

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

Semester-V
Discipline Specific Elective (DSE-1) Paper-1: (Select any one) (A) Value Education (B) Comparative Education (C) Distance Education
Discipline Specific Elective (DSE-2) ## Paper-1
Generic Elective Course (GE)** Paper-1 (choose from pool of Generic Electives)
Skill Enhancement Course (SEC-2)## Paper-1:

DSE 1 and SEC 1 Course subject will be the same as DSC1 Course subject and DSE 2 and SEC 2 Course subject will be the same as DSC2 Course subject.

The Table presents the syllabus of DSC1/DSE1/SEC1 of the Programme course in Education. The same syllabus is applicable if Education is opted as DSC2/DSE2/ SEC2.

****GE Course subject must be different from DSC1 and DSC2 course subject.**

Papers to be studied	
Incase of students who have opted for Education in DSC1	DSE A1
Incase of students who have opted for Education in DSC 2	SEC 1
Incase of students who opted for Education in GE	GE 1

B.A. Education (Programme)
SEMESTER-V
Discipline Specific Elective (DSE-1)
Paper-1: (Select any one)

(A) Value Education
 (B) Comparative Education
 (C) Distance Education

EDU-G-DSE-T-1(A): Value Education
Discipline Specific Elective Course; Credit-6 (72 Lectures). 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

UNIT-II: Value Education

- a) Need for value education in India

UNIT-III: Value Education in School

- a) Value Education through Curriculum.
- b) Value Education through Co-Curricular Activities.

UNIT-IV: Strategies of value education

- a) Play-way Method.

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.

OR

B.A. Education (Programme)
SEMESTER-V
EDU-G-DSE-T-1(B): Comparative Education
Discipline Specific Elective Course; Credit-6 (72 Lectures). Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA
- Compare Indian Education system with UK

Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education

- a) Meaning, nature, scope and importance of Comparative Education.
- b) Methods of Comparative Education:
 - i) Sociological Method
 - ii) Psychological Method

Unit-II: Factors of Comparative Education:

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.

Unit-III: Universalization of Elementary Education in UK & USA

In relation to Structure, Aims and Objectives, Curriculum.

Unit-IV: Universalization of Secondary Education in UK & USA

In relation to Structure, Aims and Objectives, Curriculum.

Suggested Books:

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education

Bengali Reading:

5. Debi Mukhopadhyaya – Tolonamulak Shiksha
6. Md. Abdus Samad - Tolonamulak Shiksha
7. Shyama Prosad Chattaraj – Shiksha deshe bideshe.

৮. দেবী মুখোপাধ্যায়- তুলনামূলক শিক্ষা
৯. মো: আব্দুস সামাদ- তুলনামূলক শিক্ষা

১০. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা দেশে বিদেশে

OR

B.A. Education (Programme)
SEMESTER-V
EDU-G-DSE-T-1(C): Distance Education
Discipline Specific Elective Course; Credit-6 (72 Lectures). 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) Objectives of Distance Education.
- c) Limitations 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 (Programme)
SEMESTER-V
Discipline Specific Elective (DSE-2) ##
Paper-1
Credit-6 (72 Lectures). Full Marks-75

B.A. Education (Programme)
SEMESTER-V
Generic Elective Course (GE)**
Paper-1
(Choose from pool of Generic Electives)
Credit-6 (72 Lectures). Full Marks-75

Generic Elective Courses (GE)
Paper -1
Choose any one

[A] Lifelong Learning and Education or [B] Gender and Society in Educational Context

[A] Lifelong Learning and Education: EDU-P-GE-T-1(A)

Full Marks: 75

Credit: 6 (72 Lectures)

Course Objectives:

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

- Explain the concept, characteristics, aims, nature, scope and need of Life Long Education
- Describe the different dimensions of Life Long Learning
- Explain the different teaching methods of Life Long Learning
- Explain the curriculum construction of Life Long Learning
- Discuss the Historical background of Life Long Learning
- Describe the different recommendations of different education commission on Life Long Learning.

Unit-I: Concept of Life Long Learning

- a) Meaning and definition of Life Long Learning and Adult Education
- b) Need or Importance of Life Long Learning.

Unit-II: Approaches of Life Long Learning

- a) Different teaching methods for Life Long Learning

Unit-III: Historical Background of Life Long Learning

- a) Life Long Learning in Post-Independence India. (Historical description from Independence to last twelve fifth year plan)

Unit-IV: Recommendations of different commission on Life Long learning

- a) National Adult Education Program

Suggested books:

- Ravi,S.S.- A Comprehensive Study of Education
- Mukhopadhyaya, D.; Sarkar, B.; Halder, T.; & Pal, A.K. – VaraterShiksharChalamanGhatanabali
- Mukhopadhyaya, D.; Halder, T. &Chanda, B.- Contemporary India and Education.
- Aggarwal, J.C.- Landmarks in the History of Modern Indian Education.
- Jarvis, P. Adult Education and Lifelong Learning.
- Knowles, M.S. The Modern Practice of Adult Education.
- Mayo, P.- Learning with Adults.
- Murriam, S.B. &Bierema, L.L. Adult Learning: Linking Theory and Practice.
- Murriam, S.B. & Grace, A.P. The Jossey-Bass Reader on Contemporary Issues in Adult Education.

