

Maximum Marks External : 60
Duration of Exam : 3hrs

1. Portfolio of Self to start from Semester 1 & continue till semester 4
 - a) Development of self as a person
 - b) Development of self as a teacher
 - c) Development of holistic and integrated understanding of the self to handle different situations
2. Workshop to address aspects of development of the inner self and professional identity of a teacher
 - a) To develop sensibilities, dispositions and skills to facilitate personal growth of pupil teachers
 - b) To develop social-relational sensitivity
 - c) To develop effective communication skills
3. Sharing to document personal narratives, biographies, stories, group interactions and film reviews of different children and self to be able to explore dreams, aspirations, concerns through varied forms of self expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation.
4. Each one teach one
5. Plantation drive
6. Reflective Journals with regular feedback
7. The methodology will include games, theatre activities, discussions, nature walk, simulation exercises, collective art, adventure/field visits.

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 401 (Theory)

Title: Teacher Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives:

To enable the student-teachers to:

- develop an understanding about teacher education
- know about pre-service and in-service teacher training agencies
- know and apply various instructional techniques
- appreciate the process of research in teacher education

Course Contents**UNIT-I****Growth of Teacher Education in India**

1. Teacher Education – Concept, Aims, Need and Scope
2. Teacher Education in India with Special Reference: a) Ancient period b) Medieval period c) British period
3. Teacher Education in India after Independence: a) University Education Commission (1948-49), b) Kothari commission (1964-66), c) Chattopadhyaya Committee Report (1983-85) (Recommendations)

UNIT-II**Agencies for teacher Education**

1. Problems concerning Teacher Education in India and suggestions to overcome them at different levels a) Primary b) Secondary c) Higher
2. Agencies for In-service and Pre-service Teacher Education and Training: a) NCERT b) SIE'S c) DIET
3. National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education

UNIT-III**Innovations and Instructional Techniques**

1. Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming
2. Innovations in Teacher Education: Constructivist and Reflective Teacher Education, e-Teacher Education
3. Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation

UNIT-IV**Professionalism and Research in Teacher Education**

1. Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators
2. Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research
3. Research in Teacher Education: Nature, scope and trends

Sessional Assignment

- Prepare a timeline chart of growth of teacher education in India with context to different committees and commissions
- Visit to different agencies for teacher education at local level i.e SIE, DIET etc
- Presentation on different instructional methods in teacher education
- Preparation of report on researches conducted in any one area of teacher education

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

words per question) spread over the entire syllabus. (Total question to be attempted, will be five)

Books recommended & Web References:

- *Saxena, N.R., Mishra, B.K., & Mohanty, R.K.(1999-2000).Teacher Education. Surya publications: Meerut.*
- *Sharma, S.P. (2009).Teacher Education, principles, theories and practices. Kanishka Publishers: New Delhi*
- *Garg, B.R.(2000). Issues in Teacher Education. The Indian Publications: Ambala Cant-133001(India)*
- *Verma, M.(2006). Teacher Education. Murari Lal & Sons: New Delhi-110002*
- *Singh, L. C.& Sharma, P. C. (1995).Teacher Education and the Teacher, New Delhi: Vikas Publishing House*

- Singh, R. P. (1990). *Studies in Teacher Education*, New Delhi: Bahri Publication
- Mangla, Sheela (2010). *Teacher Education: Trends & Strategies*, Radha Publishing, New Delhi.
- Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission*, Govt. of India, New Delhi.
- MHRD (1986). *National Policy on Education and Programme of Action*, Govt. of India, New Delhi.
- MHRD (1990): *Rama Murthi Committee Report*, Department of Education, Govt. of India, New Delhi.
- MHRD (1992): *Programme of Action*, Department of Education, Govt. of India, New Delhi.
- Nayar, D.P. (1989). *Towards a National System of Education*, Mital Publishing, New Delhi.
- NCERT (1987): *In service Training Package for Secondary Teachers MHR*, New Delhi.
- NCTE (1998): *Curriculum Framework for Quality Teacher Education*, NCTE, Publishing, New Delhi.
- Sikula, J. (Ed.) (1985). *Handbook of Research on Teacher Education*, New York, MacMillan Publishing.
- MHRD (1990): *Towards and Enlightened and Humane Society; (Rama Murthi Committee Report)*, Department of Education, Govt. of India, New Delhi.
- Singh, L.C. et al. (1990). *Teacher Education in India*, New Delhi, NCERT.
- Singh, T. (1978). *Diffusion of Innovations among Training Colleges of India*, Varanasi, Bharat Bharati Prakashan.

