

4th Semester

GENDER, SCHOOL AND SOCIETY

Course Code: EDUCC406

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the gender theories and their educational implications. (L2: Understand)

CO2: Analyse the evolution of gender representations and assumptions in NCFs in India since Independence. (L4: Analyse)

CO3: Evaluate the intersectionality of class, caste, religion and region in context to gender, culture and institution. (L5: Evaluate)

CO4: Suggest activities to address sexuality issues in school curriculum. (L3: Apply)

COURSE CONTENTS

Unit I: Key Concepts and Gender Dynamics in Society

- Core Concepts of gender, sex, sexuality, patriarchy, masculinity, and feminism.
- Understanding gender bias, gender stereotyping, and concepts of empowerment.
- Equity and equality in relation to social identities: caste, class, religion, ethnicity, disability, and region.
- Paradigm shift from women's studies to gender studies
- Historical Context: Major landmarks from social reform movements in the 19th and 20th centuries, focusing on women's experiences of education.
- Contemporary Period: Analysis of contemporary policy initiatives, commissions, and committees and key government schemes, programs, and plans aimed at addressing gender issues.

Unit II: Gender in Education and Curriculum

- Theories on Gender and Education: Socialization theory, gender difference, structural theory, and deconstructive theory, application of these theories in the Indian context, changing concepts of gender in Indian tradition.
- Gender Identities and Socialization: The role of family, schools, and formal/informal organizations in shaping gender identities.
- Gender Issues in Schooling: Schooling of Girls: Examining issues of access, retention, and exclusion faced by girls; Intersection of gender with class, caste, religion, and region in institutional and cultural settings; Teacher as an agent of change
- Curriculum and Gender: Analysing the construction of gender in curriculum frameworks since Independence; Hidden Curriculum and gender dynamics in the classroom; Gender intersectionality with pedagogical practices and textbooks.
- Life skills and sexuality.

Practicum:

- Analysis of textual materials from the perspective of gender bias and stereotype
- Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations
- Preparation of tools to analyse reflection of gender in curriculum
- Project on women role models in various fields with emphasis on women in unconventional roles.
- Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Agnes, Flavia, Chandra, Sudhir & Basu, Monmayee (1998). *Women & Law in India*. New Delhi: Oxford University Press.
2. Aikman, S. & Unterhalter, E., eds. (2005). *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. Oxford: Oxfam GB.
3. Aikman, S. & Unterhalter, E., eds. (2007). *Practising Gender Equality in Education*. Oxford: Oxfam GB.
4. Barker, G. (2005). *Dying to be Men: Youth, Masculinity and Social Exclusion*. New York: Routledge.
5. Bhandari, Ramesh (2010). *Women Rights and Welfare*. New Delhi: Alfa Publications.
6. Dua, Radha (2008). *Women Education: Issues and Concerns*. New Delhi: A.P.H. Publishing Corporation.
7. Dunne, M. (2009). *Gender as an entry point for addressing social exclusion and multiple disparities in education (Technical paper UNGEI Global Advisory Committee Technical Meeting)*. New York.
8. Global Campaign for Education (2003, April). *A Fair Chance: Attaining gender equality in basic education by 2005*. Retrieved from <https://policy-practice.oxfam.org.uk/publications/a-fair-chance-attaining-gender-equality-in-basic-education-by-2005-111987>
9. Herz, B. & Sperling, G.B. (2004). *What Works in Girls' Education: Evidence and politics from the developing world*. New York: Council on Foreign Relations.
10. Hyde, K.A.L. & Miske, S. (2000). *Education for all 2000 assessment: girl's education thematic study*. Paris: UNESCO.
11. K.D. Rosa (2010). *Empowering of Women: Impact of Employment*. Delhi: Abhijeet Publications.
12. Khan, Najibul Hassan (2012). *Upliftment of OBC's: Human Rights Perspective*. Jaipur: Rawat Publications.
13. Kumar, Bipin (2009). *Women Empowerment and Sustainable Development*. New Delhi: Regal Publications.
14. Kumar, Nita (2011). *The Politics of Gender, Community & Modernity: Essays on Education in India*. New Delhi: Oxford University Press.

15. Lawrence, Jashmin (2009). Mahila Shramik: Samajik Sthiti evam Samasyaein. New Delhi: Arjun Publishing House.
16. Leach, F. (2003). Practising Gender Analysis in Education. Oxford: Oxfam GB.
17. Lewis, M. & Lockheed, M. (2008, March). Social exclusion and the gender gap in education. (Policy research working paper 4562). Washington DC: The World Bank.
18. Meenakshi, J. (2007). Women and New Social Order. New Delhi: Omega Publications.
19. Meenakshi, J. (2007). Women Literacy in India. New Delhi: Omega Publications.
20. Mishra, R.C. (2009). Women Education. New Delhi: A.P.H. Publishing Corporation.
21. Miske, S. (2008, March). Learning from girls' education as an organizational priority: a review of UNICEF evaluations and studies, 2000-2005. New York: UNICEF.
22. Pandya, Rameshwari (2009). Women and Law. Haryana: Madhav Books.
23. Pradhan, Krishna Chandra (2010). Women and Social Change. Delhi: Abhijeet Publication.
24. Rihani, M.A. (2006). Keeping the Promise: Five Benefits of Girls' Secondary Education. Washington, DC: AED.
25. Roy, Rajarshi (2009). Women Education and Development Perspectives: Issues and Concerns. New Delhi: Shipra Publications.
26. Selvam, S.K. Panneer (2009). Women Education. New Delhi: A.P.H. Publishing Corporation.
27. Sharma, Prem Narayan, Jha, Sanjeev Kumar, Vinayak, Vani & Vinayak, Sushma (2008). Mahila Sashaktikaran evam Samagra Vikas. Lucknow: Bharat Book Centre.
28. Siddiqui, Mujibul Hasan (2007). Women Education: A Research Approach. New Delhi: A.P.H. Publishing Corporation.
29. Smith, R., Wilkinson, M., & Huebler, F. (2007, November). Notes from 2008 EFA Global Monitoring Report: A review of the main gender and inclusion issues. UNGEI.
30. Unterhalter, Elaine (2018). Gender Schooling and Global Social Justice. New York: Routledge.
31. USAID (2008). Education from a Gender Equality Perspective. Washington, DC: USAID.
32. Usmani, B. D. (2004). Women Education in Twenty First Century. New Delhi: Anmol Publication.
33. Verma, Anjali (2009). Bharat Mein Karyashil Mahilaye. New Delhi: Omega Publications.
34. Yadav, Mamta (2010). Dalit and Backward Women. New Delhi: Omega Publications.
35. Yadav, Virendra Singh (2010). Ekkisvi Sadi ka Mahila Shashaktikaran: Mithak Evam Yatharth. New Delhi: Omega Publications.

KNOWLEDGE AND CURRICULUM

Course Code: EDUCC408

Course Credit: 4

Theory: 70 Marks

Practicum: 30 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

CO1: Discuss concepts like knowledge, knowing, information, belief and truth. (L2: Understand)

CO2: Explain the different interpretations of the concept of curriculum. (L2: Understand)

CO3: Students develop concepts of forms and organization of knowledge in schools. (L2: Understand)

CO4: Examine the process of selection, legitimization and organization of categories of knowledge in schools by different bodies in various forms. (L3: Apply)

COURSE CONTENTS

Unit 1: Knowledge and Knowing

- Meaning of knowledge and knowing, distinction between information, knowledge, skill, belief, and truth.
- Knowing Process: Various ways of knowing, the process of knowledge construction, and the role of the knower and the known in transmitting and constructing knowledge.
- Facets of Knowledge: Exploring relationships such as local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out-of-school knowledge. The role of culture in knowledge construction and its transformation into action. Ways to reflect on knowledge.

