



**Tripura University**  
**(A Central University)**

**Suryamaninagar, Agartala, West Tripura, Tripura, 799022**

# **Syllabus and Course Structure**

*(In accordance with NEP-2020)*

**For**

**Under Graduate (UG) Programme**  
**(Second Year)**

## **Education**

**(For both TU Campus and affiliated colleges)**



**Course Structure (2<sup>nd</sup> Year)**  
**for**  
**B.A. in Education Programme, T.U.**

Year	Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
<b>DIPLOMA IN EDUCATION (SECOND YEAR)</b>							
2	3 <sup>rd</sup> 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)
	4 <sup>th</sup> 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)



# Syllabus

## DIPLOMA IN EDUCATION (SECOND YEAR)

### 3<sup>rd</sup> SEMESTER

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
3 <sup>rd</sup> 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)

**3<sup>rd</sup> SEMESTER**

**Major**  
**ED-301C**

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Third</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-301C</b>	Course Title: <b>Technology and Education</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)
<b>Course Learning Outcomes:</b> On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the meaning, nature &amp; scope of Educational Technology.</li><li>• Describe the concept of Educational Technology as discipline.</li><li>• Discuss about the Concept, nature and components of ICT</li><li>• Illustrate the application of ICT in teaching and learning.</li><li>• Discuss about the Meaning, Nature and characteristics of e learning</li><li>• Outline various aspects of Communication and classroom interactions</li><li>• Describe the concept and need of system approach</li><li>• Enumerate different Instructional techniques &amp; approaches</li><li>• Identify the Technology for Interaction and classroom Communication.</li><li>• Describe about different Models of teaching</li><li>• Utilize Online Learning Resources in their academic life</li></ul>		
<b>COURSE CONTENTS</b>		
<b>Unit-I: Basics of Education and Technology</b>		
<ul style="list-style-type: none"><li>• Concept of Technology-meaning and nature, Concept of education with reference to modern era</li><li>• Educational technology-Meaning, nature and characteristics; its Importance for the student and the teacher.</li><li>• Need, scope and limitation of technology in education</li><li>• Components of Educational Technology- Hardware and Software</li><li>• Instructional Technology-Difference between Educational Technology and Instructional Technology,</li></ul>		
<b>Unit-II: ICT and e-learning</b>		
<ul style="list-style-type: none"><li>• Concept, nature and components of ICT</li><li>• Application of ICT in teaching-learning, ICT integration in teaching learning,</li><li>• Challenges in Integrating ICT in teaching learning</li><li>• Concept of e-learning – Meaning, Nature and characteristics, advantages and limitation</li><li>• Massive Open Online Course (MOOC)</li><li>• System approach- concept, need, Classification and components</li><li>• Computer and its role in education,</li></ul>		
<b>Unit-III: Technology for Interaction and classroom Communication</b>		
<ul style="list-style-type: none"><li>• Communication and classroom interactions- concept, element and process</li><li>• Principles of Communication, Marks of effective classroom communication</li></ul>		

- 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 -Samachara Sankethika Sastram (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.