www.ncte-india.org/

www.mu.ac.in/

www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf

www.oxydiane.net/IMG/pdf/OCSE_DIVERSITA.pdf

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory)

Credits 4

Title: Optional Papers (A- History of Education)

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives:

To enable the student-teachers to:

- acquire knowledge of ancient, medieval and British system of education in India.

- understand the contribution of major committees and commissions on education.
- appreciate the developments in Indian education during the post-independence era.
- develop an understanding regarding constitutional provisions for education of different sections of society.
- assess the achievements of different programmes for the universalisation of Education initiated in Jammu and Kashmir state.

Course Contents

UNIT-I

Education in India- Pre Independence Period

1. Education in India during a) Vedic period b) Buddhist period c) Medieval period (salient features, objectives, curriculum, role of teacher and relevance of these systems of education in present context)
2. Wood's Dispatch(1854) and Hunter Commission (1882): Recommendations and its influence on the subsequent development of education in India
3. Wardha Scheme of Education (1937) and Sargent Committee Report (1944): Salient features and its impact on Indian education

UNIT-II

Commissions after Independence in India

1. University Education Commission (1948-49): Salient features, objectives, curriculum, methods of teaching, role of teacher
2. Secondary Education Commission Report(1952-53): Salient features, objectives, curriculum, methods of teaching, role of teacher
3. Indian Education Commission (1964-66): Salient features, objectives, curriculum, methods of teaching, role of teacher

UNIT-III

Constitutional Provisions for Education in India

1. National Policy of Education (1986) and revised National Policy on Education(1992): Salient features, objectives, curriculum, methods of teaching and role of teacher
2. Education in free India: Constitutional provisions for education of weaker sections
3. Recommendations of National Knowledge commission

UNIT-IV

Implementation of various schemes to universalize Education in J&K State

1. Sarv Shiksha Abhiyan
2. Rashtriya Madhyamik Shiksha Abhiyan

3. Rashtriya Ucchar Shiksha Abhiyan

Sessional Assignment

- Preparation of report on schemes of education in pre-colonial and colonial period
- Presentation on the salient features of different commissions in India after independence
- Organise seminar/ debate on constitutional provisions of weaker sections in free India
- Visit to Primary schools, higher secondary schools and Colleges to assess the impact of various state and centrally sponsored schemes of education

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books recommended & Web References:

- Aggarwal, J.C. (2007): *Development of Education system in India*, Shipra Publication, New Delhi
- Sharma, R. N & Sharma, R. K (2004): *History of Education in India*, Atlantic publishers & distributors, New Delhi
- Naik, J.P. & Nurulla, S. (1964): *Development of Education (1800-1947)*, MacMillan and Co., New Delhi
- Chauhan, C.P.S (2004): *Modern Indian Education policies, progress and Problems*, Kanishka publishers & distributors, New Delhi
- Jayapalan, N (2005): *History of Education in India*, Atlantic Publishers & distributors, New Delhi
- Naik, J. P (1997): *The Education Commission and After*, APH publishing corporation, New Delhi
- Shah, G. R (2011): *Towards Quality Education in Jammu & Kashmir*, Gulshan publishers, Srinagar

- *Thakur, A.S. & Berwal, S (2008): Development of Educational system in India, Shipra Publication, New Delhi*
- *MHRD (1986): National Policy on Education and Programme of Action, Govt. of India, New Delhi.*
- *MHRD (1990): Rama Murthi Committee Report, Govt. of India, New Delhi.*

www.mhrd.gov.in

www.ncert.nic.in

www.jandkplanning.com

www.mhrd.gov.in

www.teindia.nic.in

www.teindia.nic.in

www.ncert.nic.in

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory) Title: Optional Papers (B- Health & Physical Education)
Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives

