towards individual, society and nation. ● Discuss about the Factors of Education and their interrelationship ● Illustrate various forms of education and their characteristics. ● Describe different agencies of education that influence education. ● Analyze the role of education in social change and equality of educational opportunities ● Identify the relationship between education and culture. 		
COURSE CONTENTS		
Unit-I: Understanding the Basic Concept of Education		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● Factors of Education and their interrelation ● Child / learner: Concept of child centricism in 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		
<ul style="list-style-type: none"> ● 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

Suggested Readings

- Aggarwal, J.C. (2011). *Theory & Principles of Education*. New Delhi: Vikas Publishing House.
- Aggarwal, J.C. (2013). *Basic Ideas in Education*. New Delhi: Shipra Publication
- Bhatia & Bhatia.(2011). *Theory and principles of Education*. New Delhi, Doaba House.
- Bhattacharya, D. C. (2016). *Sociology*. Kolkata: Vijoya Publishing House.
- Chakraborty, J.C (1992). *Modern Education: Its Aims and Principles*. Kolkata: Usha Publishing House.
- Chaube, S.P. & Chaube, A. (2009). *Foundation of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cook, L. A. & cook, e. (1970). *Sociological Approach to Education*. New York: McGraw Hill.
- Dash, B.N. (2011). *Foundation of Education*. New Delhi: Kalyani Publishers.
- Durkheim, E. (1966). *Education and Sociology*. New York: The Free Press.
- Mohanty, J. (1982). *Indian Education in emergency society*, New Delhi, starling Publishers.
- Roy, S. (2013). *Siksha Tattvaa O Siksa Darshan*. Kolkata: soma Book Agency.
- Saxena, N.R. S. (2012). *Theory of Education*. Meerut: R. Lall Book Depot.
- Sekhon, S. S., & Kaur, A. (2011). *Philosophical and Sociological Bases of Education*. New Delhi: Kalyani Publication.

2ND SEMESTER

Programme/Class: Certificate	Year: First	Semester: Second
	Subject: Education	
Course Code: ED-103C	Course Title: Educational Psychology	
Credits: 4 Major (Core)	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes:		
On Completion of the course the students shall be able to:		
<ul style="list-style-type: none"> ● Explain the Concept of Educational Psychology and the relationship between Education and Psychology ● Describe the meaning and nature of personality and its theory ● Enumerate the concept of intelligence and its theory ● Elucidate the meaning, nature and theories of learning and motivation ● Outline the concept of individual difference and its educational implication. 		
COURSE CONTENTS		
Unit-I: Concept and Methods of Educational Psychology		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● 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

Suggested Readings

- Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.
- Baron, R. A. (2017). Psychology. New Delhi: Pearson.
- Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House
- Bigge, M. L. (1999). Psychological Foundations of Education. New York: Harper and Row.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- Chaube, S.P. (2001). Development Psychology. New Delhi: Vikas Publishing House
- Chauhan, S.S. (1998). Advanced Educational Psychology. New Delhi: Vikash Publishing House,
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. New Delhi: Himalay Publishing House.
- Crow, & Crow, (1964). Educational Psychology. New Delhi: Eurasia Publishing House
- Dash, M. (2004). Educational Psychology. New Delhi: Deep & Deep Publishing Pvt. Ltd.
- Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
- Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.
- Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
- Maslow, A.H.(1970).Motivation and Personality (2nd Edition). New York: Harper and Row.
- Roy, S. (2013). Shiksha Manovidya. Kolkata: Soma Book Agency.
- Sharma, R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.
- Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
- Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
- Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
- Walla, J.S. (1997). Foundations Educational Psychology. Jalandha: Jalandhar Publishing .
- Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.

**Syllabus for B.A. in Education
Major**

2nd SEMESTER

Programme/Class: Certificate	Year: Second	Semester: Second
	Subject: Education	
Course Code: ED-104C	Course Title: Contemporary Trends and Issues in Education	
Credits: 4 Major (Core)	Core Compulsory	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> ● Explain the concept of Early Childhood Care and Education and its importance. ● Describe various new trends and issues in Higher Education. ● Identify the issues and challenges regarding school education and social progress. ● Illustrate the recent trends in Education and their challenges to be implemented. ● Analyse the relevance of skill enhancement and vocational courses in education. 		
COURSE CONTENTS		
Unit-I: Schooling and Education		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● 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

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi: Vikas Publishing House Pvt. Ltd.
- Amartya Sen, and Jean Dreze (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi. Select Chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.