Unit 2: Forms and Organization of Knowledge in Schools

- Different forms of knowledge included in school education, and the basis for their categorization.
- Knowledge in School Curriculum: Selection, legitimization, and organization of knowledge in school curricula by various bodies.
- School Knowledge and Curriculum: Process of reflecting on school knowledge in the form of curriculum, syllabus and textbooks

Unit 3: Curriculum, Curriculum Framework, and Determinants

- Understanding curriculum: Its meaning, nature, and necessity in schools.
- Curriculum Frameworks: Understanding the trends at national and state levels (e.g., National Curriculum Framework and Bihar Curriculum Framework). Relationship among curriculum framework, syllabus, and textbooks and their roles in education.
- Core Curriculum: Its significance in the Indian context and understanding the concept of the hidden curriculum.
- Curriculum Determinants: Factors that influence curriculum development at the national/state level- Philosophical, socio-economic, political, and technological considerations; national priorities and international contexts.
- Addressing curriculum at school levels: Multicultural and multilingual student contexts,

learner characteristics, teachers' experiences, and critical issues such as environmental concerns, gender differences, inclusiveness, and social sensitivity.

Unit 4: Curriculum Development and Transaction

- Overview of various curriculum development approaches: Subject-centred, environmentalist, behaviourist, competency-based, learner-centred, and constructivist.
- Process of Curriculum Development: Formulating aims and objectives, criteria for selecting and representing knowledge in themes, organizing concepts and integrating themes within and across subjects, selecting and organizing learning situations, experiences, resources, and planning assessments.
- Syllabus in different subject areas, time management, text book as a tool for curriculum transaction, other learning resources such as on-line learning, ICT, interactive videos and other technological resources
- Planning and use of curricular materials – teachers hand book, source book, work book, manuals and other learning materials

Practicum

- Assignment on concepts of knowledge in philosophical perspective
- Group work to analyse the curricular concepts
- Review of National Curriculum Frameworks on school education and write a report for presentation and discussion
- School visits to study the factors required for implementing the curriculum in schools and write reflective experiences
- Analysis of teachers' handbooks, text books, workbooks, source books followed by slide presentation and report submission
- Interviews with class room practitioners, students and other stakeholders to know their perceptions about the curriculum and the text books in use
- Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Arulsamy, S. (2014). Curriculum Development (2nd edition). New Delhi: Neelkamal Publication.
2. Banga, Chaman Lal (2017). Knowledge and Curriculum. Meerut: R. Lall Publication.
3. Chauhan, Jyotsna & Yadav, Siyaram (2018). Gyan evam Pathyakram. Agra: Agrawal Publication.
4. Dewey, John (1959). The School and the Society - The child and the Curriculum. Chicago: The University of Chicago Press.
5. Dwivedi, Roli (2018). Gyan evam Pathyakram. Agra: Agrawal Publication.
6. Hilda, T. (1962). Curriculum Development- Theory and Practice. California: Harcourt, Brace and World Inc.
7. Madan, Poonam (2018). Gyan evam Pathyacharya. Agra: Agrawal Publication.

8. Mrunalini, T. (2017). Curriculum Development. New Delhi: Neelkamal Publication.
9. NCERT (1988). National Curriculum for Elementary and Secondary Education: A Framework.
10. NCERT (2000). National Curriculum Framework for School Education.
11. NCERT (2005). National Curriculum Framework.
12. NCERT (2006). Position Paper National Focus Group on Curriculum, Syllabus and Textbooks.
13. NCERT (2014). Basics in Education-A Textbook for B.Ed. Course.
14. Ornstein, Allan C. & Hunkins, Francis P. (1993). Curriculum: Foundations, Principles and Theory, 2nd edition. USA: Allyn and Bacon.
15. Pachori, Girish (2018). Gyan, Bhasha evam Pathyakram. Meerut: R. Lall Publication.
16. Pal, Hansraj & Pal, Rajendra (2006). Pathyacharya Kal, Aaj aur Kal. Delhi: Shipra Publication.
17. Pandey, M.M., Pandey, Rajnish, & Tyagi, Pooja (2004). Trends in Teacher Education. New Delhi: NCERT.
18. Parker, Stuart (1997). Reflective Teaching in the Post-modern world: A Manifesto for Education in Postmodernity. Buckingham: Open University Press.
19. Roffey, Sue (2004). The New Teacher's Survival Guide to Behaviour. London: Sage Publication.
20. Sahoo, Ramesh (2006). Major Trends in Secondary School Curriculum. New Delhi: Cyber Tech Publication.
21. SCERT (2006). Bihar Curriculum Framework. Patna: SCERT.
22. SCERT (2008). Bihar Pathyacharya ki Ruprekha. Patna: SCERT.
23. Schubert, W.H. (1986). Curriculum: Perspective, Paradigm and Possibility. New York: Macmillan Publishing Company.
24. Sharma, Promila (2009). Curriculum Development. New Delhi: APH Publication.
25. Sharma, Promila (2009). Principles of Curriculum. New Delhi: APH Publication.
26. Shukla, Bhavna (2018). Knowledge and Curriculum. Agra: Agrawal Publication.
27. Yadav, Siyaram (2018). Gyan evam Pathyakram. Agra: Agrawal Publication.
28. Yashpal Committee (1993). Learning without Burden. India: MHRD.
29. Zias, R. (1976). Curriculum Principles and Foundations. New York: Thomas Crowwell.

CREATING AN INCLUSIVE SCHOOL

Course Code: EDUCC410

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the meaning and challenges of inclusive education and other similar terms. (L2: Understand)

CO2: Identify the types and educational needs of SWDN learners. (L4: Analyse)

CO3: Suggest ways to adapt the teaching-learning processes and school environment for creating an inclusive school. (L3: Apply)

CO4: Plan for adaptation of assessment and evaluation process for inclusive education. (L6: Create)

COURSE CONTENTS

Unit I: Foundations of Inclusive Education

- Concept and Meaning of Inclusive Education: Definition, scope, and challenges of inclusive education; Distinction between special education, integrated education, and inclusive education, including their merits and demerits.
- Inclusive Environment: Creating a barrier-free environment- Physical, social, and emotional aspects; Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.
- Inclusive Education in the Indian Context: Myths and facts of inclusive education with reference to Indian society; Factors influencing inclusive education- social, cultural, and institutional factors.
- Nature and Needs of Students with Diverse Needs (SWDN): Definition and classification of SWDN- Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Cerebral Palsy, Autism, Mental Retardation, Leprosy Cured Persons, Mental Illness, Multiple Disabilities, and students with special health problems; Characteristics and educational needs of SWDN based on research evidence; Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes towards disability, whole school approach, Community-based education.

