



# UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A' GRADE UNIVERSITY)  
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

## NOTIFICATION (21/Jan. /Adp/49)

In partial Modification to this office notification No. F.Acd./II/17/6117-35 dated 06.07.2017, it is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Competent Authority, is pleased to authorize the adoption of the revised syllabi and course and some Changes in the syllabi of B.Ed for Semester I, II and IV, as recommended by the Board of Studies, **as given in Annexure** for the examinations to be held in the years indicated against each semester as under:-

Subject	Semester	Course Code	For the examinations to be held in the year	% of Change and New Course
B.Ed	Semester-I	101	Dec. 2020, 2021 and 2022	15% Change
	Semester-II	207	May 2021, 2022 and 2023	New Course
	Semester-IV	401	May 2021, 2022 and 2023	15% Changes
		402A	May 2021, 2022 and 2023	15% Changes

The Syllabi of the courses is available on the University website:  
[www.jammuuniversity.ac.in](http://www.jammuuniversity.ac.in).

Sd/-  
DEAN ACADEMIC AFFAIRS

No. F.Acd/II/21/4919-4979  
Dated: 14-1-2021

Copy to:-

- 1) Dean, Faculty of Education
- 2) HOD/Convener, Board of Studies in Teacher Education
- 3) All members of the Board of Studies
- 4) C.A. to the Controller of Examinations
- 5) Director, Computer Centre, University of Jammu
- 6) All Principal of Private Colleges of Education.
- 7) Asst. Registrar (Conf. /Exam B.Ed)
- 8) Incharge University Website for necessary action please

*Sumitasharma*  
12/01/2021  
Deputy Registrar (Academic)

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12/1

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12/01/21

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12/01/21

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2020, 2021 & 2022)**

Course no. 101 (Theory)

Title: Indian Constitution &

Education in Indian Perspective

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

**Objectives :**

**To enable the pupil teachers to:**

- know and understand the constitutional provisions in regard to the education
- know and understand the basics/ fundamentals associated in the discipline of education and in a process to be a teacher from the Philosophical perspectives.
- know and understand the socio cultural realities of the teacher , teaching and the teacher education program in context of the education from the sociological perspectives .
- know and understand the various aspects related to the teacher education in the changing contemporary society .

**Detailed Contents:**

**Unit-I**

**The Bases of Teacher Education in India:**

Knowledge – concept and the understanding vis a vis Vidya, Information and training , concept of the indigenous knowledge , sources of Knowledge ; Different schools of knowledge ( Indian); Difference in the present knowledge society and the Vedic knowledge society- the role and the place of the teacher in developing the Panchmukhi and the wholistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Maktabs , Missionary schools and the residential schools.

**Unit II**

**Education and the Philosophy**

Education- Concept, Nature and scope for the Individual and the society; Why subject of education is important to be teacher; Philosophy-Concept, Nature and the branches ;scope of philosophy of education in the professional life of the teacher; discriminate between the philosophy of education for the teacher education and the liberal discipline. Concept of the Teaching , Difference between the Bhartiya Shiksha and the Western Education. Provisions of Education as per the Constitution ( Article 15,17,21A, 25, 26(1),28(1,2,3),29,30, 45, 46



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Course no. 101 (Theory)

**Title: Indian Constitution &  
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**UNIT III**

**Education and Sociology**

Sociology-concept, Nature and the branches ; Educational sociology-understanding of Education in the teacher education process ; the relationship between the Educational Sociology and the classroom environment-with respect to equality, peer relationship , stratifications. Developing the teacher responsive and relational to the society and its causes-(eg Swachata Abhiyan; PPI etc.)  
Article 15(1,3) , 239,251 & 350

**UNIT IV**

**Teacher and the Change in Society**

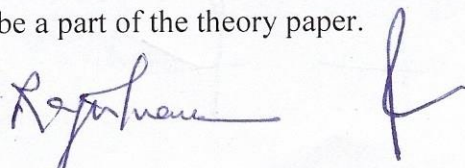
Education as an agency in the Change of the society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community(participation)& culture (Change) and for the technology (adaptation); Socio cultural imprints in teaching profession, how the teaching profession in India is a different from the west; Decolonisation of the teacher education program-issues and the challenges.

**Field work / Sessional work**

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activities of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools. The differentiation between the day Boarding and the Residential school- feel and the experience of the Visit . The visit to the indigenous educational institution ( Madrassas ) and the Ashrams or the Mobile schools – the experiences and the comparison. Involving the teachers in the community participation-Swach Bharat; Pulse polio programs, Distribution of the relief material.etc; Must visit to any of slum area (adaptation)for education and promoting the cause of community cooperation and coexistence (relational &Responsive);Discussion on the ancient Indian education system –decolonization of teacher education, the changes in the society and the teacher

**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.





**BACHELOR OF EDUCATION ( B.Ed)**  
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Course no. 101 (Theory)

Title: Indian Constitution &

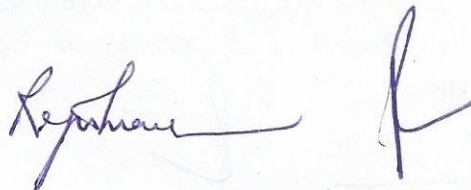
**Education in Indian Perspective**

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 encompassing different components . The details of the Internals are given in the syllabus.

