

Government Degree College, Baramulla (Autonomous)

BG (GENERAL) 4th SEMESTER

(MAJOR/MINOR)

Subject: Education

Course Title: Indian Education In Historical Perspective

Course Code: BED22C401

Credits: 06 (Theory: 4; Tutorial: 2)

Contact Hours: Theory: 64; Tutorial: 32

COURSE OBJECTIVES

- *To understand the Education system during Ancient and Medieval India.*
- *To understand the Education system before Independence.*
- *To understand the Education system after Independence.*

LEARNING OUTCOMES

After completion of the course, the student shall be able to

- *Explain the Education system during Ancient and Medieval India.*
- *Explain the Education system before and after Independence.*

THEORY (4 CREDITS) COURSE CONTENT:

Unit-1 Education in Ancient and Medieval India

Contact Hours: 16

- 1.1 Vedic Education – Salient features, Aims, Methods of Teaching, Place of the Teacher and Curriculum.
- 1.2 Buddhist Education – Salient features, Aims, Methods of Teaching, Place of Teacher and Curriculum.
- 1.3 Muslim Education - Salient features, Aims, Methods of Teaching, Place of the Teacher and Curriculum.

Unit-2 Education in British India – I

Contact Hours: 16

- 2.1 Macaulay's Minute (1835).
- 2.2 Wood's Despatch (1854).
- 2.3 Indian Education Commission (1882).

Unit-3 Education in British India – II

Contact Hours: 16

- 3.1 Sadler Commission Report (1917-19)
- 3.2 Wardha Scheme of Education (1937)
- 3.3 Sargent Report (1944)

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Unit-4 Educational in Post-Independence Era

Contact Hours: 16

- 4.1 Secondary Education Commission (1952-53)
- 4.2 Indian Education Commission (1964-66)
- 4.3 National Educational Policy (2020)

CREDITS:2

TUTORIAL (ACTIVITY BASED)

Contact Hours: 32

Unit 5: 5.1 Review on any of the books recommended in syllabus or by the teacher concerned

5.2 Seminar presentation on any topic prescribed in the syllabus

5.3 Assignment on any topic prescribed in the syllabus.

Unit 6: 6.1 PPT on key terms / glossary at least 20 words.

6.2 To visit any Indigenoeous Educational Institution of the area and prepare a report.

6.3 Visit to Martand Sun Temple: Vedic Antecedents of Kashmir.

RECOMMENDED BOOKS:

1. Aggarwal, J. C. (2011). Development of Education System in India. New Delhi: Anmol Publication Pvt. Ltd.
2. Ganai, M. Y. & Bhat, S. A. (2012). Development of Educational System in India. New Delhi: Dilpreet Publishing House.
3. Government of India (1953) Secondary Education Commission (1952-53). New Delhi: MHRD
4. Government of India (1953) University Education Commission (1948-49).
5. Government of India (1986). National Policy on Education. New Delhi: MHRD
6. Hafeez, K. (2019). History of Indian Education. New Delhi: N. Books International.
7. Jayapalan (2012). History of Education in India. New Delhi: Atlantic Publishers.
8. Khan, M. A. & Parveen, A. (2015). Educational Philosophy and Indian Educational Scenario.
9. Kothari Education Commission (1964-66) MHRD, Government of India
10. Mehta, D. D. (1988). Development of Education System in India. Tandon Publications Book
11. Mohan, R. (2017). Teacher Education. New Delhi: PHI Learning Private Limited.
12. Mohanty, J. (2005). Current Issues in Education. New Delhi: Cosmo Publications.
13. Mukherji, R. K. (1986). Ancient Indian Education, New Delhi,

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14. Parveen, A. (2002) Indian Education Kashmir Info Srinagar.
15. Rasool, R. & Mattoo, M. I. (2019). Indian Education in Historical Perspective. New Delhi: Axis Books Pvt. Ltd.
16. Rather, R. A. (2009). Development of Educational System in India
17. Saini, S. K. (1988). Development of Education System in Indian. New Delhi: Cosmo Publishers.
18. Saini, S. K. Development of Education System in Indian Cosmo Publishers New Delhi.

