

**TRUNCATED SYLLABUS OF B.A. HONOURS IN EDUCATION
SEMESTER- V**

SEMESTER-V				
Course Code	Course Title	Course wise Class (L+T+P)	Credit	Marks
EDU-H- DSC -T-11	Contemporary issues in Education	Core (75L+15T)	6(5L+1T)	75
EDU-H- DSC -T-12	Educational Technology	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSE-T-1 (Chose any one)	A: Value Education B: Population Education	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)	75
EDU-H-DSE-T-2 (Chose any one)	C: Distance Education D: Great Educator			+
Total	4 courses	Total	24	300

**B.A. Education (Honours)
SEMESTER-V**

**EDU-H- DSC -T-11: Contemporary issues in Education
Core Course; Credit-6. Full Marks-75**

Course Objectives:

After completion of the course the learners will be able to:

- Explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.

Unit-I: Universalization of Secondary Education

Meaning, aims & objectives, significance; Role of RMSA, Problems.

Unit-II: Higher Education and RUSA

- a) Knowledge Commission & Higher Education
- b) Higher Education and RUSA

Unit-III: Issues in Education

- a) Peace Education: Meaning, aims & objectives, need.
- b) Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development..
- c) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.

Unit- IV : Gender & Society

- a) Concept, definition, identity and roles

Suggested Readings:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India

Bengali Reading:

5. Dr. Dulal Mukhopadhyaya, Bijan Sarkar, Tarini Halder and Abhijit Kumar Paul – Bharater shikshar Chalaman Ghatanabali
 6. Tarini Halder, Binayak Chanda and Sushanta Kumar Barman- Shiksha o Unnayan
 7. Tarini Halder o Binayak Chanda – Samakalin Bharatbarsha o Shiksha.
৮. দুলাল মুখোপাধ্যায়, বিজন সরকার, তারিনি হালদার এবং অভিজিৎ কুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী
৯. তারিনি হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন- শিক্ষা ও উন্নয়ন
১০. তারিনি হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)
SEMESTER-V
EDU-H- DSC -T-12: Educational Technology
Core Course; Credit-6. Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:

- Discuss the concept, nature and scope of educational technology.
- Explain the role of communication & multimedia approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.

Unit-I: Educational Technology

- a) Meaning, Nature, Need and Scope of Educational Technology
- b) Technology in Education and Technology of Education

Unit-II: Classroom Communication and Media used

- a) Meaning, Nature, Types, and Components of Communication
- b) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

Unit-III: Instructional Technology

- a) Mass Instructional Technology- Seminar, Team teaching
- b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits

Unit-IV: Phases, Levels, and Models of Teaching

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Models of Teaching: Concept, Components, Families, Bruner's Concept Attainment Model.

Suggested Books:

1. K. Sampath- Introduction to Educational Technology
2. R. P. Pathak- New Dimensions of Educational Technology
3. U. Rao – Educational Technology
4. K. L. Kumar- Educational Technology
5. J. Mohanty- Educational Technology
6. J.C.Aggarwal - Educational Technology
7. S.S.Dahiya - Educational Technology

Bengali Books:

8. Malay Kumar Sen- Shiksha Projukti biggyan
9. Koushik Chattopadhyay - Shiksha Projukti biggyan
10. Shyama Prasad Chattaraj - Shiksha Projukti

১১. মলয় কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান
১২. কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
১৩. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(A): Value Education

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course objectives:

After end of this course learner will able to-

- Explain the meaning, nature, classify value and its reflection in Indian Constitution.
- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.
- Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

UNIT-I: Meaning and nature of Value

- a) Value: Meaning and Nature
- b) Classification of values proposed by NCERT
- c) Inculcation of National Value: Democracy, Socialism and Secularism.

UNIT-II: Value Education

- a) Value Education: concept and objective.
- b) Values and Human Rights Education

UNIT-III: Value Education in School

- a) Role of teachers to facilitate development of values among the learners, Inculcation of Values among the students

UNIT-IV: Strategies of value education

- a) Storytelling, Play-way Method, Role plays.

Suggested Books:

- 1) Diwahar, R. R., & Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- 2) Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
- 3) Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications
- 4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
- 5) Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- 6) Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- 7) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
- 8) Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- 9) Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- 10) Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- 11) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

B.A. Education (Honours)

SEMESTER-V

EDU-H-DSE-T-1/2(B): Population Education

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Explain the meaning, concept, scope & objectives of Population Education.
- Discuss the historical development of Population Education.
- Describe the definition, factors, causes and prevention of population growth.
- Explain the Population Education curriculum and policies.