### 3<sup>rd</sup> SEMESTER

#### Major

#### ED-302C

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

- 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)**

**3<sup>rd</sup> SEMESTER**

Programme/Class: Diploma	Year: 2nd	Semester: Third
	Subject: Education	
Course Code: <b>ED-301M</b>	Course Title: <b>History of Indian Education</b>	
Credits: 4	<b>Open Elective</b>	Max. Marks: 100 (60+40)
<p><b>Course Learning Outcomes:</b> On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> <li>• Outline the Special features of Education in Vedic, Brahmanic Buddhistic and Islamic Education</li> <li>• Discuss about the Education System in Pre-Independence India</li> <li>• Illustrate various Educational Provision enshrined in the Constitution of India.</li> <li>• Describe the significant points of selected education commissions &amp; national policy of education in independent India.</li> <li>• Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education</li> <li>• Describe educational thoughts of Rammohan, Vidyasagar, Vivekananda, Gandhiji, Tagore, Aurobindo, Radhakrishnan,</li> </ul>		
<b>COURSE CONTENTS</b>		
<b>Unit-I: Education in ancient and medieval India</b>		
<ul style="list-style-type: none"> <li>❖ Basic Ideas, objectives, Curriculum, Methods of Teaching &amp; Role of Teachers of the following Systems- <ul style="list-style-type: none"> <li>• Vedic Education</li> <li>• Brahmanic Education</li> <li>• Buddhistic System of Education</li> <li>• Islamic Education</li> </ul> </li> </ul>		
<b>Unit-II: Education in Colonial India (1813-1944)</b>		
<ul style="list-style-type: none"> <li>• Chartar Act (1813)</li> <li>• Macaulay's Minute (1835)</li> <li>• Wood's Despatch (1854)</li> <li>• Hunter's Commission (1882)</li> <li>• Indian University Commission (1902)</li> <li>• Sadler's Commission (1917)</li> <li>• Hartog Committee (1929)</li> <li>• Sargent Report (1944)</li> </ul>		
<b>Unit-III: Education in Post-Independence India</b>		
<ul style="list-style-type: none"> <li>• Education in the Indian Constitution</li> </ul>		

- 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.

## INTERDISCIPLINARY COURSE

2<sup>nd</sup> YEAR

3<sup>rd</sup> SEMESTER

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Third</b>
	Subject: Education	
Course Code: <b>ED-301ID</b>	Course Title: <b>Technology Integrated Education</b>	
Credits: 3	<b>Interdisciplinary/ MOOC Course</b>	Max. Marks: 100 (60+40)
<b>Course Learning Outcomes:</b> On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the concept, nature &amp; significance of Educational Technology.</li><li>• Discuss the theory and history of educational technology.</li><li>• Enumerate the components and process of Technology integration in Education.</li><li>• Describe the various innovations in Educational Technology.</li><li>• Illustrate the Concept and application of ICT in Education</li><li>• Identify the security issues, ethics and trends in Educational Technology.</li></ul>		
<b>COURSE CONTENTS</b>		
<b>Unit-I: Basics of Educational Technology</b>		
<ul style="list-style-type: none"><li>• Concept, nature and significance of Educational Technology</li><li>• History of Educational Technology</li><li>• Theory and Practice--Foundations for Effective Technology Integration, Theorists of Educational Technology</li><li>• Benefits and Criticism of Educational Technology</li><li>• Components of educational Technology – Hardware, Software, System Analysis</li><li>• Concept of Technology Integrated Education</li></ul>		
<b>Unit-II: Integrating Technology into Classroom Instruction</b>		
<ul style="list-style-type: none"><li>• Integrating technology in teaching learning-techniques and procedures</li><li>• ICT – Concept and application</li><li>• Instructional Technology, Instructional Design, Instructional Technique</li><li>• Technology in/for the classroom, smart classroom</li><li>• Turn-around Technology Integration Pedagogy and Planning (TTIPP) Model; Instructional Software for Student Learning</li><li>• Technology Device and Software Resources for Classroom Productivity</li><li>• Teaching Aids – types and uses, Psychology of using teaching Aids,</li></ul>		
<b>Unit-III: The Technology Integrated learning</b>		
<ul style="list-style-type: none"><li>• Communications, Networks, the Internet, and the World Wide Web, Search</li></ul>		

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, Mathematics 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.