Syllabus for B.A. in Education (Minor)
Elective/Minor Course
(From any faculty except Major)
2nd SEMESTER
1ST YEAR

Programme/Class: Certificate	Year: First	Semester: Second
	Subject: Education	
Course Code: ED102M	Course Title: Educational Psychology	
Credits: 4 Elective/Minor	Open Elective	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> ● Explain the meaning, nature, scope and goals of educational Psychology ● Outline the Applications of Educational Psychology in Teaching and Learning Process. ● Identify the relationship between Education and Psychology ● Discuss the concept of individual difference and its educational implication. ● Illustrate different Theories of Human development & Learning Process ● Describe the meaning and nature of personality and its theory ● Enumerate the concept of intelligence and its theory ● Elucidate the meaning, nature and theories of motivation 		
COURSE CONTENTS		
Unit-I: Introduction to Psychology and Educational Psychology		
<ul style="list-style-type: none"> ● 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		
<ul style="list-style-type: none"> ● 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 Development

Suggested Readings

- Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.
- Baron, R. A. (2017). Psychology. New Delhi: Pearson.
- Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House
- Bigge, M. L. (1999). Psychological Foundations of Education. New York: Harper and Row.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- Chauhan, S.S. (1998). Advanced Educational Psychology. New Delhi: Vikash Publishing House,
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. New Delhi: Himalay Publishing House.
- Crow, & Crow, (1964). Educational Psychology. New Delhi: Eurasia Publishing House
- Dash, M. (2004). Educational Psychology. New Delhi: Deep & Deep Publishing Pvt. Ltd.
- Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
- Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.
- Maslow, A.H.(1970).Motivation and Personality (2nd Edition). New York: Harper and Row.
- Roy, S. (2013). Shiksha Manovidya. Kolkata: Soma Book Agency.

- Sharma, R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.
- Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
- Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
- Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.

Syllabus for B.A. in Education
Interdisciplinary Course
~~1st/2nd SEMESTER~~
~~1ST YEAR~~

Programme/Class: Certificate	Year: First	Semester: First/ Second
	Subject: Education	
Course Code: ED-101HD	Course Title: Psychology of Learning and Instruction	
Credits: 3	Interdisciplinary/ MOOC Course	Max. Marks: 100 (60+40)
Course Learning Outcomes:		
On Completion of the course the students shall be able to:		
<ul style="list-style-type: none"> ● Explain the meaning, nature, scope and goals of educational Psychology ● Outline the Applications of Educational Psychology in Teaching and Learning Process. ● Discuss the concept of individual difference and its educational implication. ● Illustrate different Theories of Human development & Learning Process ● Describe the meaning, nature and importance of psychology of Instruction ● Enumerate the concept of lesson plan and micro teaching ● Elucidate the different techniques and approaches of teaching. ● Differentiate between instruction and teaching ● Describe the different teaching methods and strategies. 		
COURSE CONTENTS		
Unit-I: Introduction to Educational Psychology		
<ul style="list-style-type: none"> ● Concept of Educational Psychology – its Meaning, Nature, Scope & Need; Relationship between Learning and Psychology, ● Methods of Educational Psychology – basics methods & design in studying learners behaviour ● Applications of Educational Psychology in Teaching and Learning Process. 		

- ~~Role of Educational Psychology in understanding Learner Differences and Learning Needs~~
- ~~Individual differences among learner-- concept, dimension and educational implications.~~

~~Unit-II: Understanding the Learner and their Development~~

- ~~Students as Learners = their Development and the Learning Process~~
- ~~Human Growth and development = meaning and basic principles~~
- ~~Stages of development = Infancy, Childhood and Adolescence~~
- ~~Human development in the physical, social, emotional, and cognitive domains~~
- ~~Theories of development = Piaget's Cognitive development, Vygotsky's Socio-Cultural Perspective & Kohlberg's Theory of Moral Development.~~