OR

[B] Gender and Society in Educational Context EDU-P-GE-T-1(B)

Full Marks: 75

Credit: 6 (72 Lectures)

Objectives:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

Unit: 1 = Gender Concepts

- Gender Dynamics: Gender identity; Gender role and gender stereotype

Unit: 2 = Gender Socialization

- Gender discrimination in the management of the school and education system.

Unit: 3 = Gender roles

- Exploring Attitudes towards Gender

Unit: 4 = Gender inequality in the schools

- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.

Reading:

1. Dr. Ujjwal Panda, Gender School and Society.
2. Dr. Bishnupada Nanda, Gender, School and Society(Bengali and English Version)
3. Dr. Madhumala Sengupta, Dr. Pintu Kumar Majhi, Dr. Rita Sinha Roy, Sikshai Lingo, Vidyalaya o Samaj.
4. Dr. S.C.Oberoi, Gender School and Society.
5. Nandita Deb, Gender Issues and Education in Modern Society.

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**B.A. Education (Programme)
SEMESTER-V
Skill Enhancement Course (SEC-2)##
Paper-1
Credit-2 Full Marks-75**

**B.A. Education (Honours)
SEMESTER-V
EDU-H-SEC-T-1(A): Educational Statistical
Skill Enhancement Course; Credit-2. Full Marks-75 [Theory- 40, Practical-20]**

Course Objectives:

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

- Explain the concept of central tendency, variability and their properties
- Discuss the concept of Percentile and Percentile Rank and its application.
- Describe the concept of co-relation and their application

- Explain the concept of Parametric and Non-Parametric Test
- Apply the knowledge and calculate different statistical values

Unit-I: Descriptive Statistics

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application

Unit-II: Relationship and Inferential Statistics

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: (Spearman’s method) and Product Moment (Karl Pearson’s method).

Practical:

Calculate - Mean, Median and Mode; Range, AD, SD & QD; Co-relation; from different frequency distribution.

Suggested Books:

- 1) S. K. Mangal- Statistics in Education and Psychology
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavirioul Sciences
- 3) H.E. Garret- Statistics in Education and Psychology
- 4) R. A. Sharma- Mental Measurement and Evaluation
- 5) Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

Bengali Books:

- 6) Sushil Roy – Mulayan o Niti Koushal
- 7) Debashis Paul o Debashis Dhar – Sikshai Parimap o Mulayan
- 8) Purnrindu Acharjee – Shikshakethre Mulayan o Nirdesona
- 9) Nurul Ishlam – Shikshi Mulayan Parimap
- 10) সুশীল রায় - মূল্যায়ন: নীতি ও কৌশল
- 11) দেবশিস পাল এবং দেবশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
- 12) পূর্ণেন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
- 13) নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

OR

B.A. Education (Programme)

SEMESTER-V

EDU-H-SEC-T-2(A): Computer Application

Skill Enhancement Course; Credit-2. Full Marks-75 [Theory- 40, Practical-20]

Course Objectives:

After completion the course the learners will be able to:

- Explain the beginning, basic editing, templates by using MS word
- Work with Graph, Pictures. Tables by using MS word
- Work with Desktop Publishing, Mail Merge by using MS word
- Discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using MS word
- Activate Power Point, uses of Themes and Layouts
- Insert Text, WordArt, Graphics, Animations, sounds
- Apply Edit, save, print and publish by using MS Power Point

Unit-I: MS word – features and uses

- a) Beginning to use Microsoft word
- b) Basic Editing
- c) Templates
- d) Tables

Unit-II: MS Power Point- features, animation and uses

- a) Activating Power Point
- b) Using Themes and Layouts
- c) Inserting Text and Using WordArt
- d) Inserting Graphics

Practical:

1. Creating different texts, tables, etc. using MS_word.
2. Creating a slideshow for taking a class of any standard

Suggested Books:

- 1) Fundamentals of Computers by [V. Rajaraman, Prentice Hall India Pvt., Limited](#)
 - 2) Windows 10 Bible by Wiley Publication
 - 3) Microsoft Excel Functions & Formulas by BPB Publication
 - 4) Microsoft Office Complete Reference by Tata McGraw Hill Publication
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