To enable Pupil-teachers to-

- understand the concept, aims and objectives of Health& Physical Education
- analyze various dimensions & determinants of Health& Physical Education
- know the concept and importance of balanced diet
- be familiar with personal hygiene
- describe the role Teachers in the development of Health& Physical Education

Unit-I

Introduction to Health & Physical education

- 1) Introduction, Definition and Meaning of health& physical education
- 2) Aims and objectives of health and physical education
- 3) Factors influencing health and physical education: a) School health programmes, b) School health services c) Role of the teacher in School Health programme

Unit-II

Dimensions and Determinants

- 1) Dimensions & Determinants of health & physical education
- 2) Concept and Importance of balanced diet
- 3) Health hazards (use of alcohol, nicotine & drugs) among adolescents & their remedial measures

Unit-III

Personal Hygiene & Communicable Diseases

- 1) Personal hygiene: Meaning and importance of personal hygiene
- 1) Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS
- 2) Common health problems–Stress, depression and Obesity-Meaning, Causes and preventive measures

Unit-IV

Methods & Role of Teacher

- 1) Health& Physical education: Role of women in health and physical education, social service camps, role ofVillage health committees, village health insurance scheme.
- 2) Methods of Imparting Health Education in Schools – (1) Health Instruction, (2) Health Services, (3) Health Supervision
- 3) Role of teacher in development of health& physical education

Sessional work

- Visit Primary Health Centre and develop a report on school health programmes & services
- Prepare a balanced diet chart for a primary school and high school child
- Debate and discussion in a village on health & physical education
- Group discussion on Personal hygiene and communicable disease

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books recommended & Web References:

- *Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.*
- *Kilander, H. F. (1971). School Health Education, New York: Mac Millan Company*
- *Manjul, J.U. S. (1965). School Swasthya Shiksha, Agra University: Universal Publish*
- *Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book*
- *Market.*
- *Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.*

http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf

http://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf

http://en.wikipedia.org/wiki/Health_education

BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2017, 2018 & 2019)****Course no. 402 (Theory) Title: Optional Papers (C- Value & Peace Education) Credits 4****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam : 3hrs****Course Objectives:****To enable the pupil teacher to:**

- understand the concept of peace education
- explain the need for Peace Education to foster National and International Understanding
- understand the concept, importance and need of human rights
- comprehend the role of the Education in human rights

Course Contents**Unit-I****Introduction to Peace Education**

- 1) Peace Education: Concept and Need
- 2) Peace contexts: underlying assumptions, processes
- 3) Approaches to Peace Education

Unit-II

Peace education & Prominent educationists

- 1) Peace Education for National Integration and International Integration
- 2) Peace Education propagated by Gandhi, Aurbindo, Swami Vivekanand
- 3) NCF 2005 recommendations on Peace Education.

Unit-III

Human Rights & Fundamental Rights

- 1) Historical background of Human Rights
- 2) Fundamental Rights as included in Indian constitution
- 3) Human Rights protection in Indian Constitution

Unit-IV

Teaching Methods & Activities

- 1) Methods and Activities of Teaching Human Rights
- 2) Obstacles of Human Rights Education
- 3) National Human Rights Commission (NHRC) , State Human Rights Commission (SHRC)

Sessional work

- Development of sensitivity towards National Integration and International Integration through role play
- Group discussions and debates on the propagation of peace by Indian philosophers
- Observation and reporting on violation of human rights in any locality

- Field Surveys by visiting the Agencies of Human Rights and NGOs

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books recommended & Web References:

- Aggarwal, J.C. (2005). *Education for Values, Environment and Human Rights*. Shipra publications, 115-A, Vikas Marg Delhi-110092
- Pandey, V.C. (2005). *Education, Culture and Human Values*
- Singh, Y.K & Nath.R (2005). *Value Education*
- Charles, K & V. Arul Selvi. (2012). *Value Education*
- Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: SAGE Publications
- Jagannath. M. (2000). *Human Rights Education, New Delhi: Deep and Deep Pub.,*
- Paul, R.C. (2000). *Protection of Human Rights, New Delhi: Commonwealth*
- Manjot, K. (2008). *Teaching of human rights. New Delhi: APH Publishing Corporation.*

<http://www.uk.sagepub.com/books/Book202692>

<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory)

Title: Optional Papers (D- Guidance & Counseling)

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives:

To enable the pupil- teachers to:

- To enable the students to understand the concept of guidance and counselling.
- To acquaint students about different agencies for guidance.
- To understand the role of parents, teachers, school administrator and family to solve behavioural problems of students.
- To know about different strategies to maintain mental health of students.

