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MANIPUR UNIVERSITY
CANCHIPUR: IMPHAL

Syllabus for Bachelor of Education
(Semester System)

The programme of Under graduate three year course in Education will comprise of the following papers of 100 marks each.

<u>1st Semester</u> : 100 x 1	
ES 101 : Philosophical and Sociological foundations of Education	100
<u>2nd Semester</u> : 100 x 1	
ES 201 : Educational psychology and Pedagogy	100
<u>3rd Semester</u> : 100 x 1	
ES 301 : Development of Education in India	100
<u>4th Semester</u> : 100 x 1	
ES 401 : Issues and trends in contemporary Indian Education.	100
<u>5th Semester</u> : 100 x 3	
ES (H) 505 : Educational Evaluation and Statistics in Education.	300
ES (H) 506 : Educational Management and Educational Technology	
ES (H) 507 : Educational Guidance and Curriculum construction.	
<u>6th Semester</u> : 100 x 3	
ES (H) 608 : Educational thought and practice.	300
ES (H) 609 : Child Psychology	
ES (H) 610 : Experimental Education and Statistics	
Or	
Project Work	

Total = 1,000 Marks.

1st Semester :

ES: 101 : Philosophical and Sociological Foundations of Education

Unit I : Concept, scope, aims and functions of education.

- Education as a science, social process and human resource development.
- Individual and social aims of education.
- Development of basic knowledge, interest, appreciation leading to self actualization and successful living.
- Development of social, moral and spiritual values.

Unit II : Role of Philosophy in Education

- Science of Education and Philosophy of education.
- Idealism, naturalism, realism and pragmatism – their contribution to present day education.
- Educational thought of Plato, Aristotle, Rousseau, Froebel and Dewey.

Unit III : Freedom and discipline

- the concept of freedom and discipline
- relationship between discipline, liberty and democracy.
- importance of discipline in social life

Unit IV : Sociology and Education

- Nature and scope of educational sociology.
- Need for sociological approach in education.
- Education as an agency of social change.
- School as a social sub-system.
- Mass media as a social means.

Unit V : Social group, culture and Social problems.

- Social groups, social interaction and social stratification.
- Education and Culture.
- Problems of equalization of educational opportunities, education of backward classes, illiteracy and social education, role of the community in solving social problems in the field of education.

SUGGESTED READINGS :

1. Brown, F.J : Educational Sociology, Prentice Hall Inc., New York, 1961.
2. Brubacher, J.S.(Ed) : Modern Philosophy of Education, Chicago Press Chicago, 1956.
3. Curties, S.J. : Philosophy of Education, Univ. Tutorial Press, London, 1968.
4. Mc Iver and page : Society : An Introductory Analysis, McMillan, Madras, 1988.
5. Ross, J.S. : Groundwork of Educational Theory, Oxford University Press, Candaia, 1972.
6. Ruhela S.P. and Vyas, K.C. : Sociological Foundations of Education in contemporary India, Dhanapatrai and sons, Delhi, 1970.
7. Setharamu, A.S. : Philosophy of Education, Ashish, New Delhi, 1978.
8. Wingo, G.M. : Philosophies of Education, Sterling Publishers, New Delhi, 1975.

2nd Semester

ES: 201: Educational Psychology and Pedagogy

Unit I : Educational Psychology

- Definition of Psychology
- Relationship between Psychology and education.
- Nature, scope and methods of educational psychology
- Application of educational psychology in teaching-learning and understanding individual's behaviour.
- Psychological basis of mental life.
- Social, moral and intellectual development.
- Individual difference and creativity.

Unit II : Personality, its types and traits.

- Definition, meaning and nature
- theories of personality (Freudian).
- Determinants of personality.
- types and traits of personality.

Unit III : Learning : Meaning, nature and factors.

- Learning and maturation.
- Learning and motivation
- Theories of learning (Thorndike and Skinner)
- Insightful learning.

Unit IV : Pedagogy and its implications

- Science of teaching-relationship between teaching and learning.
- Factors affecting teaching-learning process.
- Input and Output variables.
- General principles of teaching, maxims of teaching, fundamentals of teaching.

Unit V : Classroom behavior

- Characteristics of good teacher behaviour.
- Flander's interaction analysis
- Functions of a teacher.
- Traditional, Macro and Micro-teaching.