~~Unit-III: Theories of Learning & its Implication~~

- ~~Learning = its meaning, nature and factors influencing learning~~
- ~~Kinds or types of learning & need of theory of learning~~
- ~~E. L Thorndike's theory or Trial & Error Learning~~
- ~~Learning by conditioning:~~
 - (a) ~~Classical Conditioning (Pavlov)~~
 - (b) ~~Operant Conditioning (Skinner)~~
- ~~Learning by Insight (Gestalt)~~
- ~~Discovery Learning (Bruner)~~
- ~~Hierarchy of Learning types and condition (Gagne)~~

~~Unit-IV: Psychology of Instruction~~

- ~~Psychology of Instruction: Its meaning, importance & difference between teaching and instruction.~~
- ~~Instructional objectives: Blooms Taxonomy (Cognitive Domain)~~
- ~~Instruction for problem solving, creativity and Discovery learning~~
- ~~Concept of instructional Technology and instructional media~~
- ~~Concept and principles of Teaching, Criteria of good teaching~~
- ~~Lesson Plan, Criteria of good lesson plan, steps and types of lesson plan; Art of Questioning~~

~~Suggested Readings~~

- ~~Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.~~
- ~~Baldin, A. L. (1970). Theories of Child Development. New York: John Wiley & Sons.~~
- ~~Baron, R. A. (2017). Psychology. New Delhi: Pearson.~~
- ~~Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House~~
- ~~Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.~~
- ~~Chauhan, S.S. (1998). Advanced Educational Psychology. New Delhi: Vikash Publishing House,~~
- ~~Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. New Delhi: Himalay Publishing House.~~

- ~~Crow, & Crow, (1964). Educational Psychology. New Delhi: Eurasia Publishing House~~
- ~~Dash, M. (2004). Educational Psychology. New Delhi: Deep & Deep Publishing Pvt. Ltd.~~
- ~~Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House~~
- ~~Joyce, B., & Weil, M. (2005). Models of Teaching. New Delhi: PHI Pvt. Ltd.~~
- ~~Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.~~
- ~~Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.~~
- ~~Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: SahityaMudranalaya~~
- ~~Piaget, J. (1971). Science of Education and the Psychology of the Child. New York: The Viking Press.~~
- ~~Roy, S. (2013). Shiksha Manovidya. Kolkata: Soma Book Agency.~~
- ~~Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lal Book Depot~~
- ~~Sharma, R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.~~
- ~~Siddiqui, M.H.(2008).Models of teaching. New Delhi: APH Publishing Corporation~~
- ~~Singh, Amarjit (2006). Classroom Management, New Delhi: Kanishka Publishers~~
- ~~Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.~~
- ~~Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.~~

Syllabus

DIPLOMA IN EDUCATION (SECOND YEAR)

3rd SEMESTER

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
3 rd Sem	ED-301C	Major	Technology and Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-302C	Major	Management and Planning in Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-301M	Minor/Elective	History of Indian Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-301ID	Interdisciplinary/ MOOC Course	Technology Integrated Education	Theory	3	Min.3 Class (each class one hour duration)

3rd SEMESTER

Major
ED-301C

Programme/Class: Diploma	Year: Second	Semester: Third
	Subject: Education	
Course Code: ED-301C	Course Title: Technology and Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature & scope of Educational Technology.• Describe the concept of Educational Technology as discipline.• Discuss about the Concept, nature and components of ICT• Illustrate the application of ICT in teaching and learning.• Discuss about the Meaning, Nature and characteristics of e learning• Outline various aspects of Communication and classroom interactions• Describe the concept and need of system approach• Enumerate different Instructional techniques & approaches• Identify the Technology for Interaction and classroom Communication.• Describe about different Models of teaching• Utilize Online Learning Resources in their academic life		
COURSE CONTENTS		
Unit-I: Basics of Education and Technology		
<ul style="list-style-type: none">• 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 Technology and Instructional Technology,		
Unit-II: ICT and e-learning		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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,

Suggested Readings

- Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- Barton, R. (2004). Teaching Secondary Science with ICT. McGraw-Hill International
- Bhaskara Rao, Digumarti (2013): Vidya -SamacharaSankethikaSastram (ICT in Education). Guntur: Master Minds, Sri Nagarjuna Publishers.
- Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- Denis, Kim, Sen and Morin (2000). Information Technology -The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd. Norton.
- Mangal, S.K. and Mangal, Verma (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: SahityaMudranalaya
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot
- Siddiqui, M.H.(2008).Models of teaching. New Delhi: APH Publishing Corporation

- Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers
- T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.

