

Department of Education
Government Degree College Baramulla

5th Semester

Course: Major/Minor

Course Title: Issues and Trends in Education. Course Code: BED22C501
Credits: Theory-4: Tutorial -2 Contact Hours: Theory-64; Tutorial- 32

After the completion of this course students will be able to:

- *Demonstrate a comprehensive understanding of structure of Education in India.*
- *Understand the problems at various stages of Education.*
- *Develop a comprehensive understanding of inclusive practices.*

Unit I: Pre Primary Education

(Credit 1, 16 hours)

- a. Meaning, Objectives.
- b. Present Scenario of Pre Primary Education.
- c. Curriculum and Activities required for Pre Primary Education.
- d. ICDS: Role and Responsibilities

Unit II: Elementary Education

(Credit 1, 16 hours)

- a. Meaning and Objectives.
- b. Present Scenario of Elementary Education.
- c. Universalization of Elementary Education.
- d. Wastage and Stagnation- Causes and Remedial Measures.

Unit III: Secondary Education

(Credit 1, 16 hours)

- a. Meaning and Objectives.
- b. Present Scenario of Secondary Education.
- c. Vocationalization of Secondary Education.
- d. Samagra Shiksha Abhiyaan.

Unit IV: Higher Education

(Credit 1, 16 hours)

- a. Meaning and Objectives.
- b. Present Scenario of Higher Education.
- c. Quality Control in Higher Education.
- d. RUSA. (Rashtriya Uchchar Shiksha Abhiyaan).

Practical/Tutorial: 2 Credits

Unit I:

(Credit: 1, 16 Hours)

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- a. PPT/ Seminar Presentation on any topic assigned by teacher.

Unit II:

(Credit: 1, 16 Hours)

- a. Visit to ICDS Centers and preparation of detailed report.
b. Preparation of Glossary/Key terms at least 20 from the above units.

References:

Aggarwal, J.C. (2011): Development of Education System in India. New Delhi: Anmol Publication Pvt Ltd.

Ganai, M.Y. & Bhat, S.A. (2012): Development of Education System in India. New Delhi: Dilpreet Publishing House.

Government of India (1953): Secondary Education Commission (1952-1953). New Delhi: MHRD.

Government of India (1949): University Education Commission (1948-1949). New Delhi: MHRD.

Hafeez, K. (2019): History of Indian Education. New Delhi: Navyug Books International.

Jayapalan, (2009): History of Education in India. New Delhi: Atlantic Publishers.

Khan, M.A. & Parveen, A. (2015): Educational Philosophy and Indian Educational scenario.

Mohanty, J. (1988): Current Issues in Education. New Delhi: Cosmo Publications.

Mattoo, M.I. (2020): Indian Education in Historical Perspective. New Delhi: Motilal Banarsidass.

Saini, S.K. (1988): Development of Education System in India. New Delhi: Cosmo Publishers
Srinagar: Kashmir Info Srinagar.

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5th Semester
Course Title: Health Education
Credits: Theory-4: Tutorial-2

Course Type: Major
Course Code: BED22C502
Contact Hours: Theory: 64: Tutorial-32

After the completion of this course students will be able to:

- Understand the complexity and dilemmas of diverse perspectives in the field of Health Education.
- Collaborative management plan and therapeutic interventions to facilitate clinical and personal recovery in pupils with psychological issues.
- Understand the importance of Yoga and meditation for the mental and physical well-being.

Unit I: Understanding Health Education (Credit: 1, 16 Hours)

- a. Concept of Health, Physical Fitness and Well-Being.
- b. Aims and Objectives of Health Education.
- c. Factors of Health and Wellness: Balanced Diet, Physical Activity and Sleep and Rest.
- d. Causes of Poor health Social, Economic and Personal.

Unit II: Mental Health (Credit: 1, 16 Hours)

- a. Meaning, Elements and Purpose.
- b. Characteristics and Causes of Poor Mental Health.
- c. Mental Health and Role of Teacher.
- d. Remedial measures.

Unit III: Stress and its effects (Credit: 1, 16 Hours)

- a. Nature and Meaning of Stress.
- b. Types of Stress.
- c. Factors Influencing Stress.
- d. Causes and Remedial Measures.

Unit IV: Understanding Yoga and Meditation (Credit: 1, 16 Hours)

- a. Understanding Yoga Philosophy and Meditation.
- b. Aims and Objectives of Yoga and Meditation.
- c. Need and Importance of Yoga and Meditation.
- d. Yoga Teaching Methods.

Practical / Tutorial: 2 Credits

Unit I: (Credit: 1, 16 Hours)

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Visit to Mental Hospital and prepare two case histories on causes of Abnormal Behavior.

Unit II: (Credit: 1, 16 Hours)

- a. PPT (at least 3) on topics of interest from the syllabus.
- b. Organizing Yoga Day.

References:

Aggarwal, J.C. (2011): Essentials of Educational Psychology. New Delhi: Vikas Publication House.

Baron, R.A. (1987): Psychology. Dorling Kindersley. Pvt Ltd.

Chauhan, S.S. (1998): Advanced Educational Psychology. New Delhi: Vikas Publication House.

Dandapani, S. (2020): Advanced Educational Psychology. New Delhi: Anmol Publication House.

Lindzey, G. Hall, (2012): Theories of Personality. London. Wiley India Pvt.Ltd.

Mangal, S.K. (2015): Advanced Educational Psychology. New Delhi.

Mattoo, M.I. (2019): Psychological Foundations of Education. New Delhi: Discovery Publishers.

Parveen, A. (2011): Fundamentals of Education. Srinagar: Info- world.

Shameem, S. et al. (2018): Modern Text book on Education. New Delhi: Anshul Publishers.

Weiten, Wayne, & Lloyd, Margaret, A. (1994): Psychology applied to Modern Life. Brooks: Cole Publishing Company Inc.

Woolfolk, A.E. (1995): Educational Psychology. Boston: Allyn and Bacon.

Zastrow, Charles and Ashman, K.K. (1997): Understanding Human behaviour and the Social Environment. Chicago.Nelson- Hall Publishers.