SUGGESTED READINGS :

1. Bhatia & Bhatia: The principles and methods of teaching, Doaba House, Delhi, 1966.
2. Bhatnagar, S.: Advanced Educational Psychology, R. Lall Book Depot, Meerut, 1995.
3. Ross, J.S.: Groundwork of Educational Psychology, Oxford Univ. press, Calcutta 1972
4. Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House, N.D. 1993.
5. Kuppuswamy, B.: Advanced Educational Psychology. D.U Publishers Delhi-1964.
6. Sharma, R.A.: Fundamentals of Educational Psychology, R. Lall Book Depot, Meerut 1976
7. Skinner, Charles E.: educational psychology, Prentice Hall, New Delhi, 1970.
8. Yaokam & Simson : Modern methods and techniques of teaching.

3rd Semester :

ES: 301 : Development of Education in India

Unit I : Education in ancient India

- Vedic education : aims of education, process of education, curriculum and organization.
- Buddhist education : aims of education, curriculum and the four eternal truths.

Unit II : Education in Medieval India

- Types of educational institutions, state patronage in educational endeavour.
- Islamic education: its salient features, objectives and curriculum.

Unit III : Education in British India

-Indigenous education in India at the beginning of the 18th century-The Charter Act 1813, Macaulay's minute 1835, Wood's dispatch 1854, Report of Hunter Commission 1882, Gokhale's bill for compulsory education, University Education Commission 1902, Calcutta University Education Commission 1917, Hartog Committee Report 1929.

Unit IV: Development of Indian Education in the Post-independence period

-Recommendations of University Education Commission 1948-49, Secondary Education Commission 1952-53, Kothari Commission 1964-66, NPE 1986 and POA 1992.

Unit V: Development of Education in Manipur.

-Education in Manipur during the pre and post independence periods. Elementary education, Secondary Education, Higher Education and teacher education.

SUGGESTED READINGS :

1. Altekar, A.S. : Education in ancient India, Nabakishore & Bros, Banaras, 1948.
2. Devi, Jamini, Ch: Education in Manipur, Raipravina Bros & sons, Imphal, 1989.
3. Naik, J.P. (et. al): A student's History of Education in India, Macmillan and Co., New Delhi 1974.
4. Mukherjee, S.N. : History of Education in India, Acharya Book Depot, Baroda, 1975.
5. Govt. of Manipur. : Report of the comprehensive survey of Education in Manipur, NCERT, 1973.
6. Govt. of Manipur. : Report of the Education Commission Report I & II, Imphal, 1992.
7. Tewari, R.P. : Development and Problems of Education in NER, India., Akashi Depot, Shillong, 1978.
8. Govt. of India : Vocationalisation of First Degree Education, UGC, Sept., 1993, Educational consultants India, New Delhi, 1993.

4th Semester

ES 401 : Issues and trends in Contemporary Indian Education.

Unit I : Elementary Education

-Aims and objectives, universalization, girl's education, problems of non-retention, functions of DIETS, NCERT, SCERT, Operation Black Board, District Primary Education programmes and SSA.

Unit II: Secondary Education

-Aims and objectives of general and vocational secondary education.

-Role of NCERT, SCERT, NUEPA, CBSE, Board of Secondary Education and Council of Higher Secondary Education, Manipur.

Unit III : Alternative Schooling

-Elementary, Non-formal, National Adult Education programme, Mass programme of Functional Literacy, National Literacy Mission, Total Literacy campaign, Post-Literacy campaign, Jana shiksha Nilayam.

Unit IV : Continuing Education

-Open Learning system - general and liberal.

-Mass media, communication process.

- Use of software in education.
- UGC programmes for open learning system.