3rd SEMESTER

Major
ED-302C

Programme/Class: Diploma	Year: Second	Semester: Third
	Subject: Education	
Course Code: ED-302C	Course Title: Management and Planning in Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature & scope of Educational Management.• Describe the objectives, principles and types of Educational Management.• Discuss about the Concept, Nature and Importance of educational planning• Illustrate the role of Educational Supervision in educational institution.• Discuss about the Meaning, Nature and Principles of Educational Administration.• Outline various aspects of Institutional Planning & Leadership• Enumerate different strategies & approaches to educational planning• Identify the Recent Trends in educational Management		
COURSE CONTENTS		
Unit-I: Introduction to Educational Management		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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 State Educational Advisory Bodies & their roles—MoE, UGC, NCERT, SCERT• Meaning, Concept and Types of Educational Administration.• 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 Personnel Development
- 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: Educational Supervision, Financing and Recent Trends in Management

- Meaning, Nature and significance of Educational Supervision.
- 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

Suggested Readings

- Mukhopadhyay, B. (1994). Motivation in Educational Management: Issues and Strategies. New Delhi: Sterling Publishers.
- Singh, H. M. (1995). Fundamental of Educational Management. New Delhi: Vikas Publication.
- Report On Workshops on Educational Management and Educational Technology (1990). State Council of Higher Education, Andhra Pradesh,
- Guruge, A. W. P. (1984). Principles and Problems of Educational Management UNESCO, Paris.
- Report of the U.G.C. Committee: Towards New Educational Management (1990). New Delhi.
- Mukhopadhyay, B. (1994). Motivation in Educational Management: Issues and Strategies. New Delhi: Sterling Publications.
- Goode, John M. (1973). Readings in Educational Management. New York: Amacom.
- Pareek, Udai (1981). Handbook for Trainers in Educational Management:

With Special Reference to countries in Asia and the Pacific. Bangkok:
UNESCO Regional Office for Education in Asia.

- Handy, H. W. (1969). Network Analysis for Educational Management. Engle Wood Cliffs: Prentice Hall.
- Dennison, Bill (1987). Challenges in Educational Management Principles into Practice. , London: Croom Helm Publishers.
- Johson, Daphne (1994). Research Methods in Educational Management. England: Longman Information & Reference.
- Preedy, Margaret (1989). Teacher's Case Studies in Educational Management. London: Paul Chapman Publishing.
- Bush, Tony (1999). Educational Management: Redefining Theory Policy and Practice. London: Paul Chapman Publish

Elective/Minor Course
(From any faculty except Major)

3rd SEMESTER

Programme/Class: Diploma	Year: 2nd	Semester: Third
	Subject: Education	
Course Code: ED-301M	Course Title: History of Indian Education	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> • Outline the Special features of Education in Vedic, Brahmanic Buddhistic and Islamic Education • Discuss about the Education System in Pre-Independence India • Illustrate various Educational Provision enshrined in the Constitution of India. • Describe the significant points of selected education commissions & national policy of education in independent India. • Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education • Describe educational thoughts of Rammohan, Vidyasagar, Vivekananda, Gandhiji, Tagore, Aurobindo, Radhakrishnan, 		
COURSE CONTENTS		
Unit-I: Education in ancient and medieval India		
<ul style="list-style-type: none"> ❖ Basic Ideas, objectives, Curriculum, Methods of Teaching & Role of Teachers of the following Systems- <ul style="list-style-type: none"> • Vedic Education • Brahmanic Education • Buddhistic System of Education • Islamic Education 		
Unit-II: Education in Colonial India (1813-1944)		
<ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> • 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)