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BG 4th SEMESTER

(MAJOR)

Subject: Education

Course Title: Inclusive Education
Credits: 06 (Theory: 4; Tutorial: 2)

Course Code: BED22C402
Contact Hours: Theory: 64; Tutorial: 32

COURSE OBJECTIVES

- *To understand the Concept, Historical Perspectives and the Principles of Inclusive Education*
- *To understand the difference between Special Education, Integrated Education and Inclusive Education*
- *To understand the Characteristics and Educational needs of Diverse Learners, Concept of Impairment, Types of Impairment and the Identification of Diverse Learners*
- *To understand the Policies and Legislations governing Inclusive Education*
- *To understand the concept of Inclusive School, Teacher and Teaching Strategies*

LEARNING OUTCOMES

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

- *Explain the Concept of Inclusive Education and the concept of Inclusive School, Teacher and Teaching Strategies*
- *Explain the difference between Special Education, Integrated Education and Inclusive Education*
- *Explain the concept of Diverse Learners and the Policies and Legislations governing Inclusive Education*

THEORY (CREDIT 4)

Unit-1 Introduction

Contact Hours: 16

- 1.1 Concept and importance of Inclusive Education.
- 1.2 Principles of Inclusive Education.
- 1.3 Historical perspectives on education of children with diverse needs.
- 1.4 Comparative Analysis: Special Education, Integrated Education and Inclusive Education.

Unit-2 Diverse Learners

Contact Hours: 16

- 2.1 Characteristics and educational needs of diverse learners.
- 2.2 Concept of impairment, disability and handicapped.
- 2.3 Identification and Educational Measures: Visual Impairment, Hearing Impairment, Orthopedic Impairment.
- 2.4 Identification and Educational Measures: Mental Retardation, Learning Disability, Autism.

Unit-3 Policies & Legislations

Contact Hours: 16

- 3.1 Policies and Legislations governing Inclusive Education in relation to NPE 1986/POA 1992.
- 3.2 Persons with Disability ACT, 1995 & 2016.
- 3.3 National Policy for Persons with Disabilities, 2006.
- 3.4 Inclusive education under SSA, NEP-2020.

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Unit-4 Inclusive School, Teacher and Teaching Strategies

Contact Hours: 16

- 4.1 Creating an ideal inclusive school.
- 4.2 Infrastructural facilities for an inclusive school.
- 4.3 Human resources for inclusive school.
- 4.4 Inclusive instructional and evaluation practices.

TUTORIAL

(ACTIVITY BASED)

Unit-5

Contact Hours : 16

- 5.1 Book Review on any of the books recommended in syllabus or by the teacher concerned
- 5.2 Seminar presentation on any topic in syllabus
- 5.3 To assess the facilities of a mental hospital and prepare a detailed report.

Unit-6

Contact Hours:16

- 6.1 Visit to Composite Regional Centre, Srinagar and Special Schools of the area and prepare a detailed report.
- 6.2 Preparation of key terms/ glossary at least 20.
- 6.3 Visit to Special Schools in rural as well as urban areas and prepare a detailed report.

RECOMMENDED BOOKS

1. Ainscow M., Booth. T (2003): The Index for Inclusion: Developing learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
2. Bala, M. J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi
3. Bala. P. (2016) Use of Aids and Appliances for Children with Special Needs to Overcome Barriers of Inclusive Education. In Emerging Inclusive Education S.P. Gupta and Dinesh Singh (Eds.), Pentagon Press, New Delhi
4. Blamires, M. (1999). Enabling Technology for Inclusion. Paul Chapman Publishing Ltd, London
5. Booth, T. and Ainscow, M. (2011). Index for inclusion: Developing learning and participation in schools. Bristol: CSIE
6. Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi
7. Koegel, L. K., Koegel, R. L., & Brookman, L. I. (2005). Child-Initiated interactions that are pivotal in intervention for children with autism. In: Hibbs ED, Jensen PS, editors. Psychosocial treatments for child and adolescent disorders: Empirically based strategies for clinical practice. 2nd ed.
8. Lerner, J. (2000). Learning Disabilities: Theories, diagnosis, and teaching strategies. Boston: Houghton Mifflin.
9. Mangal, S. K. (2012). Educating exceptional children: An Introduction to special education. Delhi: PHI Learning.
10. Mani M. N. G. (2000). Status of disability in India, RCI, New Delhi.
11. NCTE (2009) National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher, New Delhi: NCTE.

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12. Oliver, M. (1990). *The politics of disablement*. Basingstoke: Macmillan.
13. Puri, M. & Abraham, G. (2004). *Handbook of inclusive education for educators, administrators, and planners: within walls, without boundaries*.
14. Reddy G. L., & Rama, R. (2000). *Education of Children with Special Needs*, New Delhi - Discovery Pub.
15. SSA (2003). *Sarva Shiksha Abhiyan: Responding to Children with Special Needs-A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan*. Ministry of Human Resource Development, Government of India. New Delhi MHRD
16. Tomlinson, C. (2001). *How to differentiate instruction in mixed ability classroom (2nd ed)*, Alexandria, VA: Association for Supervision and Curriculum Development UNESCO (2001). *Open File on Inclusive Education*
17. Wong, B., & Butler, D. L. (2012). *Learning about learning disabilities. (4th ed.)* Amsterdam. Elsevier Academic Press. Policies.