# Syllabus

## DIPLOMA IN EDUCATION (SECOND YEAR)

### 4<sup>TH</sup> SEMESTER

Semester s	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
4 <sup>th</sup> 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)



**4<sup>th</sup> SEMESTER**

**Major**

**ED-401C**

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Fourth</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-401C</b>	Course Title: <b>Guidance and Counselling</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)
<b>Course Learning Outcomes:</b> On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the meaning, nature, scope and objectives of guidance.</li><li>• Discuss about the Concept, nature and types of counselling.</li><li>• Outline the various types of guidance and their importance</li><li>• Describe the concept of guidance service and its various aspects.</li><li>• Illustrate the importance and significance of guidance programme in academic institution.</li><li>• Utilize Tools and techniques for collecting information on pupil for guidance.</li><li>• Enumerate the Role of the Head of the institution and parents in guidance and counselling</li><li>• List the qualities of a good counsellor</li></ul>		
<b>COURSE CONTENTS</b>		
<b>Unit-I: Introduction to Guidance</b>		
<ul style="list-style-type: none"><li>• Meaning, objectives and scope of guidance</li><li>• Need, significance and principles of guidance</li><li>• Individual Guidance - Meaning, advantages and disadvantages</li><li>• Group Guidance - Meaning and Advantages and disadvantages</li><li>• Other types of guidance and their importance: Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li></ul>		
<b>Unit-II: Introduction to Counselling</b>		
<ul style="list-style-type: none"><li>• Meaning, objectives and scope of counselling</li><li>• Need and principles of counselling</li><li>• Approaches to counselling: Directive, Non-directive and Eclectic counselling</li><li>• Individual and Group Counselling -Meaning, Importance</li><li>• Relation between Guidance and Counselling</li><li>• Difference between Guidance and Counselling</li></ul>		
<b>Unit-III: Organization of guidance service</b>		
<ul style="list-style-type: none"><li>• Meaning of guidance service</li><li>• Need and principles of organizing guidance service</li><li>• Components of guidance service: counselling service, techniques of</li></ul>		

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.
- Kochar, 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.

**4<sup>th</sup> SEMESTER**

**Major**

**ED-402C**

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Fourth</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-402C</b>	Course Title: <b>Education for Special Children</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)
<b>Course Learning Outcomes:</b> On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the meaning, nature, principles and scope of Inclusive Education.</li><li>• Describe the concept of Exceptional children.</li><li>• Discuss about various policy and provision regarding Inclusive Education.</li><li>• Illustrate the Concept, characteristics and way of education the creative and gifted children.</li><li>• Identify the creative and gifted children, Children with intellectual and learning disability.</li><li>• Describe the Concept, types, characteristics and way of educating the Children with intellectual and learning disability</li></ul>		
<b>COURSE CONTENTS</b>		
<b>Unit-I: Introductory Concept</b>		
<ul style="list-style-type: none"><li>• Concept of Special Children and Special Education, Interrelationship between impairment, disability &amp; handicap.</li><li>• Distinctions between inclusive education, special education and integrated education</li><li>• Inclusive Education – meaning, nature, objectives, Need, Importance, and principles</li><li>• Factors affecting inclusion, Obstacles/barriers in Inclusion, Elements necessary for creating an inclusive society</li></ul>		
<b>Unit-II: Paradigm and Policy Perspectives</b>		
<ul style="list-style-type: none"><li>• Historical development of inclusive education from special education</li><li>• The contemporary trends in inclusion/inclusive education</li><li>• Policy perspective: Initiatives to promote inclusive education- equity and equality;</li><li>• International Focus: Salamanca Statement (1994) and UNCRPD (2006),</li><li>• 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</li></ul>		

**Unit-III: Education of the gifted & creative children**

- Addressing learners from diverse backgrounds including disadvantaged and deprived – socially and culturally;
- Concept of exceptional children and children with special needs (CWSN – Meaning, Types, Identification and characteristics)
- Creative Children – Concept, characteristics, Identification, Educational provision, Role of Teacher
- Gifted children – Concept, characteristics, Identification, Educational provision, Role of Teacher

**Unit-IV: Education of children with learning and Intellectual disability**

- Children with intellectual disability – Concept, types, characteristics, Identification, Role of Teacher
- Children with learning disability – Concept, types, characteristics, Identification, Role of Teacher
- Educating children with learning and Intellectual disability – Issues & Challenges