Unit II: Educational Strategies, Management, and Assessment for SWDN

- Educational Strategies for Diverse Needs: Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs); Guidelines for adapting teaching science, social studies, mathematics and languages at the secondary level.
- Implementation of Inclusive Education: Educational measures for effective implementation of inclusive education; the teacher's role in driving reform and creating an inclusive classroom environment.
- Assessment and Evaluation in Inclusive Education: Adapting assessment and evaluation strategies to suit the needs of SWDN, continuous and comprehensive evaluation (CCE) to

monitor student progress in an inclusive setting; programmes and procedures used for Placement, grading, promotion, certification to bring uniformity in assessment

- Support Systems for Inclusive Education: Supportive resources and services available for SWDN in inclusive settings- Special educators, therapists, assistive technology, and community support programs.

Practicum

- Readings on RPWD Act,2016; RTE Act; IEDSS; SSA; RMSA and their implications for inclusive education
- Visit to special schools for observing the behaviours of students
- Lesson planning for inclusive classroom
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Ajay Kumar Pandey and Ytindra Thakur,(2018),Smaweshi Vidhyal ka srijan, Agrawal publication.
2. Alan Dyson and Alan Millward (2000), Schools and Special Needs, Paul Chapman Publishing Ltd..
3. Anupriya Chadha, (2007), Special Education, APH Publication.
4. Anupriya Chadha, (2008), Educating Children with Special Needs, APH Publication.
5. Barbara Pavey, Margaret Meehan and Sarah Davis,(2013), The Dyslexia- Friendly Teacher's Toolkit, Sage Publication.
6. Dharma Rakshit Gautam,(2012), Education Among Scheduled Castes: Privatization and Enrolment Perspectives in Higher Education, Shipra Publication.
7. Farida Raj (2010), Breaking Through, Vifa Publication.
8. Gary Thomas, David Walker, Julie Webb((1998), The Making of the Inclusive School, Routledge.
9. Hena Siddiqui, (2018), Inclusive Education, Agrawal publication.
10. Jonathan Glazzard, Jane Stokoe, Alison Hughes, Annette Netherwood and Lesley Neve (2015), Special Educational Needs & Disabilities In Primary Schools, Sage.
11. K.C. Panda, (2007), Education of Exceptional Children, Vikas Publishing House.
12. K.P. Singh, (2018), Creating and Inclusive School, R. Lall Publication.
13. L. B. Bajpeyee and Aamita Bajpeyee, (2011), Vishista Balak Exceptional Children, Bharat Book Centre.
14. L. Govinda Rao, (2010), Perspectives on Special Education- Vol-I, Neelkamal Publication.
15. L. Govinda Rao, (2010), Perspectives on Special Education- Vol-II, Neelkamal Publication.
16. M. K Narang,(2016), Smaweshi Shiksha, Agrawal publication.
17. Madan Mohan Jha (2003), Samaweshi Shiksha, Prakashan Sansthan.
18. Mal Leicester, Gill Jojnson ((2004), Stories for Inclusive Schools, Routledge.
19. Margaret G. Werts, Richard A. Culatta and James R. Tompkins, (2007), Fundamentals of Special Education : What Every Teacher Needs to Know. PHI Publication.
20. Margaret G. Werts, Richard A. Culatta, James R. Tompkins, (2015) Fundamentals of Special Education What Every Teacher needs to know, Pearson

21. Mehendranath Srivastawa, (2017), Shmaweshi Shiksha evam Vishist Aawashkta wale bachcho ki shiksha, Nirdeshan evam Pramارش, Agrawal publication.
22. Nav Neet Bhattacharya, (2012), Education for the Tribal Children: Developments and Strategies, Signature Books International.
23. Nishta Rana, (2013), Children with Special Needs, Neelkamal Publications.
24. Premavathy Vijayan, (2009), Education of Visually Impaired Children with Additional Disabilities, Rehabilitation Council of India.
25. S. Gupta, J.C. Agrawal (2011), Shikshan- Adhigam Prakriya Tatha Vishisth Aawasyaktaon wale Adhigamkarta, Shipra.
26. S.K. Mangal, (2017), Educating Exceptional Children: An Introduction to Special Education, PHI Publication.
27. S.K. Mangal, Shubhra Mangal, (2017) Creating an Inclusive School, Shipra.
28. S.K. Mangal, Subhra Mangal (2017) Samekit Vidyalaya Ki Sthapna = Creating Inclusive School, Shipra.
29. Sean Macblain, Louise Long and Jill Dunn,(2015), Dyslexia, Literacy and Inclusion: Child-Centred Perspectives, Sage Publication.
30. Suman Bhnot,(2009),Shaamajik roop se kushmayojit Balak: Aavdharna, Pehchan evam upchar socially Maladjusted Child: Concept, Identification and Treatment, Kanishka Publication.
31. Thomas Hehir with Lauren Katzman (2018), Effective Inclusive Schools, Jossey-Bass.
32. Tom E. Smith, Edward A. Polloway, James R. Patton, Carol A. Dowdy, (2015) Teaching Students with Special Needs in Inclusive Settings, Pearson.
33. V.K. Rao(2004), Special Education,APH Publishing Corporation.
34. Vijay A. Kamath, S.J,(1998), Tribal Education in India,Joshi Printers.
35. Yatin Thakur, (2017), Shmaweshi Shiksha Inclusive Education, Agrawal publication.

OPTIONAL COURSE

Course Code: EDUC11

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

Each student will take one optional paper from the following

- (a) Educational Technology
- (b) Guidance and Counselling
- (c) Health and Physical Education
- (d) Peace Education
- (e) Educational Administration and Management
- (f) Vocational/Work Education
- (g) Environmental Education

Detailed syllabus of each course has been given in the subsequent pages

EDUCATIONAL TECHNOLOGY

Course Code: EDUC11a

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Describe the role of educational technology in modern educational practices. (L2: Understand)

CO2: Use emerging technologies to facilitate effective teaching-learning. (L3: Apply)

CO3: Prepare individualized instructional materials for learners. (L6: Create)

CO4: Suggest strategies to use classroom communication effectively and remove barriers of communication process. (L3: Apply)

COURSE CONTENTS

Unit I: Foundations of Educational Technology and Communication

- Meaning, nature, scope and significance of Educational Technology
- Concepts of Hardware and Software Technologies and their role in modern educational practices
- Systems Approach in Educational Technology
- Hardware and Software Instructional Aids: OHP, radio, television, still and movie projectors, computers, blackboard, charts, maps, and globes, programmed learning packages
- Types of Educational Technology: Instructional Technology, Teaching Technology, Behavioural Technology, Instructional Design Technology
- Concept and process of communication
- Communication Situations: One-to-one communication, small group communication, large group communication, and mass communication
- Classroom communication: factors and barriers
- Use of multimedia in classroom communication

Unit II: Innovations and Emerging Trends in Educational Technology

- Action Research: Meaning, types, and steps
- Approaches to Individualized Instruction: Computer-assisted instruction (CAI), computer-managed instruction (CMI), programmed instruction (linear programming and branched programming), learning activity packages
- Models of Teaching: Basic elements and classification of teaching models; Suchman's Inquiry Training Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model, Glaser's Basic Teaching Model
- E-Learning: Meaning, characteristics, and advantages; Virtual Classroom: Concept and educational applications; Artificial Intelligence: Concept and educational applications