Unit-1: Meaning and Concept of Population Education

- a) Meaning & Concept of Population Education
- b) Objectives of Population Education.

Unit-II: Historical Development of Population Education

- a) Some major thrust areas of population education-
 - Family planning
 - Adolescent education.

Unit-III: Population Growth and Problems in India

- a) Factors influencing population growth- fertility, mortality, and migration.
- b) Preventive measures for rapid population growth.

Unit-IV: Population Education Curriculum and Policy

- a) Curriculum of Population education at different stages.
- b) Role of Teacher in making awareness of population explosion.
- c) Community sensitisation programme of early marriage and child labour etc.

Suggested Books:

- 1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.
- 2) Bhardwaj, Ramesh Kumar(2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
- 3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
- 4) Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi-110002.
- 5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002
- 6) Sinha, P. N (2000).Population Education and Family Planning. Authors Press, E/35/103, Jawarharpark, Laxmi Nagar, Delhi-110092.

**B.A. Education (Honours)
SEMESTER-V**

EDU-H-DSE-T-1/2(C): Distance Education

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completing of the course the students will be able to-

- Explain the meaning, characteristics, objectives, merits &demerits of distance & open education.
- Discuss the mode and strategies of distance education.
- Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- Discuss the present status of distance and open education in India.
- Explain the role of multi-media in Distance and Open Education.
- Discuss the problems and remedies of distance and open education in India.

Unit I: Concept of Distance & Open Education

- a) Meaning and definition of Distance Education.
- b) Characteristics of Distance Education.
- c) Merits of Distance Education.

Unit II: Strategies of distance education

- a) Mode and strategies of Distance Education.

Unit III: Status of open and distance education in India

- a) Role of multi-media in Distance and Open Education.

Unit IV: Problems and remedies of distance and open education in India

- a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
b) Measures for strengthening Distance and Open Education in India.

Suggested Reading:

- 1) S.S. Ravi – A Comprehensive Study of Education
- 2) R.P. Pathak – Development and Problems of Indian Education
- 3) B.K. Nayak – Modern Trends and Issues in Education of India

Bengali Reading:

- 4) Dulal Mukhopadhyaya, Bijon Sarkar, Tarini Halder , Abhijit Kumar Paul – Bharater Shikshar chalaman ghatanabali
- 5) Tarini Halder, Binayak Chandra and Sushanta Barman – Shiksha o Unnayan
- 6) Tarini Halder, Binayak Chandra – Samakalin Bharatbarsha o Shiksha.
- 7) দুলালমুখাপাধ্যায়, বিজনসরকার, তারিনী হালদারএবংঅভিজিৎকুমারপাল- ভারতর শিক্ষারচলমানঘটনাবলী
- 8) তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমারবর্মন - শিক্ষা ও উন্নয়ন
- 9) তারিনী হালদার ও বিনায়ক চন্দ - সমকালীনভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)

SEMESTER-V

EDU-H-DSE-T-1/2(D): Great Educators

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west
- Explain the educational ideas of great thinker of the east and west
- Explain some experiments on education of eastern and western philosophers and thinkers
- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

Unit – I: Indian Educators:

Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.

- Sarvapalli Radhakrishnan.

Unit - II: Western Educators:

Contribution of following great educators with special reference to Educational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.

- Bertrand Russel

Unit - III: Modern Thinkers on Education in India

- a) A.P.J. Abdul Kalam

Unit- IV: Some Experiments of Great Educators on Education:

- a) Basic education and Gandhiji
- b) Laboratory school and John Dewey

SUGGESTED READING:

- 1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education
- 2) Mukherjee, K.K. –Some great educators of the world.
- 3) Purkait, B.R. –Great educators
- 4) Mukherjee, K.K. –Principles of education.
- 5) Banerjee, A –Philosophy and principles of education
- 6) Ravi,s-A comprehensive study of Education

Bengali Reading:

- 7) Sushil Ray –ShikshaTatta
 - 8) ArunGhosh –Shikshatatta&ShikshaDarshan.
 - 9) BihuranjanGuha –ShikshayaPathikrit.
 - 10) GourdasHalder&Prasanta Sharma –ShikshaTatta&ShikshaNiti.
 - 11) A.K.Pal –SikshadarshnerRuparekha
 - 12) অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
 - 13) নিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
 - 14) সুশীল রায় - ভারতের শিক্ষা ও শিক্ষার ভারতায়ন
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