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BG 4th SEMESTER

(MAJOR)

Subject: Education

Course Title: Environmental Education

Course Code: BED22C403

Credits: 06 (Theory: 4; Tutorial: 2)

Contact Hours: Theory: 64; Tutorial: 32

COURSE OBJECTIVES

- *To understand the Nature, Need, Importance, Objectives and Scope of Environmental Education.*
- *To understand the role of Natural Resources in Sustainable Development.*
- *To understand the importance of land, forests and water resources.*
- *To understand the causes and consequences of Environmental Degradation, Greenhouse Effect, Ozone Layer Depletion, Acid Rain and Rise of Sea-Level.*
- *To understand the various programmes, plans and features of Environmental Awareness.*
- *To understand the different Acts for Prevention and Protection of Environment.*

LEARNING OUTCOMES

After completion of the course, the students shall be able to

- *To describe the concept of Environmental Education.*
- *To explain the role of Natural Resources in Sustainable Development.*
- *To explain the importance of land, forests and water resources.*
- *To explain the causes and consequences of Environmental Degradation, Greenhouse Effect, Ozone Layer Depletion, Acid Rain and Rise of Sea-Level.*
- *To explain the various programmes, plans and features of Environmental Awareness.*
- *To explain the different Acts for Prevention and Protection of Environment.*

THEORY(CREDIT 4)

Unit-1: Environmental Education and Natural Resources

Contact Hours: 16

- 1.1 Nature, Need & Importance of Environmental Education.
- 1.2 Objectives and Scope of Environmental Education.
- 1.3 A brief account of land, forest and water resources in India and their importance.
- 1.4 Concept of Sustainable Development, Role of natural resources in Sustainable development.

Unit-2: Environmental Concerns

Contact hours: 16

- 2.1 Causes and Consequences of Environmental Degradation.
- 2.2 Environmental Pollution: Causes, Consequences and Remedies.
- 2.3 Green House Effect: Cause, Consequences and Remedial Measures.
- 2.4 Ozone Layer Depletion, Acid Rain, Rise of Sea Level and their Implications.

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Unit-3:Environmental Awareness

Contact Hours: 16

- 3.1 Effect of human activities on environment.
- 3.2 Values and ethics related to the environment.
- 3.3 Salient features of environmental awareness through education.
- 3.4 Programmes of environmental education for attitudinal change among children.
- 3.5 Plans and projects for environmental protection like Save Dal, Save Hangul, and Save Tiger Project & Chipko Movement.

Unit-4:Environmental legislations in India

Contact Hours: 16

- 4.1 The Water (Prevention and Control of Pollution) Act of 1974.
- 4.2 The Air (Prevention and Control of Pollution) Act of 1981.
- 4.3 The Environment (Protection) Act of 1986.
- 4.4 The Energy Conservation Act, 2001.

TUTORIAL (CREDIT 2) ACTIVITY BASED

Unit-5

Contact Hours: 16

- 5.1 Book Review on any of the books recommended in syllabus or by the teacher concerned;
- 5.2 Seminar presentation on any topic in syllabus.

Unit-6

Contact Hours: 16

- 6.1 Visit to a local polluted site-Urban/Rural/Industrial/Agricultural site.
- 6.2 Preparation of key terms/glossary at least 20.

RECOMMENDED BOOKS:

1. Agarwal,S.P.,&Aggarwal,J.C.(1996).EnvironmentalProtection,EducationandDevelopment.NewDelhi:NewConcepts.
2. Bondurant,J.V.(1996).Teaching tolerance: Raising open indeed, Emphatic Children. NewYork: Double day.
3. Carson,S.M.(1978). Environmental Education- Principles and Practices: Edward Arnold Publishers.
4. Kaushik, A., & Kaushik, C.P.(2019). Perspectivesin Environmental Studies.(7thed.). New Age International Publishers.
5. Makol,R., &Makol,L.(2019).Environmental Education .Kala MandirPublisher.
6. NCERT(1981), Environmental Education at school level.
7. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
8. Pedretti,E.(2003). Teaching Science, Technology, Society and Environment (STSE) Education. In The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education. Science and Technology Education.Vol.19,219-239.
9. Reddy, G. L. (2015). Textbook on Environmental Education. Discovery Publishing House PVT Limited.
10. Sharma,R.A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
11. Sharma,B.L.,& Maheswari, B.K. (2008). Education for Environmental and Human Value. Meerut:R. LallBooksDepot.