Practicum

- Preparation of a report on integrating modern technologies in improving the educational process.
- Presentation of assignment/project using any one of the hardware and software instructional aids
- Preparation of computer assisted instruction on a school topic
- Preparation of Programmed Instruction Material (linear/branched programming) on any secondary school topic
- Analysis of a computer based media package with reference to its use in learning process
- Write a lesson plan according to a model of teaching and presentation of the lesson in a simulated situation
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, J.C. & Gupta, S. (2011). Shaikshik Takniki. Delhi: Shipra Publications.
2. Aggarwal, J.C. (2009). Essentials of Educational Technology. New Delhi: Vikash Publishing House.
3. Andrews, Richard (1995). Teaching and Learning Argument. London: Cassell.
4. Bhatt, B.D. & Sharma, S.R. (2003). Educational Technology. New Delhi: Kanishka Publishers, Distributors.
5. Dahiya, S.S. (2004). Educational Technology: Towards Better Teaches Preference. Delhi: Shirpa Publication.
6. Gary, D. Borich (2013). Effective Teaching Methods. New Delhi: Pearson.
7. Joyce, Bruce, Weil, Marsha, Calhoun, Emily (2009). Models of Teaching. Delhi: PHI Learning Pvt. Ltd.
8. Kulshrestha, S.P. (2010). Shaikshik Takniki ke Mool Aadhar. Agra: Agrawal Publications.
9. Kumar, K.L. (1996). Educational Technology. New Delhi: New Age International Publisher.
10. Mangal, S.K. & Mangal, U. (2009). Shiksha Takniki. Delhi: PHI Learning Pvt. Ltd.
11. Mangal, S.K. & Mangal, U. (2016). Essentials of Educational Technology. Delhi: PHI Learning Pvt. Ltd.
12. Mathew, Thomas (2008). Effective Teaching: A Measure of Excellence. New Delhi: S. Chand & Company Ltd.
13. Orange, Carolyn (2005). Smart Strategies for Avoiding Classroom Mistakes. United Kingdom: Corwin Press.
14. Sharma, R. A. (2007). Shikshan Takniki. Meerut: R. Lall Book Depot.
15. Sharma, R. A. (2010). Educational Technology and Management: Models, Media & Methods. Meerut: R. Lall Book Depot.
16. Sharma, R.N. & Chandra, S.S. (2003). Advanced Educational Technology. New Delhi: Atlantic Publishers & Distributors.
17. Sharma, Tara Chand (2005). A Basic Teaching Learning Model. New Delhi: Sarup & Sons.
18. Sharma, Y.K. & Sharma, M. (2006). Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.

19. Siddiqui, Mujibul Hasan (2009). Techniques of Teaching: Techniques of Classroom Teaching, Vol. I. New Delhi: A.P.H. Publishing Corporation.
20. Siddiqui, Mujibul Hasan (2009). Techniques of Teaching: Techniques of Teaching Strategies, Vol. II. New Delhi: A.P.H. Publishing Corporation.
21. Singh, Yogesh Kumar (2007). Shaikshik Takniki. New Delhi: University Publication.
22. Stone, Randi (2004). Best Teaching Practices for Reaching All Learners. United Kingdom: Corwin Press.
23. Virginia, E. Garland & Chester, Tadeja (2014). Educational Leadership and Technology. New York: Routledge.
24. Yadav, Neelam (2003). A Handbook of Educational Technology. New Delhi: Anmol Publications.

GUIDANCE AND COUNSELLING

Course Code: EDUC11b

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the need for guidance and counselling in school (L2: Understand)

CO2: Develop resources for guidance activities in school (L6: Create)

CO3: Administer different kinds of psychological tests for guidance and counselling (L3: Apply)

CO4: Examine the roles of guidance and counselling services in the field of education (L4: Analyse)

COURSE CONTENTS

Unit I: Foundations of Guidance and Counselling

- Meaning, Need, Scope and Significance of Guidance
- Types of Guidance: Educational, Vocational, and Socio-personal
- Meaning, Principles, Need, Process and Approaches of Counselling: Directive, Non-directive, and Eclectic
- Types of Counselling: Individual and Group
- Guidance for Differently Abled Students: Meaning, types, and their specific needs
- Essential School Guidance Services: Orientation, Information, Counselling, Placement, and Remedial Services
- Group Guidance Activities: Orientation programmes, class talks, career talks, exhibitions, workshops, group discussions

Unit II: Resources and Assessment in Guidance and Counselling

- Human Resources in School Guidance: Role of teacher, teacher-counsellor, career master, counsellor, medical officer, psychologist, and social worker
- Physical and Material Resources: Career corner, career literature, charts, posters, and other materials
- School-Community Linkages: Role of PTA, guidance committee, and referral agencies
- Use of Tests in Guidance and Counselling: Mental ability, interest, attitude, and aptitude
- Development and maintenance of Cumulative Records
- Use of Standardized and Non-standardized Tests

Practicum

- Studying the problems of school children and probable guidance interventions
- Identifying and preparing a list of problem of students in school that can be addressed through a teacher counsellor
- Planning a minimum guidance programme for a school at the secondary stage
- Identifying of probable cases from school students for providing counselling services and preparing a detailed report

- Developing materials for organizing career information activities for secondary and higher secondary stages
- Preparing a directory of emerging career options for the youth in India
- Reviewing any one psychological test under different categories such as: Intelligence, Aptitude, personality and Interest
- Planning and conducting a class talk and a career talk for secondary school students on identified themes
- Listing out the nature of job of a school counsellor in terms of their major and minor duties and other responsibilities
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counselling, Jalandhar: Doaba House.
2. Anastasi, A and Urbina, S (1997). Psychological Testing (7th Edn). Upper Saddle River, NJ: Prentice Hall.
3. Bhatia, K. K., (2002). Principles of Guidance and Counselling, Ludhiana: Vinod Publications.
4. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-II, New Delhi: Vikas Publishing House Pvt. Ltd.
5. Chaturvedi, Ramesh. (2007). Guidance and Counselling Techniques Crescent Publication.
6. Gibson R L and Mitchell, M H (2003). Introduction to Counselling and Guidance. New Delhi: Prentice-Hall.
7. Gysbers and N C and Henderson E (2006). Developing and Managing Your School Guidance and Counselling Programme (4th Edn.). Alexandria, VA: American Psychological Corporation
8. Indira Gandhi National Open University, (2000). Guidance and Counselling (ES-363):Career Development.
9. Indira Gandhi National Open University, (2000).Guidance and Counselling (ES-363): Introduction to Guidance and Counselling.
10. Joneja G K (1997). Occupational Information in Guidance. NewDelhi: NCERT
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13. Oberoi S.C (2000). Educational, Vocational Guidance and Counselling
14. Omprakash B. Pal (2016).The Basic Principles of Guidance and Counselling Neelkamal Publication
15. S.S. Chauhan (2007). Principles and Techniques of Guidance Vikas Pub.
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17. Saraswat, R K and Gaur J S (1994). Manual for Guidance Counsellors. New Delhi: NCERT.
18. Saxena, Alka (2006).An Introduction to Education & Vocational Guidance Royal Publications
19. Sharma, Ram Nath. (2008). Guidance and Counselling in India Atlantic Publishers & Dist.
20. Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counselling, New Delhi: Sarup and Sons.

21. Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
22. Srivastava A K. (2003). Principles of Guidance and Counselling; New Delhi: Kaniksha Publishers and Distributors.
23. Yogendra K. Sharma (2005) Principles of Educational and Vocational Guidance, Kanishka Publication.
24. Yogesh Kumar Singh (2009) Guidance and Career Counselling APH Pub. Co.

HEALTH AND PHYSICAL EDUCATION

Course Code: EDUC11c

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Identify symptoms and suggest precautionary and preventive measures against diseases.