Unit V : Population education, Value education and work experience

- Sex Education.
- Adolescent Education.
- Fundamental life skills.
- Value oriented education.
- Work experience and SUPW
- Environmental education

SUGGESTED READINGS :

1. Dash, B.N.: Principles of Education and Education in Emerging Indian society, Ajanta Prakashan, Delhi 1982.
2. GOI : Environmental Education : A Resource Book for teacher Educators (level 1,2 and 3), CEE, Ahmedabad, 2007.
3. GOI : Report of Secondary Education Commission, 1952-53, Controller of Publications, New Delhi, 1973.
4. GOI : National policy on Education 1986 (Modifications made in 1992), Manager of publications, New Delhi 1986 and 1992.
5. GOI : Programme of Action 1986 and 1992, Manager of publications, New Delhi 1986 and 1992.
6. Rao, V.K.: Population education, APH Publishing Corporation, New Delhi, 2004.
7. Singh, R.P. : Non-formal Education : An Alternative Approach, Sterling Publishers, New Delhi, 1987.
8. Talukdar, B.K. : Adult Education : Concepts and Methods, Bina Library, Gauhati 1993.

5th Semester

ES(H) 505 : Educational Evaluation and Statistics in Education

Unit I : Educational evaluation.

- Meaning and scope of educational measurement
- Need for measurement in Education
- concept of evaluation in Education, relation between measurement and evaluation.

Unit II : Types of evaluation

- Formative and summative evaluation.
- Quantitative and qualitative evaluation.
- Principles and techniques of Continuous and Comprehensive Evaluation.

Unit III Measuring instruments and their classifications.

- Errors in measurement.
- Types of scales in educational measurement.

- Characteristics of good measuring instruments – reliability, validity and objectivity – methods of determination.
- General principles of test construction and standardization.

Unit IV: Statistics in education

- Meaning, Nature and scope of Educational Statistics.
- Measures of central tendency – their uses and limitations.
- Measures of variability – their uses and limitations.
- Concept of normal distributions and their uses.

Unit V : Types of data and bivariate distribution

- Grouped and ungrouped data
- Graphical presentation of data – Pie-diagram, histogram, polygon, cumulative frequency graph – ogive and their uses.
- Scattergram, correlation, computation of co-efficient of correlation by rank difference, product moment method, interpretation of coefficient of correlations.
- application of computer in data processing.

SUGGESTED READINGS :

1. Agrawal, R.L. and V. Ashana : Educational Measurement and Evaluation, Vinod Pustak Mandir, Agra, 1983.
2. Chakraborty and Chakraborty : Statistics in Educational Psychology and Mental measurement, Book Syndicate, Calcutta, 1978.
3. Ebel, R.L. and Frisbel, D.A. : Essentials of Educational Measurement, Prentice Hall, New Delhi, 1981.
4. Freeman, F.S.: Theory and practice of psychological testing, Oxford & IBM Publishing Company, Calcutta, 1968.
5. Garrett H.E.: Statistics in Psychology and Education, Vikils, Feffer and Simsons, Bombay, 1969.
6. Guilford, J.P.: Fundamental statistics in Psychology and Education, Mc Graw-Hill Book Co., New York, 1956.
7. Lindquist, E.F.: Statistical Analysis in Educational Research, Oxford & IBF Co., Calcutta 1970
8. Thorndike R.L. and Hagel, E : Measurement and Evaluation in Psychology and Education, Willy Eastern, New Delhi, 1970.

ES(H) 506 : Educational Management and Educational Technology

Unit I : Educational Management

- Concept of Educational management, meaning, nature, need and scope.
- Types of educational management – Centralised and decentralized, external and internal, authoritarian, democratic, dynamic and Laissez-faire.

Unit II : financial management and managerial behaviour

- Sources of income, pattern of plan and non-plan expenditure and problems of finance.

- Management of educational finance with reference to state Educational finance.
- Factors affecting managerial behaviour – personal, social cultural, political and institutional.

Unit III: Educational planning

- Meaning, need and significance of educational planning.
- Types of educational planning, strategies in educational planning.
- Steps in educational planning – centre, state and district.
- Institutional planning and management.

Unit IV: Educational Technology

- Concept and scope of Educational technology.
- Communication process : theory, concept, nature, process, components.
- types of communication, mass media approach in educational technology.

Unit V: System approach to instruction

- System approach in educational process.
- Institutional system designing : Concept, components, physical and human resources, steps
- Innovations in Educational technology, programmed Learning Material, personalized system in Instruction, Computer Assisted Instruction, simulated teaching and distance teaching.