Suggested Readings

- Agarwalla, S. (2020), Great Educators & Educational Thoughts, Indore: Mahaveer Publications
- Agarwalla. J. C. Great Philosopher & Thinker on Education: New Delhi: Shipra Publication Pvt. Ltd. 2006.
- Ahmad, S. (2007). Educational Thinkers of India. Anmol Publisher.
- Babu, R. B., & Ghanta, R. (2011). Education and Ideology of Gandhi & Ivan Illich. New Delhi: Neekamal Publications.
- Garg, J., & Dutt, B. (2012). Educational Thinkers: A Brief Survey. Global Publications.
- Kriplani, K. (1980), Rabindranath Tagore: A Biography, Shantiniketan: Viswa Bharathi.
- Mete, J. (2019) Great Educators and their Educational Thoughts, Chennai: Notion Press
- Pathak, R. P. (2018). The Educational Thinkers of East and West. Delhi: Kanishka Publishers Distributors.
- Purkait, B. R. (2011) Great Educators and Their Philosophies, Pune: New Central Book Agency.
- Dash, B.N.(1991). Development of Education in India. New Delhi: Ajanta Prakashan.
- Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publisher.
- Aggarwal, J.C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing Pvt. Ltd.
- Chaube and Chaube. (2006). Education in ancient and medieval India. New Delhi: Vikas publication.
- Seeley, L. (2016). History of Education. Wentworth Press.
- Rawaat, P. L. (2019). History of Indian Education. Agra: Ram Prasad Publication.

Syllabus

DIPLOMA IN EDUCATION (SECOND YEAR)

4TH SEMESTER

Semester s	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
4 th Sem	ED-401C	Major	Guidance and Counselling	Theory	4	Min.4 Class (each class one hour duration)
	ED-402C	Major	Education for Special Children	Theory	4	Min.4 Class (each class one hour duration)
	ED-401M	Minor/Elective	Emerging Trends and Issues in Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-401ID	Interdisciplinary/ MOOC Course	Evaluation in Education	Theory	3	Min.3 Class (each class one hour duration)

4th SEMESTER

Major

ED-401C

Programme/Class: Diploma	Year: Second	Semester: Fourth
	Subject: Education	
Course Code: ED-401C	Course Title: Guidance and Counselling	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature, scope and objectives of guidance.• Discuss about the Concept, nature and types of counselling.• Outline the various types of guidance and their importance• Describe the concept of guidance service and its various aspects.• Illustrate the importance and significance of guidance programme in academic institution.• Utilize Tools and techniques for collecting information on pupil for guidance.• Enumerate the Role of the Head of the institution and parents in guidance and counselling• List the qualities of a good counsellor		
COURSE CONTENTS		
Unit-I: Introduction to Guidance		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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

Suggested Readings

- Agarwal, R (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
- Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
- Kochhar, S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
- Sharma, R.N. (2006). Guidance and counselling. Delhi. Surjeet Publication
- Chauhan, S.S. (2009). Principles and Techniques of Guidance. New Delhi, Vikas publishing House Pvt. Ltd.
- Kochhar, S.K. (1987). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling publishers Ltd.
- Pal, D. (2005). Nirdesana O Paramarsa. Kolkata. Central Library.
- Vimchandra Mandal (2011). Nirdesana O Paramarsadaner Ruprekha. Kolkata. Rita Publication.
- Bhatia, K.K. (2002). Principles of Guidance & Counselling. New Delhi. Kalyani publishers.

4th SEMESTER

Major

ED-402C

Programme/Class: Diploma	Year: Second	Semester: Fourth
	Subject: Education	
Course Code: ED-402C	Course Title: Education for Special Children	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature, principles and scope of Inclusive Education.• Describe the concept of Exceptional children.• Discuss about various policy and provision regarding Inclusive Education.• Illustrate the Concept, characteristics and way of education the creative and gifted children.• Identify the creative and gifted children, Children with intellectual and learning disability.• Describe the Concept, types, characteristics and way of educating the Children with intellectual and learning disability		
COURSE CONTENTS		
Unit-I: Introductory Concept		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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

Suggested Readings

- Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London:Routledge.
- Ainscow,M. and Booth, T (2002). Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs-Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd Julka. A, Index of Inclusion (2012) NCERT, New Delhi.
- Jha.M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Mult vista Global Ltd, Chennai
- Julka, A (2006) Meeting special needs in schools" A manual, NCERT, New Delhi UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu
- Julka,A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges - A Research Study
- Julka,A.(2014) Including Children with Special Needs: Primary Stage
- Julka,A.(2015) Including Children with Special Needs: Upper Primary Stage
- Mangal. S. K. (2009). Educating Exceptional Children: An Introduction to Special education. New Delhi: PHI Learning Pvt. Ltd.
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi
- NCERT(2006), Position Paper : National Focus Group on Education of children with Special Needs, NCERT;DEGSN, New Delhi
- NCERT (2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, DEGSN, New Delhi.
- World Bank (2003) Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- Ysseldyke, J.E. and Algozzine,B. (1998) Special Education A Practical approach for Teachers,New Delhi: Kanishka Publishers Distributors.
- Panda K. C. (1997). Education of the Exceptional Children. New Delhi: Vikas

Publications Ltd.