(L3: Apply)

CO2: Explain the impact of physical fitness, games and sports for healthy living. (L2: Understand)

CO3: Justify the practice of yogasanas and meditations for self-control, concentration, peace and relaxation (L5: Evaluate)

CO4: Plan physical activities and sports events. (L6: Create)

COURSE CONTENTS

Unit I: Understanding Health, Safety, and Nutrition

- Concept of Health: Importance, dimensions, and determinants; Health needs of children and adolescents, including differently-abled children
- Human Body Systems: Skeletal, muscular, respiratory, circulatory, digestive—functions, fitness, and common diseases
- Common Health Problems and Diseases: Communicable diseases (measles, chickenpox, whooping cough, tuberculosis, COVID); food/waterborne and deficiency diseases; Reproductive and Sexual Health: RTI, STI, HIV/AIDS, responsible sexual behaviour
- Safety and Security: Disasters in and outside schools; accidents and first aid; Safety from snake and dog bites, animal attacks
- Food and Nutrition: Balanced diet, nutrients and their functions; Malnutrition, obesity
- Diversity of Indian Food: Seasonal foods and festivals, food value preservation; indigenous and modern methods of food preservation; Food economics and its Globalization

Unit II: Physical Fitness, Yoga, and Health Promotion

- Concept of Physical Fitness: Strength, endurance, flexibility—components and significance
- Sports and Physical Activities: Indigenous games, self-defence activities
- Games and Sports: Athletics, Individual and team games, rhythmic activities, gymnastics and their impact on health
- Yogic Practices: Importance of yoga, yogasanas, kriyas, and pranayams
- Health Promotion and Institutions: Role of school, family, and sports institutions
- Support Systems: Health services, policies and major programmes, and the role of media in health and physical education

Practicum

- Preparation of first aid kit
- Celebration of yoga day/yoga week in the institution
- Organisation of activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field events (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) ; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Assignment on yogic practices
- Report on sexual and sex-related diseases & preventive measures
- One day observation at a hospital and interaction with patients and staff. Preparation of a report.
- Preparation of report on disaster preparedness
- Survey your locality regarding awareness about common communicable diseases & its preventive measures.
- Preparation of dietary chart
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report.

Suggested Reading

1. A.C Selmon, M.D. (1982). Health and Longevity. Poona: Oriental Watchman Publishing House.
2. Ambast, Ravi. (2006). Handbook of Games. New Delhi: Khel Sahitya Kendra
3. Barbara, Leader M.E. et al (1959). Health and Safety for High School Students. Philadelphia: Winston Company.
4. Bhandana, O.P. & Sharma, O.P. (2009). Psychological Variables in Sports. Jaipur: Ritu Publications.
5. Chandra, S.S. & Puri, Krishna (2009). Health and Physical Education. Delhi: Surjeet Publications.
6. Chaube, S.P. & Chaube, Akhilesh (2005). School Hygiene and Health Education. Agra: Vinod Pustak Mandir.
7. Das, Bhagwan (2006). Sharirik Shikshan ki Vidhiyan. New Delhi: Omega Publications.
8. Diane Peters Mayer, M.S.W. (2005). The Everything Health Guide to Controlling Anxiety. U.S.A: Adams Media.
9. Dudley, D., Telford, A., Peralta, L., Stonehouse, C. & Winslade, M. (2017). Teaching Quality Health and Physical Education. Australia: Cengage.
10. Goyal, M.K. (2006). Swastha Bhojan aur Swastha Vigyan. Agra: Vinod Pustak Mandir.
11. Jain, D. (2007). Manual of Playing Field. New Delhi: Khel Sahitya Kendra
12. Kaushik, H.K. (2009). Foundations of Physical Education. Jaipur: Sublime Publications.
13. Kumar, Kamakhya (2012). Yoga Education. Delhi: Shipra Publications.
14. Mishra, R.C. (2005). Health and Nutrition Education. New Delhi: A.P.H. Publishing Corporation.
15. Mohanty, Jagannath (2004). Sports and Physical Education. New Delhi: Deep & Deep Publications Pvt. Ltd.

16. Mudambi, Sumati & Rajagopal, M.V. (1982). Fundamentals of Food and Nutrition. New Delhi: Wiley Eastern Limited.
17. Nayak, A.K. (2004). Sports Education. New Delhi: A.P.H. Publishing Corporation.
18. Patnayak, Anjali (2004). Nutrition Education. New Delhi: A.P.H. Publishing Corporation.
19. Prashad, Devendra. (2011). Health, Disease and Therapeutic Conundrum. Patna: Bhaskar Publications.
20. Puri, N.K. & Kapoor, Minakshi (2003). Swasthya Vigyan tatha Jan Swasthya. Agra: Vinod Pustak Mandir.
21. Puri, N.K. & Kapoor, Minakshi (2003). Swasthya Vigyan tatha Jan Swasthya. Agra: Vinod Pustak Mandir.
22. Rai, B.C. (2003). Health Education and Hygiene. Lucknow: Prakashan Kendra.
23. Ramchandran, L. & Dharmalingam, T. (2011). Health Education : A New Approach. New Delhi : Vikas Publication House
24. Shairi, G.P. (2006). Swasthya Shiksha. Agra: Vinod Pustak Mandir.
25. Shekar, K. Chandra. (2006). Measurement & Evaluation in Physical Education. New Delhi: Khel Sahitya Kendra
26. Shekhar, Chandra (2006) Organization Methods and Supervision in Physical Education. New Delhi: Khel Sahitya Kendra
27. Subrahmanyam, Sarada & Madhavankutty, K. (2009). Textbook of Human Physiology. NewDelhi: S. Chand & Company Ltd.
28. Sudarshan, Kumar (2005). Physical Education, it's Development and Teaching Techniques. New Delhi: Sumit Enterprises
29. Sudarshan, Kumar (2005). Principles and Practice in Physical Education. New Delhi: Sumit Enterprises
30. Yarham, Colin et al (1999). School Total Health Program. New Delhi: Vikash Publication

PEACE EDUCATION

Course Code: EDUC11d

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

CO1: Discuss the notions about peace and its relevance. (L2: Understand)

CO2: Explain the importance of Constitutional values in promoting peace and harmony. (L2: Understand)

CO3: Assess textbook contents and pedagogical processes from peace perspective. (L5: Evaluate)

CO4: Design classroom activities for experiential awareness of peace. (L6: Create)

COURSE CONTENTS

Unit I: Understanding Peace and Conflict in Society

- Peace: Meaning, nature, and definition; relevance and various levels of peace
- Education for Peace: Concepts, concerns, and significance
- Peace and Constitutional Values: Peace values in relation to Indian Constitutional values
- Initiatives for Peace: National and international efforts
- Stresses of Modern Society; Value inculcation for peace
- Role of Family, Community, and Media in Peace Building
- Conflict: Meaning, nature, and types; Sources of Conflict; Stages and dynamics of conflict and Skills and Strategies for Conflict Resolution

Unit II: Peace Building through Education

- Need for a Peace-Oriented Curriculum
- Envisioning a Peace-Oriented Classroom: Challenges to peace in the classroom
- Becoming a Peace Teacher: Improving classroom practices; Teaching strategies for Peace
- Integrating peace values into subject content and using textbook content to promote Peace
- Humanistic Approach to Evaluation