SUGGESTED READINGS :

1. Allen, Louis : Management and Organisation, McGraw Hill Book Co. New York, 1950.
2. Chahnan, SS.: A Text-book of programmed Instruction, Sterling publishers, New Delhi, 1982.
3. Koontz, H and O'Donnel, C: Principles of Management, McGraw Hill Book Company, New York, 1979.
4. Mathur, S.S.: Educational Administration, Principles and practices, Krishna Press, Jullunder, 1969.
5. Mukherjee, S.N.: Administration of Education (Theory and Practice), Acharya Book depot, Baroda, 1970.
6. Newman, W.H. et. al.: The patterns of management, Prentice Hall of India, New Delhi, 1976.
7. GOI : Report of the CABE Committee on the Decentralised Management of Education, MHRD, New Delhi, 1993.
8. Skinner, B.F.: The technology of Teaching, Appleton Century Crafts, New York, 1967.
9. Sampath ic et. al.: Introduction to Educational Technology, Sterling publishers, New Delhi, 1984.
10. Sharma, R.A.: Advanced Educational Technology, R. Lall Book Depot, Meerut, 1993.

ES(H) 507 : Educational Guidance and Curriculum Construction

Unit I : Educational guidance:

- Meaning, Nature and scope of guidance.

- Need and importance of educational guidance,
- Basic data necessary for educational guidance- abilities, aptitudes, interest, attitudes, educational attainments and personality traits.
- Construction, administration and interpretations of cumulative record cards and individual inventories.

Unit II : Vocational guidance

- Purpose and functions of vocational guidance, relationship between educational and vocational guidance, vocational guidance and work education.
- Job analysis and occupational information services.

Unit III : Concept of Counselling

- Meaning, nature and scope of counseling, different types of counseling.
- Various steps and techniques of counseling.
- Necessary personal and professional qualities of a good Counsellor.
- Role of Counsellor in Secondary schools.
- Relationship between guidance, counseling and teaching.

Unit IV : Curriculum Construction

- Curriculum: concept and nature.
- Traditional and modern concept of curriculum.
- Principles of curriculum construction.
- Sociological and psychological foundations of curriculum.

Unit V : Curriculum development and its process

- Role of the local, state and national level agencies in curriculum development.
- National curriculum framework – a critical study.

SUGGESTED READINGS :

1. Chandra, A : Curriculum Development and Evaluation in Education, 1973.
2. Chauhan, SS. : Principles and techniques of Guidance, Vikas, New Delhi, 1991.
3. GOI, Report of the Secondary Education Commission, 1952-53, Controller of Publications, New Delhi 1973.
4. James, A : Principles of Guidance, Tata McGraw Hill, New Delhi, 1963.
5. Jayaswal, S.R. : Guidance and Counselling , Prakashan Kendra, Lucknow 1985.
6. NCTE : Curriculum Framework for quality teacher education, NCTE, New Delhi, 1999.
7. NCERT : National Curriculum Framework, NCERT, New Delhi 2005.
8. Kochhar, S.K. : Educational and vocational guidance in secondary schools, Sterling publishers, New Delhi, 1990.
9. Passricha, P. : Guidance and Counselling in Indian Education, NCERT, New Delhi, 1976.

6th Semester

ES (H) 608 : Educational Thought and Practices

Unit I : Jean Jacques Rousseau

- His educational ideas, aims of education for the Emile and sophy.
- Methods of teaching and role of the teacher
- Roussieau's contribution in the field of education.

Unit II : John Dewey

- His philosophy, aims of education, democracy and education
- Scheme of education and methods of teaching.
- His contributions in the field of education.

Unit III: Rabindranath Tagore

- His philosophy of education and teacher-student relationship.
- Methods of teaching, religious and spiritual education.
- Tagore's Shantiniketan and Vishva Bharati.

Unit IV : Swami Vivekananda

- His educational philosophy, Aims of education and views about the curriculum.
- Methods of teaching and place of the teacher.
- Evaluation of his philosophy of Education.

Unit V : Mahatma Gandhi

- His philosophy of education and aims of education
- Methods and procedures of education, curriculum and content of education.
- Evaluation of his philosophy of education.

