

community participation.

Disaster Management and its outcome on education:

Students and their fallout of disaster on education : how to rebuild the educational program and role of management in overcoming the disaster to the system of education – role of students and teachers collaborations, the community supports.

Sessional work

- Work on a project related to any issue of environmental preservation and protection.
- Prepare a scrap file on environmental issues.
- Celebration of various days in relation with environment.
- Tree plantation drive

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.

SEMESTER – IV

Course No. 401 (Theory)

Title: Teacher Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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).

Course No. 402 (Theory)

Title: Optional Papers (A- History of Education)

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

Course No. 402 (Theory)

Credits 4

Title: Optional Papers (B- Health & Physical Education)

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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 of 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 of Village 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.

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 : 3 hrs

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. Difference 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.

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 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 Education Committee, 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.

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 commands Window Help System and uses of Help system window. Help system and uses of Help system. Importance and Uses of Computer - For teachers & For Students Application 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 Power Point - 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.

Course No. 402 (Theory)

Credits 4

Title: Optional Papers (G- Curriculum Development)

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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

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

Note : Contact Librarian of the college for Reference Books of all semesters.

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