UNIT-I

Fundamentals of Guidance: Concept, Nature, need and importance of guidance. Historical perspective of guidance. Relationship with guidance and education. Types of guidance: Educational, vocational and Personal their meaning, need, objectives & functions. Role of teacher in academic,

personal, health, leisure activities. Concept of Individual guidance and group guidance. Agencies for guidance : State level Agencies, National Level Agencies.

UNIT-II

Meaning, Nature, Objectives and importance of counseling. Different between guidance and counseling. Areas of counseling: Family counseling, Parental counseling, Peer counseling, adolescent counseling and relevance to the Indian situations. Role of teacher and school administrator as counselor. Characteristics of effective counseling.

UNIT-III

Role of teachers in dealing behavioral problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer-pressure and inferiority complexes and maladjustment among student. Concept of mental health and behavior modification. Concept of mental hygiene. Non-testing techniques: interview, observation, individual inventory.

UNIT-IV

Role of Parents in solving behavioral problems of adolescents. Effective Parents learning programmes, parent-teacher meetings. Parental collaboration in educational guidance. School guidance: a collaborative effort of school and community. Role of relaxation strategies, Yoga-meditation, music therapies for reducing stress.

Sessional Work:

Arrange parent-teacher meeting for 5 students & make a report.

Prepare individual inventory of students.

Interview school teachers and make a report about their contribution.

As councillor.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books recommended

- *Crow & Crow: An introduction to Guidance, basic principles & practices, Delhi, Surjeet Publications.*
- *Gibson Mitchell: Introduction to Counseling & Guidance, New Delhi PHI Learning.*
- *J.C Aggarwal: Education vocational Guidance & Counseling, Delhi, Doaba House.*
- *Jones, J.A : Principles of Guidance, Bombay, Mc Graw Hill*
- *John S Koshy : Guidance and Counseling New Delhi, Dominant Publishers and distributors.*
- *Lester D. Crow & Crow: Introduction to Guidance and Counseling in India Delhi, Atlantic Publishers.*
- *Shashi Prabha Sharma: Career Guidance and Counseling, Principles and techniques, New Delhi, Kanishka Publishers.*
- *S.S.Chouhan: Principles and Techniques of Guidance, New Delhi, Vikas publication House.*

BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2017, 2018 & 2019)****Course no. 402 (Theory) Title: Optional Papers (E- Comparative Education) Credits 4****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Course****Objectives:****To enable the pupil- teachers to:**

- enable the students to understand the concept of Comparative Education.
- acquaint students about different agencies for promotion of Education.
- understand the role of parents & teachers in education of girls.
- know about Education in SAARC countries

Unit I

Comparative Education- concept Scope of Comparative Education in Teacher Education; Difference between the Comparative Education and the international education , The role of different Educational agencies in the promotion of the Education like UNESCO,UNICEF ,IMF & World Bank.

Unit II

Factors affecting the Education

Girls Education and the Girls Schools: MDM scheme for the promotion of the education, Parents education & their attitude to education, Accessibility of Education, Teachers for Education, Scholarships

Unit III

Education in SAARC countries

Socio Economic contexts in the provision of the Public School Education in Pakistan, Nepal & India (Curriculum & Teacher education) ,Alternate systems of Education in these countries for School Education.

Unit IV

Development of Education in the colonial and Post Colonial India (Teacher Education and the General Education) ;Development of the Education in China (program & policies) for Teacher Education.