SUGGESTED READINGS

1. Dash, B.N.: Principles of Education and education in Emerging Indian society, Ajanta Prakashan, Delhi, 1982.
2. Dash, R.: Gandhi in 21st century, Sarup and Sons, New Delhi, 2002.
3. Dewey, John : Democracy and Education, McMillan, New York, 1963.
4. Mani, R.S.: Educational Ideals of Gandhi and Tagore, New Book Society of India, New Delhi, 1966.
5. Mithal, H.C. : Foundations of Educational Thought and Practice, Dhanpat Rai and Sons, Delhi, 1978.
6. Richards, G.: Gandhiji's philosophy of Education, Oxford University Press, New Delhi, 2001.
7. Rusk, R.R. : The Doctrines of Great Educators, McMillan & Co., New York, 1957.
8. Safaya, R.N. and Shaida, B.D.: Principles and Techniques of Education, Dhanpat Rai & Sons, Delhi, 1978.

ES(H) 609 : Child Psychology

Unit I : Nature and scope

- The relevance of child development to educational practice.

- Importance of Early Childhood years.
- Modern approaches to Child study.

Unit II : General nature of Growth and development

- Developmental principles, factors affecting development.
- Development during the pre-natal, post-natal, neo-natal stages.
- Characteristics and needs of new born child and his/her early experiences.

Unit III: Development upto Pre-adolescence.

- Physical and motor development.
- speech and language development, perceptual development.
- emotional development, social development and process of socialization.

Unit IV: Development of understanding and intelligence.

- Concept formation, readiness and maturation as related to learning.
- Value of play, types of play, play and child development.
- Individual differences in abilities, interest and their educational implications.

Unit V : Development of self and personality

- Fundamental needs and their satisfaction.
- Role of the family, school, peers.
- Problems of adjustment, normal and abnormal patterns of behavior in different stages.

SUGGESTED READINGS

1. Choube, S.P.: Child Psychology, Lakshman Narayan Agrawal, Agra, 1993.
2. Dinkneyer, D.C.: Child Development : The Emerging self, Prentice Hall, 1965.
3. Erikson, E.M.: Childhood and society, Norton, New York, 1950.
4. Helen, B. & Denise, B.: The developing child, Pearson Education, Delhi, 2004.
5. Hurlock, E.B. : Child Growth and Development, Tata McGrawHill, New Delhi, 1992.
6. Hurlock E.B.: Developmental Psychology : A life span Approach, Tata McGraw Hill, New Delhi, 1994.
7. Thomson, G.G.: Child Psychology (Reprint), Surjeet Publications, Delhi, 1981.
8. Yogendrajit, B.: Developmental Psychology, Vinod Pustak Mandir, Agra, 1982.

ES(H) 610 : Experimental Education and Statistics.

FIRST HALF : 50 marks : Experimental work & Test Administration.

Distribution of marks :

Experiments and Test Administration	: 20
Note Book	: 15
Viva-Voce	: 15

List of Experiments :

1. Memory : (a) Immediate memory span
(b) Immediate recall and recognition
2. Learning : (a) Maze/Mirror learning
(b) Part and whole learning
3. Fatigue : (a) Physical Fatigue
(b) Mental Fatigue

List of Tests :

1. General Mental Ability : (a) Verbal Test.
(b) Non-verbal Test
© Performance Test.
2. Personality : (a) Inventory/Checklist
(b) Thematic Apperception Test/Inkblot Test
© Attitude scale/values test.
3. Achievement : Preparation of an achievement test of 50 items of five types on a school subject. This will be an exercise in test construction and standardization.

SECOND HALF : 50 Marks. Test Development and statistical indices.

Distribution of marks:

Test construction & standardization :	20
Note Book :	15
Viva-Voce	15

Test Development :

1. Item preparation, Item revision and Item analysis – Index of difficulty, Index of discrimination.
2. Test reliability and its determination.
3. Test validity and its determination.

Statistical Measures and Calculation :

1. Norms and their calculation/computation.
2. Sociometry and its application/use in classroom management.
3. Determination of association among two variable-Rank-difference and product-moment coefficients of correlation and their calculation and interpretation.

Note:

1. Students should be prompted to prepare their own test materials/tools of assessment appraisal and evaluation as far as possible.
2. The record of experiments/practical work/statistical exercises should be maintained in a practical Note-Book prepared by each student which may be regularly/duly inspected and scanned by the concerned teacher throughout the academic session.
3. The final year – end examination will be conducted by an external examiner in collaboration with the internal examiner, a senior qualified teacher of the subject, Education or Psychology.