Practicum

- Exploring the philosophies of peace – Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama
- Experiential learning sessions on yoga, meditation, communication skills, media influence, art and drama for conflict resolution
- Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality; submission of reports on experiences
- Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace like (i) Conflicts experienced at home/in family/ in society/ in school etc. (ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly experienced conflicts (iv) Healthy

discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job

- Developing an action plan for peace in school and local community
- Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. Delhi: Shipra Publications.
2. Arulsamy, S. (2013). Peace and Value Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Bajaj, Monisha, ed. (2008). Encyclopaedia of Peace Education. North Carolina: Information Age Publishing Inc.
4. Brantmeier, Edward J. Lin, Jing & Bruhn, Christa (Eds.) (2008). Transforming Education for Peace. North Carolina: Information Age Publishing Inc.
5. Chand, Jagdish (2009). Value Education. Delhi: Anshah Publishing House.
6. Charles, Kiruba & Selvi, Arul (2014). Peace and Value Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
7. Chitkara, M.G. (2003). Education and Human Values. New Delhi: A.P.H. Publishing Corporation.
8. Coleman, P.T., Deutsch, M. & Marcus, Eric C. (2000). The Handbook of Conflict Resolution. San Francisco, CA: Jossey-Bass.
9. Cortright, D. (2008). Peace: A History of Movement and Ideas. New York: Cambridge University Press.
10. Gupta, N.L. (2002). Human Values for the 21st Century. New Delhi: Anmol Publication.
11. Harris, I. & Morrison, M. L. (2003). Peace Education (3rd edition). North Carolina: McFarland & Company Inc.
12. Kumar, Neeraj (2011). Human Values and Professional Ethics. Agra: Agrawal Publications.
13. Maitin, T.P. (2014). New Values in Higher Education: Concepts and Components. New Delhi: Priya Sahitya Sadan.
14. Merryfield, M. and Remy, R. eds. (1995). Teaching about International Conflict and Peace. New York: State University of New York Press.
15. Mishra, Loknath (2009). Peace Education; Framework for Teachers. New Delhi: A.P.H. Publishing Corporation.
16. Mohanty, Jagannath (2005). Teaching of Moral Values Development. New Delhi: Deep & Deep Publication.
17. Muthuja, Babu, Usharani, R. & Arun, R.K. (2009). Peace and Value Education. New Delhi: Centrum Press.
18. NCERT (2006). Position Paper: National Focus Group on Education for Peace. New Delhi: NCERT.
19. Page, James (2008). Peace Education: Exploring Ethical and Philosophical Foundations. North Carolina: Information Age Publishing Inc.

20. Pant, Daya & Gulati, Sushma (2010). Ways to Peace: A Resource Book for Teacher. New Delhi: NCERT.
21. Read, Herbert (1955). Education for Peace. New York: Routledge.
22. Ruhela, S.P. & Nayak, Raj Kumar (2011). Value Education and Human Rights Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
23. Salomon, Gavriel and Baruch, Nevo, eds. (2003). Peace Education: The Concept, Principles, and Practices around the World. New Jersey: Lawrence Erlbaum.
24. Salomon, Gavriel and Edward, Cairns, eds. (2010). Handbook on Peace Education. New York: Taylor & Francis.
25. Sharma, Naina, ed. (2011). Value Education and Social Transformation. Jaipur: Rawat Publications.
26. Shukla, R.P. (2004). Value Education and Human Rights. New Delhi: Sarup & Sons.
27. Singh, Yogesh Kumar & Nath, Ruchika (2005). Value Education. New Delhi: A.P.H. Publishing Corporation.
28. Vanaja, M. & Bharathi, Vijaya D., eds. (2011). Value Oriented Education: Initiatives at the Teacher Education Level. Hyderabad: Neelkamal Publications Pvt. Ltd.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Code: EDUC11e

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

CO1: Explain fundamental concepts, principles, and contemporary perspectives of educational administration and management. (L2: Understand)

CO2: Explain the roles, functions, and interrelationships of various educational administrative bodies in India. (L2: Understand)

CO3: Construct school academic calendar and timetable based on curricular requirements. (L6: Create)

CO4: Analyse the contribution of school organization, supervision, and School Management Committees to effective school management. (L4: Analyse)

COURSE CONTENTS

Unit I: Foundations of Educational Administration and Management

- Educational Administration: Meaning, definitions, scope, functions, characteristics and guiding principles of educational administration in India, evolution of educational administration in India; contemporary trends and challenges.
- Role of Agencies in Educational Administration: Central Government, State Government, Local Bodies, and Private Agencies, decentralization and community participation in school administration
- Educational Management: Meaning, definitions, scope, principles, and key issues
- Management of Human and Administrative Resources: Student support system, administrative resources and human resources.
- School: Climate, Discipline, Finance, and School Management Committees (SMCs)

Unit II: School Organization and Supervisory Practices

- School as an Organization: Functions and relationship with society
- School Plant: Meaning, planning, area, design, and safety, and maintenance of school buildings and facilities.
- School Personnel: Roles of Headmaster, Teachers, and Office Staff, teamwork and institutional efficiency.
- Preparation of Academic Calendar and Timetable
- Educational Supervision: Concept, need, functions, and scope

Practicum

- Preparation of school timetable
- Preparation of an inventory of school records/Library/Laboratory
- Preparation of album with different shapes of school building

- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report.

Suggested Readings

1. Aggarwal J.C. (2007). Educational Administration and Management. Doalia House.
2. Verma J.P. and Verma Manju (2007). School Management, R.Lal Book Depot.
3. Mohanty Jagannath (2011). Educational Administration, Supervision and Organization. Shipra Publication
4. Mohanty Jagannath (2005) Educational Administration. Supervision and School Management. Deep and Deep Publications.
5. Gupta S. and Aggarwal J.C. (2007) School Management. Shipra Publications.
6. Kawshik Kumari Vijaya and Sharma S.R. 1997 School Administration Organization, Anmed Publication.
7. Raghuram R.K. 2009 Educational Planning, Crescent Publishing Corporation.
8. मिश्रा महेन्द्र कुमार 2009 शैक्षिक प्रबंधन की विधियाँ, अर्जुन पब्लिशिंग हाऊस
9. सुखिया एस.पी. 2006 विद्यालय प्रशासन एवं संगठन
10. गौतम मालती 2007 विद्यालय प्रशासन, वंदना पब्लिकेशन्स
11. देव महेन्द्र 1998 विद्यालय प्रबंध, राष्ट्रवाणी प्रकाशन
12. विद्यालय प्रशासन 2008 ES-335, IGNOU

VOCATIONAL/WORK EDUCATION

Course Code: EDUC11f

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE CONTENTS

Each student shall be offered one of the following vocational courses to gain work experience:

VE-1 Tailoring

VE-2 Embroidery

VE-3 Leather Craft

VE-4 Horticulture & Gardening

VE-5 Agriculture

VE-6 Spinning

VE-7 Artistic Craft

VE-1. TAILORING

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1:** Describe the historical background of tailoring and necessary equipment for sewing (L2: Understand)
- CO2:** Apply the principles of garment construction, including pattern making, fabric selection, and garment design. (L3: Apply)
- CO3:** Use basic sewing stitches, seam finishes and fullness of garments in light of basic elements of design and drafting (L3: Apply)
- CO4:** Create ethnic and modern costumes using motor skills like cutting, stitching, measuring and designing (L6: Create)

COURSE CONTENTS

Unit I: Fundamentals of Sewing, Stitch Pattern and Techniques

- Introduction to Sewing Machines: History, types, components, operation, precautions & upkeep
- Sewing essentials: use of sewing accessories, Precautions while cutting and tips for perfect sewing
- Body Measurement Techniques: Understanding body structure and accurate measurement methods
- Basic and Decorative Stitch Patterns: Whipping stitch, slip stitch, button hook stitch, over sewing stitch, plain seam, overcast seams, decorative stitches
- Use of accessories: Buttons, elastic, zips, cuffs, collars, strips, facing, lining, sleeves, and pockets

Unit II: Garment Construction and Apparel Design

- Kids' Apparels: Newborn essentials - cloth diapers, simple baby suit, zabla set, baba suit, children's wear - night suit, frocks
- Girls' and Women's Apparels: Tops and tunics, maxie, salwar-kurta, petticoats, Blouses
- Boys' and Gents' Apparels: Basic wear, daily wear, bottom wear, top wear.