**Books recommended & web resources**

- *Philosophy and Education* Mrinal Miri , Oxford Publications, Delhi
- *Philosophy & India Ancestors, Outsiders & Predecessors- A Raghuramaraju, Oxford, Delhi.*
- *Indian & Western Educational philosophy- A P Sharma, UniCorn Books, New Delhi (also available@ on pay term basis*<http://www.unicornbooks.in/books/book/indian-western-educationalphilosophy-prof-a-p-sharma/> isbn 9788178062013/zb,,479,a,0,USD,0,a/index.html
- *Ancient Indian Universities-Apte DG*  
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
- *Philosophical & Sociological Basis of Education –V R Taneja*
- *Philosophical & Sociological Foundations of Education –Rajesh R Sharma*
- *Indian Education in Emerging Society-PC Singh*
- *Fundamentals of Indian Philosophy-R. Puligandla*
- *Students History of Education in India Naik J.P Macmillan India*
- *GATS and Hr Education –the need of Regulatory Policies –NV Verghese –UNESCO,IIEP*  
[Paris unesdoc.unesco.org/images/0015/001506/150689e.pdf](http://unesdoc.unesco.org/images/0015/001506/150689e.pdf)
- *PanchMukhi Shiksha* [http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold\\_education/index.html](http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html)
- *Ground work of Educational theory-Ross, James S MacMillan India*
- *Modern Philosophies of Education-J.S. Brubacher Tata MC GrawHill Ltd, New Delhi,*
- *Introduction to the Philosophy of Education-Connor, D.J.O*
- *A Profile of Indian Education System -Cheney & Ruzzi ( Nov 2005) National Centre on Education & Economy* <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>





## Syllabus of B.Ed

(For The Examinations to be held in 2021 ,2022, 2023)

Course: BED-207

Title : Yoga Education

Credits: 02

Maximum Marks: 50

Internal Marks 20

External Exam : 30

### Course Objectives:

The students will be able:

1. To understand the meaning, importance and approaches of yoga.
2. To understand the historical background of yoga.
3. To understand different types and elements of yoga.
4. To understand yoga for well-being, happiness, coping stress and concentration.

#### Unit-I

Meaning of Yoga and Yoga Education, Importance and Benefits of Yoga

Historical Perspective of Yoga

Objectives of Yoga Practices, Types of Yoga, Approaches of Yoga

Yoga for Well-being and Happiness; coping stress and concentration

#### Unit-II

Elements of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharna, Dhyana and Samadhi

Yogic Diet and its types- Satvic, Rajasic and Tamasic

Qualities of good yoga teacher

Demonstration of various asanas and pranayamas and Benefits of various asanas and pranayamas

Sessional Work:

- Every student shall practice five yoga asanas and prepare a report with benefits of each yoga asana practiced.
- Prepare videos of different asanas and pranayamas with benefits of asanas/kriyas/pranayamas.

*Rephare*

**Syllabus of B.Ed**


**(For The Examinations to be held in 2021 ,2022, 2023)**

**Course: BED-207**

**Title : Yoga Education**

**Note for Paper Setters**

The question will contain two question from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions ( 100 words per question ) spread over the entire syllabus. Total questions to be attempted will be three. All questions will carry 10 marks.

*Revised* 



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2021,2022,2023)**

**Course no. 401 (Theory)**  
**Credits 4**

**Title: Teacher Education**  
**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**

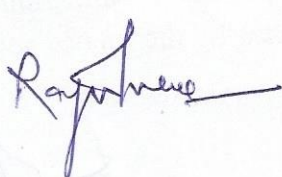

**Growth of Teacher Education in India**

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) National Commission on Teachers -I (1983-85) (Recommendations) NEP 2020-recommendations of the NEP regarding Teacher Education

**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) SIEs/SCERT c) DIET
3. National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2021,2022,2023)**

**Course no. 401 (Theory)**

**Title: 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 a College of Education / PG Deptt of Teacher Education at local level.
- 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 .






**BACHELOR OF EDUCATION ( B.Ed)**  
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**Course no. 401 (Theory)**

**Title: Teacher Education**

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 Murti 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 Murti 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/](http://www.ncte-india.org/)

[www.mu.ac.in/](http://www.mu.ac.in/)

[www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf](http://www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf)

[www.oxydiane.net/IMG/pdf/OCSE\\_DIVERSITA.pdf](http://www.oxydiane.net/IMG/pdf/OCSE_DIVERSITA.pdf)



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2021, 2022& 2023)**

**Course no. 402 (Theory)**  
**Education) Credits 4**

**Title: Optional Papers (A- History of**  
**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**

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)

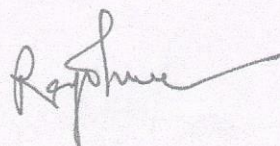
Wood's Dispatch (1854) and Hunter Commission (1882): Recommendations and its influence on the subsequent development of education in India

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**

University Education Commission (1948-49): Salient features, objectives, curriculum, methods of teaching, role of teacher





**BACHELOR OF EDUCATION ( B.Ed)**

**Semester –IV**

**(For the examination to held in the year 2021, 2022& 2023)**

**Course no. 402 (Theory)**

**Title: Optional Papers (A- History of Education)**

Secondary Education Commission Report (1952-53): Salient features, objectives, curriculum, methods of teaching, role of teacher

Indian Education Commission (1964-66): Salient features, objectives, curriculum, methods of teaching, role of teacher

**UNIT-III**

**Constitutional Provisions for Education in India**

National Policy of Education (1986) and revised National Policy on Education(1992): National Education Policy 2020, Salient features, objectives, curriculum, methods of teaching and role of teacher

Education in free India: Constitutional provisions for education of weaker sections  
Recommendations of National Knowledge commission

**UNIT-IV**

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

Samgra Shiksha Abhiyan

Rashtriya Madhyamik Shiksha Abhiyan

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





**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2021, 2022& 2023)**

**Course no. 402 (Theory)**

**Title: Optional Papers (A- History of Education)**

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 Murti Committee Report*, Govt. of India, New Delhi.

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[www.ncert.nic.in](http://www.ncert.nic.in)