- Aggarwal, Rashmi (2010). Education for disabled children. New Delhi: Vikas Publication House.
- Bassa, Sayat (2017). Inclusive Education. New Delhi: N.D. Publisher.
- Allur, M. (2002). Education of children with special needs from segregation to inclusion. New Delhi: Sage Publisher.

~~Elective/Minor Course~~
~~(From any faculty except Major)~~

4th SEMESTER

MINOR

Programme/Class: Diploma	Year: 2nd	Semester: Fourth
	Subject: Education	
Course Code: ED-401M	Course Title: Emerging Trends and Issues in Education	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Describe the existing pattern and structure of school education in India.• Illustrate the Scheme of Pre-Schooling and Proposed School education Structure by NEP 2020.• Explain the Emerging trends and issues in education• Outline the Trends and Issues in Higher Education• Discuss about Emerging policy and practices in education• Elaborate the various aspects and features of NEP-2020.		
COURSE CONTENTS		
Unit-I: Pre-Schooling and Elementary Education		
<ul style="list-style-type: none">• Existing school structure in India – Pre-Primary, Primary, Secondary• Types of Pre-Primary Schools – Anganwadi, Balwadi, Creches, Day Care Centres,• Scheme of Pre-Schooling and Proposed 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		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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: Emerging policy and practices in education		
<ul style="list-style-type: none">• Privatization, Globalization and Liberalization		

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)

Suggested Readings

- Aggrawal, J.C (1997). Essentials of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House
- Anastasi, A. (1983), Psychological Testing, 6th Ed. New York: The Macmillan Co.
- Bloom, B.S.: Taxonomy of Educational Objectives; New York Longman.
- Cronbach, L.G. (1964), Essentials of Psychological Testing, New York: Harper.
- Gregory, R. J. (2005). Psychological Testing: History, principles, and Applications. Fourth ed. Delhi: Pearson Education Pte. Ltd.
- Grownlund, N.E.(1981), Measurement and Evaluation in Teaching, New York: MacMillan.
- Hopkins, KD. (1998). Educational & Psychological Measurement and Evaluation. Boston: Allyn and Bacon.
- J. Swarupa Rani, Educational Measurement and Evaluation, Discovery Publishing House, 2004
- Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York: MacMillan.
- Mangal, S.K(2008) Statistics in Education System, Evaluation; Test & Measurement. New Delhi: Vikas Publishing Pvt. Ltd.
- Mehren, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston.
- Sharma, R. A. (2004). Essentials of Measurement in Education and Psychology. Meerut: R. Lall Book Depot.
- Sidhu, K. S. (2005). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.

Syllabus for B.A. in Education
Interdisciplinary Course
1st SEMESTER
1ST YEAR

Programme/Class: Certificate	Year: First	Semester: First/Second
	Subject: Education	
Course Code: ED-101ID	Course Title: Psychology of Learning and Instruction	
Credits: 3	Interdisciplinary/ MOOC Course	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> • Explain the meaning, nature, scope and goals of educational Psychology • Outline the Applications of Educational Psychology in Teaching and Learning Process. • Discuss the concept of individual difference and its educational implication. • Illustrate different Theories of Human development & Learning Process • Describe the meaning, nature and importance of psychology of Instruction • Enumerate the concept of lesson plan and micro teaching • Elucidate the different techniques and approaches of teaching. • Differentiate between instruction and teaching • Describe the different teaching methods and strategies. 		
COURSE CONTENTS		
Unit-I: Introduction to Educational Psychology		
<ul style="list-style-type: none"> • Concept of Educational Psychology –its Meaning, Nature, Scope& Need; Relationship between Learning and Psychology, • Methods of Educational Psychology –basics methods & design in studying learners behaviour • Applications of Educational Psychology in Teaching and Learning Process. • Role of Educational Psychology in understanding Learner Differencesand Learning Needs • Individual differences among learner--concept, dimension and educational implications. 		
Unit-II: Understanding the Learner and their Development		
<ul style="list-style-type: none"> • Students as Learners – their Development and the Learning Process • Human Growth and development – meaning and basic principles • Stages of development – Infancy, Childhood and Adolescence • Human development in the physical, social, emotional, and cognitive domains • Theories of development –Piaget’s Cognitive development&Vygotsky’s Socio-Cultural Perspective 		