SUGGESTED READDINGS :

1. Agrawal, Y.P. : Statistical methods : Concept, applications and computerization, Sterling Publishers, New Delhi, 1990.
2. Chakraborty and Chakraborty, : Statistics in Educational Psychology and mental measurement, Book Syndicate, Calcutta, 1978.
3. Kuppaswamy. B. Elementary experiments in Psychology, Wesley press, Mysore, 1954.
4. Jalota, S Students Manual of experimental Psychology, Asia Publication, Bombay 1976.
5. Mohsin, S.M. : Experiments in Psychology, Orient Longman, Bombay, 1976.
6. Garrett, H.E. : Statistics in Psychology & Education, Vakils jeffer and simson, Bombay, 69.
7. Guilford, J.P. Fundamental Statistics in Psychology and Education, McGraw Hill, New York 1956.
8. Woodworth R.S. and Schlosberg H : Experimental psychology Oxford and IBH publishers, Calcutta, 1971.

OR

PROJECT WORK

ES(H) 610

Distribution of marks :

Project Report	75 marks.
Viva-Voce Test	25 marks.

Each student offering project work will select a topic under the guidance of the assigned teacher who will act as his project supervisor. The selected topic will be related to one of the areas, papers or units prescribed in Education Honours course. It will cover the following steps :

- (a) Selection and definition of the problem
- (b) Review of the related literature
- (c) Collection, Analysis and Interpretation of Data
- (d) Findings and conclusions
- (e) Implication for Educational theory and Practice.

The project report will be submitted in typed formed (two copies) on dissertation size (A4) paper and shall have not less than 50 pages. In addition, it shall have a brief summary (three to five pages) and a short bibliography. The project work will be an exercise in acquaintance and awareness with the elements of research methodology and statistical analysis.

The project report will be prepared under the guidance of a senior teacher and will be evaluated by a Board of Examiners consisting of (a) Head of the Department or Principal of the college, (b) the Supervisor and (c) at least one external examiner, likewise, the viva-voce will be comprehensive in nature and will be conducted by two examiners one internal (supervisor of the candidate) and the other external (expert in Education discipline).

As a guiding rule the external examiner who evaluates the project report will be associated with the conduct of the viva-voce examination. The size of sample studied will be a randomly selected group of 50 to 100 students or case studies of at least five educational institutions or case studies of 10 to 15 deviant/exceptional/disabled individuals. Studies of the following may be encouraged in project work.

- (a) Truant, Mentally retarded, Gifted, Creative, Problem, Slow learning, Drop-out etc.
- (b) Senior, popular, National awardee successful teachers.
- © Successful, Innovative, Experimental, Educational Institutions or organizations.
- (d) New, Imaginative educational programmes, Policies Projects.
- (e) Comparative studies of two educational philosophers, thinkers, social activists or such studies of two states, countries, cultures, village communities.

Note :

The students shall submit the project work for evaluation at least one month before the commencement of theory examination and the viva-voce test shall be conducted within one month of the last theory paper so that the declaration of examination result is not delayed

SUGGESTED READINGS :

1. Bhargava Mahesh : Essentials of Project Report writing, National Psychological Corporation, Agra, 1990.
2. Choudhury, R.R. : Challenges of Women's participation in Higher Education : Importance of Hostel Accommodation, project report, NIEPA, New Delhi 1994.
3. Chandra, A. & Saxena, T.P. : *Stype manual: writing Theses, dissertation and papers in Social studies*, Metropolitan Book Co., New Delhi, 1979.
4. Fried Booth, Diana L : Project Work Oxford University Press, U.K. 1988.
5. IGNOU : Project Work (Diploma in Higher Education), School of Education, IGNOU, New Delhi, 1992.
6. Koefod, Poul, E : The writing requirement for Graduate degrees, Prentice Hall., Eaglewood Cliffs, N.J., 1964.
7. NCERT : Sixth survey of Educational Research (1988-92), NCERT, New Delhi, 2006.
8. Tuck man, Bruce, W. : *Conducting Educational Research*, Harcourt Brace Jovanovich Publishers, New York, 1988.