Sessional Work

Visit to the different schools , Understanding and Compiling a report on the socio cultural;l differences in the different types of the schools; Issues and the problems related to the Girls education in the rural and the Urban settings (interviewing Local Eduaction Commiittee, Parents and the girl students –understanding the norms and the culture behind the working of the schools ; the Mid Day Meals schools Vs Non beneficiary schools of MDM (understanding the concept of working together in both sets of schools)

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books recommended & Web References

- *Comparative Education Aggarwal & Biswas*
- *Comparative Education –Methods & Approaches –Mark Bray and Adamsons, Springer Ltd.*
- *Education for All SriLanka Status Report. Ministry of Education and Higher Edu Education (Govt. of SriLanka)Colombo*

- Govinda, R. : *India Education Report– A profile of Basic Education– OUP*
- Haq&Haq : *Human Development in South Asia– OUP Karachi Human Development in*
- *South Asia 2000* : *The Gender Question– Oxford.*
- *Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below*, Payal Shah : *Intercultural Education*, 2014 Vol. 25, No. 5, 362–376, <http://dx.doi.org/10.1080/14675986.2014.972610>
- *The Impact of Existentialism on China’s Democratic Education through Globalization- Intercultural Communication Studies XVII: 1 2008*
- *Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and English Literatures* University of Pennsylvania, Scholarly Commons, Asia-Pacific Education, Language Minorities and Migration (ELMM) Network Working Paper Series
- *Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan*, Meher Rizvi, *Asia-Pacific Journal of Teacher Education*, Taylor & Francis, London
- *Comparative Education* Chaube And Chaube, Vikas Publishing House, Delhi
- *Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy*; Shuang-Ye Chen; *London Review of Education* Vol. 10, No. 1, March 2012, 101–112
- *Students History of Education in India* Naik JP & Naraulah Macmillan

BACHELOR OF EDUCATION (B.Ed)
Semester –IV
(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory) Title: Optional Papers (F- Computer Education) Credits 4
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60

Objectives:

To enable the pupil- teachers to:

- study and Understand the nature and scope And the history of Computer Education develop an understanding of aims and objectives of teaching Computer Education by the use of Content
- develop an understanding of the various methods, approaches and techniques of teaching Computer Education.
- develop the skill to critically analyze the syllabus of secondary school Computer education curriculum

UNIT I

Computer: Concept and its working

Computer Concept & History and development -Types & Parts (Hardware, Software, Memory)Procedural aspects : Start - Shut down Method of Computer, Basic Concepts of GUI and CUI ;User of Computer and Explorer - File , Folder, File-folder Handling commandsWindow Help System and uses of Help system-window Help system and uses of Help system. Importance and Uses of Computer- For teachers &For StudentsApplication of Computer- In Education - In other fields

UNIT II

Different Applications in Computers

Devices of Computer- Input devices & Output devices. Operating System –function .Accessories: Notepad, Word pad , Paint, Media Player and Removable Devices – applications Concept of Icons, desktop, Task bar Uses and applications of the same on the system.

UNIT-III

Utility of Computers for Students and Teachers

Windows Operating System _ characteristics. Microsoft office use and Utility of Microsoft Word & excel - Basic Concepts- Applications and use(basic features)
Microsoft PowerPoint- Basic concepts –use

UNIT IV

Use of Internet in Education

Search Engines & Websites, Laboratory experience of browsing , Opening e Mail account, Uploading and downloading files, photos, etc. WEB 2.0 -concept

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books recommended

- Bharioke, Deepak* : *Fundamentals of Information Technology Comdex DOS for Dummies*
Pustak Mahal, New Delhi (1997)
- Nelson, Stephen, L* : *The Complete Reference Office, Tata McGraw Hill, New Delhi .Rajaraman,*
V.: Fundamentals of Computers
- Saxena, Sanjay* : *A first course in computers – Vikas Books.*

BACHELOR OF EDUCATION (B.Ed)
Semester –IV
(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory) Title: Optional Papers (G- Curriculum Development) Credits 4
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Course objectives:

To enable the student-teachers to:

- develop an understanding of the concept of curriculum Development and Innovations in Curriculum.
- be familiar with Foundations of curriculum and Curriculum Implementation.
- know about curriculum evaluation.