Unit-III: Theories of Learning & its Implication

- Learning – its meaning, nature and factors influencing learning
- Kinds or types of learning & need of theory of learning
- E. L Thorndike's theory or Trial & Error Learning
- Learning by conditioning:
 - (a) Classical Conditioning (Pavlov)
 - (b) Operant Conditioning (Skinner)
- Learning by Insight (Gestalt)
- Discovery Learning (Bruner)
- Hierarchy of Learning types and condition (Gagne)

Unit-IV: Psychology of Instruction

- Psychology of Instruction: Its meaning, importance & difference between teaching and instruction.
- Instructional objectives: Blooms Taxonomy (Cognitive Domain)
- Instruction for problem solving, creativity and Discovery learning
- Concept and principles of Teaching, Criteria of good teaching
- Lesson Plan, Criteria of good lesson plan, steps and types of lesson plan; Art of Questioning

Suggested Readings

- Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.
- Baldwin, A. L. (1970). Theories of Child Development. New York: John Wiley & Sons.
- Baron, R. A. (2017). Psychology. New Delhi: Pearson.
- Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House
- Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S.S. (1998). Advanced Educational Psychology. New Delhi: Vikash Publishing House,
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. New Delhi: Himalay Publishing House.
- Crow, & Crow, (1964). Educational Psychology. New Delhi: Eurasia Publishing House
- Dash, M. (2004). Educational Psychology. New Delhi: Deep & Deep Publishing Pvt. Ltd.
- Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- Joyce, B., & Weil, M. (2005). Models of Teaching. New Delhi: PHI Pvt. Ltd.
- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.
- Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: Sahitya Mudranalaya

- Piaget, J. (1971). Science of Education and the Psychology of the Child. New York: The Viking Press.
- Roy, S. (2013). Shiksha Manavidya. Kolkata: Soma Book Agency.
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot
- Sharma,R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.
- Siddiqui, M.H.(2008).Models of teaching. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers
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INTERDISCIPLINARY COURSE

2nd YEAR

3rd SEMESTER

Programme/Class: Diploma	Year: Second	Semester: Third
	Subject: Education	
Course Code: ED-301ID	Course Title: Technology Integrated Education	
Credits: 3	Interdisciplinary/ MOOC Course	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> • Explain the concept, nature & significance of Educational Technology. • Discuss the theory and history of educational technology. • Enumerate the components and process of Technology integration in Education. • Describethe various innovations in Educational Technology. • Illustratethe Concept and application of ICT in Education • Identify the security issues, ethics and trends in Educational Technology. 		
COURSE CONTENTS		
Unit-I: Basics of Educational Technology		
<ul style="list-style-type: none"> • Concept, nature and significance of Educational Technology • History of Educational Technology • Theory and Practice--Foundations for Effective Technology Integration, Theorists of Educational Technology • Benefits and Criticism of Educational Technology 		

- Components of educational Technology – Hardware, Software, System Analysis
- Concept of Technology Integrated Education

Unit-II: Integrating Technology into Classroom Instruction

- Integrating technology in teaching learning-techniques and procedures
- ICT – Concept and application
- Instructional Technology, Instructional Design, Instructional Technique
- Technology in/for the classroom, smart classroom
- Turn-around Technology Integration Pedagogy and Planning (TTIPP) Model; Instructional Software for Student Learning
- Technology Device and Software Resources for Classroom Productivity
- Teaching Aids – types and uses, Psychology of using teaching Aids,

Unit-III: The Technology Integrated learning

- Communications, Networks, the Internet, and the World Wide Web, Search Techniques, and Search Tools for Education
- Social media as learning platform – merits and demerits, Digital Citizenship
- Technology Integration Workshop, Rubric, Situated Learning,
- Virtual Learning Environment, Virtual Field Trips
- Technology Integrated Curriculum Concept & Application