Practicum

- Preparation of an album (File) of decorative stitches
- Preparation of any article using different stitches
- Visit to state emporium to observe the dresses, textile designs, knitting, printing and interior décor items
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, Krishan Kumar : Cutting Tailoring Dress Designing Boutique Course (Hindi), Manoj publications, 2013
2. Anon. The Tailor's Classical and Infallible Text Book of Cutting All Garments Worn by Men, Women and Children. London, c.1900
3. Arnold, J. Patterns of Fashion: The Cut and Construction of Clothes for Men and Women 1560-1620. London, 1985/87
4. Compaing, C. and Devere, L. The Tailor's Guide; a Complete System of Cutting Every Kind of Garment to Measure. London
5. Doyle, Robert: The Art of the Tailor, Sartorial Press Publications, Stratford, Ontario; 2005.
6. Holman, Gillian, Pattern Cutting Made Easy A Step By Step Introduction, Jain Book depot, 2005.
7. K. R. Zarapkar, Shivan Shastra, Tailoring Books Zarapkar Shivanshastra - 1 (M), Navneet Publications (India) Limited, 2002
8. Waugh, N. The Cut of Men's Clothes: 1600-1914. London, 1964/87/94
9. White, Archibald. A (ed.): The Modern Tailor, Outfitter and Clothier. Fourth Edition. Vol I-III. The Caxton Publishing Company, Ltd. London, 1949
10. White, Archibald A.: A First Course in Gentlemen's Garment Cutting. The Tailor and Cutter Ltd. London circa 1955.
11. Morris, F. R. Pocket Edition of the CPG to the Cutting of All Styles of Men's Garments. London, 17th edition, 1954
12. Sharma Kusum: Rapidex Home Tailoring Course 6- week Course, Pustak Mahal, New Delhi
13. Sytner, R. The Art of Fitting Gentlemen's Garments. London, 1955/1967
14. Tamta, G.L. Tailoring-Cutting & Fashion Designing (Hindi), Dhanpat Rai & Co., 2014
15. Verma, Gayatri: Cutting And Sewing Practical (Drafting), Asian publishers, 2014
16. Verma, Gayatri: Cutting & Tailoring Practical (Hindi), Asian publishers, 2013
17. Verma, Gayatri: Cutting & Tailoring Course, Asian publishers, 2014
18. Vincent, W. D. F. The Pocket Edition of the CPG to the Cutting of All Kinds of Gentlemen's Coats, Vests, Trousers, Breeches and Gaiters, Overcoats London, 4th edition, c.1905
19. White, A. A. A First Course in Gentlemen's Garment Cutting. London, 1952
20. White, A. A. Cutting from Block Patterns; Gentlemen's Jackets, Waistcoats, Trousers, etc. London, 1960
21. White, A. A. The Modern Tailor, Outfitter and Clothier. London, 4th edition, 1949

VE-2.EMBROIDERY

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1:** Explain the historical, cultural, and regional development of embroidery in India. (L2: Understand)
- CO2:** Identify traditional embroidery styles, tools, stitches, and sources of design inspiration. (L3: Apply)
- CO3:** Analyse embroidery designs using elements, principles of art, placement, and colour theory. (L4: Analyse)
- CO4:** Create embroidery designs applying appropriate stitches, colour harmonies, and regional aesthetics. (L6: Create)

COURSE CONTENTS

Unit I: Historical, Cultural and Aesthetic Understanding of Embroidery

- History of Embroidery: References in Mahabharata, Ramayana, and Indus Valley Civilization—decorative elements on garments
- Embroidery in State Regalia: Use in curtains, cushions, wall hangings, royal robes, and throne canopies
- Patronage and Development: Role of the Mughals and the East India Company in promoting embroidery as a craft
- Sources of Inspiration for Embroidery Motifs: Nature, jewellery, paintings, architecture, etc.
- Embroidery Centres and Regional Styles: Traditional embroidery development across Indian states
- Introduction to Elements of Art: Line, form, texture, colour, pattern, light, and space
- Principles of Art: Harmony, balance, repetition, rhythm, proportion, and emphasis
- Types of Design: Naturalistic, conservative, decorative, and abstract
- Design Placement Techniques: Vertical, horizontal, diagonal, half-drop, brick placement, etc.

Unit II: Embroidery Techniques, Tools, and Colour Theory

- Embroidery Tools and Equipment: Types of needles, threads, and other materials
- Basic Embroidery Stitches: Stem stitch, chain stitch, satin stitch, long and short stitch, etc.
- Traditional Embroideries of India:
 - Kantha – Bengal
 - Sujni – Bihar
 - Phulkari – Punjab
 - Kasuti – Karnataka
 - Kashida and Zardozi – Kashmir
 - Chikankari – Lucknow
- Understanding and Using Colour:
 - Colour Classifications: Primary, secondary, tertiary
 - Colour Characteristics: Hue, value, and intensity

- Types of Colours: Cool/warm, advancing/receding
- Colour Harmonies: Monochromatic, complementary, analogous, etc.
- Factors Affecting Colour Choice: Psychological, aesthetic, cultural, and contextual factors

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Antrobus, Mary Symond and Louisa Preece. Needlework through the Ages. London: Hodder & Strough, Ltd., 1928. -Includes non-European work. Fewer plates than Schuette.
2. Brown, P. The Encyclopedia of Embroidery Techniques. East Roseville NSW: Simon and Schuster, 1994.
3. Cave, Oenone. Cutwork Embroidery and How to Do It. Dover Publications, 1982. ISBN - 0-486-24267-6
4. Dhamija, Jaslean,(Ed.) Asian Embroidery, Craft Council of India, 2004
5. Eaton, J. The Complete Stitch Encyclopedia. London: Hamlyn, 1986.
6. Enthoven, J. The Stitches of Creative Embroidery. West Chester: Schiffer Publishing, 1987.
7. Gillow, John and Nicholas Barnard, Traditional Indian Textiles, Thames and Hudson,1991.
8. Gostelow, Mary. A World Of Embroidery. New York: Charles Scribner' s Sons, Inc., 1975.
9. Irwin, John and Margaret Hall. Indian Embroideries. India: S.R. Bastiker, 1973.
10. Morrell, Anne. The Techniques of Indian Embroidery. Loveland, Colo.: Interweave Press, 1995.
11. Nirmala C Mistry, Indian Embroidery Ethnic and Beyond With CD, Jain Book depot, 2006.
12. Swift, G. The Batsford Encyclopedia of Embroidery Techniques. London: Batsford, 1994.