Course Contents

UNIT-I

Dimensions of Curriculum

1. Curriculum: Meaning, Importance and Scope
2. Categories and Principles of Curriculum Development
3. Innovations in curriculum

UNIT-II

Foundations of Curriculum

1. Philosophical Foundations of Curriculum: Idealism, Pragmatism and Existentialism
2. Sociological and Psychological Foundations of Curriculum
3. Models of Curriculum Development: Ralph W. Tyler Model(1949-1975) and Hilda Taba Model(1902-1967)

UNIT-III

Models of Curriculum Implementation

1. Curriculum Implementation: concept and Importance
2. Curriculum Implementation Models i) Overcoming Resistance to Change Model ii) Organisational Development Model
3. Contribution of Swami Vivekananda, Mahatma Gandhi and Dr. Zakir Hussain towards Curriculum

UNIT-IV

Curriculum Evaluation

1. Curriculum Evaluation: Nature and Purpose of Evaluation
2. Approaches to Curriculum Evaluation: a) Formative and Summative, b) Continuous and Comprehensive Evaluation
3. Suggestions and recommendation in curriculum development as per NCF 2005

Sessional Assignment

- Organise seminar/ debate regarding categories and principles of curriculum development
- Presentation on the contribution of Swami Vivekananda and Mahatma Gandhi towards the development of curriculum
- Develop a question paper for upper primary to assess all the aspects of curriculum
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended & Web References:

- Aggarwal, J. C. & Gupta, S. (2005). Curriculum Development 2005 Towards learning without burden and quality of education, Shipra publications, New Delhi*
- Bhalla, N. (2007). Curriculum Development, Authorspress, New Delhi*
- Rao, V. K. (2005). Principles of curriculum, A. P. H publishing corporation, New Delhi-110002*
- Dash, R. N. (2007). Curriculum Planning and Development, Dominant publishers and distributors, New Delhi-110051*
- Rai, V. K. (2009). Curriculum Development and Instructional Technology, Centrum press, New Delhi-110002*
- Arulsamy, S. (2011). Curriculum Development, Neelkamal publications pvt. Ltd., New Delhi, Hyderabad*
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- Edward, A. Krug (1960). The Secondary School Curriculum, Happer and Row Publishers, New York*
- Harold Alberty (1957). Reorganizing the High School Curriculum. MacMillan Company, New York*
- Harold, B. Alberty & Elsic, J. Alberty (1963). The Curriculum. The MacMillian Company, New York*
- Goodland, J. (1979). Curriculum Enquiry the study of curriculum practices. New York: McGraw Hill*
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- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin*
- www.pdx.edu/sites/www.pdx.edu.cae/files/media_assets/Howard.pdf
- www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...
- www.albany.edu/cdit/
- www.ncte-india.org/pub/policy/chp5.htm

www.srtt.org/institutional.../curricular_transaction_gover_schools_ap.pdf

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory) Title: Optional Papers (H- Contemporary India & Education) Credits 4

Total Marks : 100

Maximum Marks Internal :40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course objectives:

- To develop understanding of significant trends in in contemporary education
- To develop awareness of various organizations and their role in the implementation of policies and programmes.
- To develop understanding of current problems and issues in Indian Education

Unit-I

Basic Concept and Idea of Constitution: Aims, Meaning, Preamble, Fundamental Rights, Directive Principles of State Policy and Fundamental Duties.

Elementary Education: Concept, Need, Objectives, Role of SSA in Strengthening Elementary Education, Right to Education-2009

Inclusive Education: Concept, Need, Importance, purposes of Inclusive Education, Role of Teacher in the Context of Inclusive Education

Unit-II

Secondary Education: Meaning, Importance, Problems and remedial measures of Secondary Education, Role of NCERT, SCERT, CBSE, RMSA-2009.

Higher Education: Meaning, Aims, and Functions, Role of UGC, AIU, AICTE, ICSSR, NUEPA, RUSA.

Unit-III

Kothari Commission, National Policy on Education, Mid-Day Meal Programme, National Knowledge Commission

Unit-IV

Education of Weaker Sections of Society:Problems of Women in developing Countries including India, High rate of population growth, Literacy percentage of Women, Measures For Providing Women Education towards sustainable development.

Mass Media: Communication Process, Progammig, Use of Software in Education

Concept of Education Ladder, Meaning and need of new Educational pattern (10+2+3),

Vocationalisation and diversification of education at +2 stage.

Sessional: write a project on current issues in the context of Education for Weaker sections of Society

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books recommended & Web References:

- *Report of Kothari Education Commission 1964-66*
- *Report of New Policy on Education-1986*
- *Report of Programme of Action-1992*
- *Report of National Knowledge Commission*

www.ugc.ac.in

www.ncert.nic.in

www.icssr.org

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