Unit-IV: Security Issues, Ethics, and Emerging Technologies in Education

- Issues and challenges regarding Technology, Digital Media
- Safety and security issues in using technology in education; Ethics, Copyright and Professional Responsibilities
- Security threats and measures, Cyber privacy and Netiquette; ethical practices in cyber space; cyber laws and child safety.
- Artificial Intelligence & it's Uses in the field of Education
- Role of Technology in assessment--web based assessment, computerised test construction, electronic support as a tool in assessment process, advantage and disadvantage of Technology based assessment
- Programmed Learning/Instruction, Linear Programming, Branching Programming, Mathetics Programming, Development of Programmed Study

Suggested Readings

- Aggarwal, J. C. (2015). Essentials of Educational Technology. New Delhi: Vikash Publishing House.
- Integrating Technology and Digital Media in the Classroom. Shelly, Gunter, Gunter. Sixth Edition, Copyright 2010. ISBN# 9781439078358
- Roblyer, M. & Doering, A. 2016, Integrating Educational Technology into Teaching, Enhanced Pearson E-Text with Loose-Leaf Version -- Access Card Package (7th Edition), ISBN: 9780134046914
- Kulkarni, S. S. (1986). Introduction to Educational Technology. Oxford & IBH
- Kumar, K. L. (1997). Educational Technology. New Age International (p) Ltd.

INTERDISCIPLINARY COURSE

2nd YEAR

4th SEMESTER

Programme/Class: Diploma	Year: Second	Semester: Fourth
	Subject: Education	
Course Code: ED-401ID	Course Title: Evaluation in Education	
Credits: 3	Interdisciplinary/ MOOC Course	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the concept of measurement, assessment and evaluation.• Differentiate measurement, assessment and evaluation.• Explain different approaches of assessment.• Use wide range of assessment tools and techniques and construct these appropriately.• Classify educational objectives in terms of specific behavioural form• Prepare a good achievement test on any school subject• Explain the characteristics of good measuring instruments.• Illustrate different types of assessment techniques		
COURSE CONTENTS		
Unit-I: Introduction to Measurement, Assessment and Evaluation		
<ul style="list-style-type: none">• Concepts of Educational measurement -Its nature, functions• Evaluation-Its meaning, Characteristics, basic principles, importance• Concept of Assessment – its nature and functions• Difference between assessment, measurement and evaluation.• Scope and Need of Educational Measurement and Evaluation• Relation between Measurement, Assessment and Evaluation.• Scales of Measurement- Nominal, Ordinal, Interval and Ratio.• Understanding the relative terms measurement, Test, Examination and evaluation		
Unit-II: Tool and techniques of Assessment		
<ul style="list-style-type: none">• Classifications of Tests – Standardized & Teacher-Made Test• Achievement Test – concept, characteristics and uses• Diagnostic test – construction and usefulness• Other non-testing techniques/devices (assignment, projects, observation, interview etc) & their features and uses• Significance of Bloom's Taxonomy of Educational Objectives with special reference to cognitive Domain• Feedback-its components, necessities and characteristics		
Unit-III: Test Construction and Criteria of a Good Tests		

- General principles of test constructions and standardization
- Criteria of a Good Tests
- Reliability – it's meaning, methods of determining reliability; factors influencing reliability.
- Validity: Meaning, types of validity & determination, threats to validity
- Objectivity- Concept
- Norms- Meaning & types

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)

Suggested Readings

- Aggrawal, J.C (1997). Essentials of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House
- Anastasi, A. (1983), Psychological Testing, 6th Ed. New York: The Macmillan Co.
- Bloom, B.S.: Taxonomy of Educational Objectives; New York Longman.
- Cronbach, L.G. (1964), Essentials of Psychological Testing, New York: Harper.
- Gregory, R. J. (2005). Psychological Testing: History, principles, and Applications. Fourth ed. Delhi: Pearson Education Pte. Ltd.
- Grownlund, N.E.(1981), Measurement and Evaluation in Teaching, New York: MacMillan.
- Hopkins, KD. (1998). Educational & Psychological Measurement and Evaluation. Bostom: Allyn and Bacon.
- J. Swarupa Rani, Educational Measurement and Evaluation, Discovery Publishing House, 2004
- Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York: MacMillan.
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- Sidhu, K. S. (2005). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.