**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)**

**4<sup>th</sup> SEMESTER**

Programme/Class: <b>Diploma</b>	Year: 2nd	Semester: Fourth
	Subject: Education	
Course Code: <b>ED-401M</b>	Course Title: <b>Emerging Trends and Issues in Education</b>	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)
<p><b>Course Learning Outcomes:</b> On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> <li>• Describe the existing pattern and structure of school education in India.</li> <li>• Illustrate the Scheme of Pre-Schooling and Proposed School education Structure by NEP 2020.</li> <li>• Explain the Emerging trends and issues in education</li> <li>• Outline the Trends and Issues in Higher Education</li> <li>• Discuss about Emerging policy and practices in education</li> <li>• Elaborate the various aspects and features of NEP-2020.</li> </ul>		
<b>COURSE CONTENTS</b>		
<b>Unit-I: Pre-Schooling and Elementary Education</b>		
<ul style="list-style-type: none"> <li>• Existing school structure in India – Pre-Primary, Primary, Secondary</li> <li>• Types of Pre-Primary Schools – Anganwadi, Balwadi, Creches, Day Care Centres,</li> <li>• Scheme of Pre-Schooling and Proposed School education Structure by NEP 2020</li> <li>• Integrated Child Development Service (ICDS) and its role</li> <li>• Early Childhood Care and Education – Need and Importance, issues and Challenges.</li> <li>• Universalization of Elementary Education: Issues and challenges</li> </ul>		
<b>Unit-II: Trends and Issues in Secondary Education</b>		
<ul style="list-style-type: none"> <li>• Secondary education: its status, problems and aims</li> <li>• Universalization of secondary education with special reference to Tripura</li> <li>• Samagra Shiksha Abhiyan – objectives, features and outcomes</li> <li>• Vocationalization of Secondary Education</li> <li>• Role of NCERT &amp; SCERT</li> <li>• Navodaya Vidhyalayas: Objectives and Quality Concerns</li> </ul>		
<b>Unit-III: Trends and Issues in Higher Education</b>		
<ul style="list-style-type: none"> <li>• Quality &amp; Excellence in Higher Education</li> <li>• Role and functions of different regulatory bodies in higher education: UGC, NAAC, NCTE, NIEPA, ICSSR and AICTE</li> <li>• Efforts for upgrading the quality of Higher Education through RUSA</li> </ul>		

- 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**

- Privatization, Globalization and Liberalization
- Concept of PPP model – its advantages and disadvantages
- Population Education, Environmental Education and Human Rights Education
- Women Empowerment through Education
- Value based education
- Online education and online examination system
- Community Engagement (Service Learning)
- Inclusive Education

#### **Suggested Readings**

- Agrwal, S. (2022). Emerging Trends in Indian Education. Mahaveer Publication
- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi: Vikas Publishing House Pvt. Ltd.
- Ali, L. (2022). Emerging Issues and Trends in Indian Education. GLOBAL NET PUBLICATION
- 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.
- 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.
- Kumar, R. (2014). Elementary education in India. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- MHRD, Govt. of India. (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. Volume 1 & 3. New Delhi.
- Ministry of Education (2020). National Education Policy-2020, Government of India, New Delhi.
- Nayak, A.K. & Rao, V. K. (2010). Secondary education. New Delhi: A.P.H. Publishing Corporation

## INTERDISCIPLINARY COURSE

2<sup>nd</sup> YEAR

4<sup>th</sup> SEMESTER

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



**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.
- 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.

**The syllabus on the following page was for the 1st/2nd Semester (1<sup>st</sup> Year) [interdisciplinary course]. The latest modified version of this interdisciplinary course is now attached here.**

**Syllabus for B.A. in Education**  
**Interdisciplinary Course**  
**1<sup>st</sup>/2<sup>nd</sup> SEMESTER**  
**1<sup>ST</sup> YEAR**

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

## 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 Manovidya. 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
- Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
- Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.