VE-3.LEATHER CRAFT

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1:** Explain tools, materials, machines, and safety practices used in leather stitching operations. (L2: Understand)
- CO2:** Select appropriate needles, threads, fittings, linings, and reinforcement materials for leather products. (L3: Apply)
- CO3:** Analyse cutting, stitching, seam selection, and material utilization techniques to minimize defects and wastage. (L4: Analyse)
- CO4:** Create ethnic and modern articles using motor skills like cutting, stitching and designing (L6: Create)

COURSE CONTENTS

Unit I: Tools, Materials, and Machine Operations in Leather Stitching

- Tools and Accessories Required for Stitching on Leather
- Types of Sewing Machines: Flat Bed, Post Bed, Cylinder Bed
- Working Mechanism of Sewing Machines
- Common Machine Problems and Troubleshooting
- Safety Precautions in Operating Machines
- Reinforcement Materials and Their Applications
- Lining Materials and Their Uses for Specific Purposes
- Fittings and Fasteners: Selection and Application for Specific Jobs
- Needles: Types of Needle Points, Sizes (Numbers), and Parts
- Threads: Types, Sizes, and Quality Parameters

Unit II: Cutting and Stitching Practices in Leather Work

- Cutting Methods:
 - Hand Cutting
 - Machine Cutting
- Pattern Nesting and Efficient Layout
- Safety Precautions in Knife Handling
- Material Utilization: Techniques to Minimize Wastage
- Types of Stitches: Lock Stitch, Chain Stitch, Zigzag Stitch, Overlock Stitch
- Stitching on Different Types of Leather
- Grading and Assorting of Leathers
- Types of Seams and Their Applications
- Types of Leather Products and Edge Treatments
- Common Issues: Causes and Remedies for Needle and Thread Breakage
- Use of Adhesives in Leather Product Construction

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Chris A. Groneman, Leather Craft - Illinois, Chas.A. Bemett Co.inc, Peolia.
2. CLRI, Manual on Leather Goods manufacture –course materials, Chennai, Central Leather Research Institute.
3. CLRI, Manual on Skiving Manuals, Chennai, Central Leather Research Institute.
4. FDDI, (1992), Essential of Sewing, Noida – Foot wear Design and Development Institute.
5. FDDI, (1992), Manual on The Art of Cutting and Clicking Operation, Noida – Foot wear Design and Development Institute.
6. FDDI, (1992), Manual on The Art of Hand Folding, Noida – Foot wear Design and Development Institute.
7. FDDI, (1992), The skill of operating Single Needle Post Bed Sewing Machine, Noida – Foot wear Design and Development Institute.
8. G. Philips & W. Schewbke, (1979), How to sew Leathers Suede, New York, Macmillan.
9. J.H.Sharphouse, (1995), Leather Technicians Hand book, Revised Edition, Northampton World Leather.
10. Jame O. Grames, The complete handbook of Leather Crafting, Florida, Robert E. Krieger Publication Company.
11. Richard Daniels, (2003), Back to Basics Leather Manufacture, Northampton – World Leather.
12. S.S. Dutta, (1980), Introduction to the Principle of leather Manufacture, Kolkatta.- Indian Leather Technologist Association.
13. S.S.Dutta, (1980), Physical Testing Of Leather, Kolkatta.- Indian Leather Technologist Association.
14. SATRA, Publications on Leather Stitching , France - Shoe and Allied Trade Research Association (SATRA).
15. Sewing Machine Manuals supplied by manufacturers.
16. TSK Mahadevan, (2001), A manual on practical leather processing, Chennai, Indian Leather Publication.

VE-4. HORTICULTURE & GARDENING

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1:** Explain principles, styles, components, and specialized types of gardens and landscape designs. (L2: Understand)
- CO2:** Apply appropriate planning techniques for outdoor, indoor, container, and specialized gardens. (L3: Apply)
- CO3:** Analyse nursery management practices, soil–environment factors, and plant propagation methods. (L4: Analyse)
- CO4:** Develop garden layouts and nursery plans using suitable plants, propagation techniques, and maintenance practices. (L6: Create)

COURSE CONTENTS

Unit I: Garden Design and Specialized Gardens

- Scope and objectives of gardening, Style of gardens: Formal, Informal, Types of gardens: English, Mughal and Japanese., Components of garden, Planning of outdoor gardens: Small, Residential, Larger Home Garden, Roof Garden, Terrace Garden, Children's garden, School and Institutional Garden, Park, Industrial garden, Housing complex, Indoor gardening
- Herb garden, Rose garden, Bog garden, Sunken garden, Topiary garden, Kitchen garden, Paved garden, Dish garden, Rock garden, Terrace garden, Water garden & Bottle garden (Terrarium), Concept of container / pot garden and designs

Unit II: Nursery Production and Management

- Scope, Site, Soil (Types of soil, water holding capacity, field capacity, Electrical
- Conductivity, pH.), Environment (knowledge of climatic conditions), Layout, Manure, Fertilizers, Maintenance, Garden tools, Culture and Garden calendar, Types, Nursery beds, Pest & Disease management. Hi-tech Nursery.
- Propagation of ornamental flowers/plants by seeds, layering, Vegetative propagation techniques: Cutting and its types, Budding and its types, Grafting and its types & tissue culture.
- Propagation of bulb plants: Scaling, Scooping, Bulbils, Division, Cutting
- Trees and their significance in garden and landscape designing
- Ground cover plants, Ornamental ferns and their propagation, Herbaceous perennials,
- Annuals & Biennials: Important Genera and Species, their importance in garden designs;
- Orchids: Environment, propagation, potting & compost, nutrient supply, watering, important species.

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Arora J S (1990). Introductory Ornamental Horticulture, Kalyani Publication.
2. Bailey L H 1901. The Standard Encyclopedia of Horticulture, volume 1, 2 and 3 Macmillan Publications.
3. Bose T K and Mukerjee D 1987, Gardening in India, Oxford Book House
4. Chauhan V. S. Vegetable Production in India. RamPrasad and Sons
5. Kumar N 1989 Introduction to Horticulture, Rajalakshmi Publications.
6. Manibhushan Rao 1991. Text book of Horticulture, Macmillan Publications.
7. Shujnrrnoto, 1982. The Essentials of Bonsai, David & Charles, Newton.

VE-5. AGRICULTURE

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1:** Explain the concept, importance, and principles of scientific agriculture practices. (L2: Understand)
- CO2:** Apply appropriate land selection, crop cultivation, composting, and kitchen gardening practices. (L3: Apply)
- CO3:** Analyse post-harvest management, marketing processes, and basic farm accounting methods. (L4: Analyse)
- CO4:** Prepare simple farm budgets and maintain agricultural records, demonstrating dignity of labour. (L6: Create)

COURSE CONTENTS

Unit I: Principles and Practices of Scientific Agriculture

- Concept and Importance of Scientific Agriculture
- Selection of Land and Crop: Matching crops to land and climate
- Crop Cultivation: Growing grains, fruits, and vegetables as a subsidiary occupation
- Composting and Reclamation: Understanding the significance of composting and land reclamation movements
- Vegetable Gardening Practices: Layout of kitchen garden, Seedbed preparation and sowing, Raising and transplanting seedlings, Regular care and maintenance of plants, Cultivation of seasonal vegetables and grains

Unit II: Post-Harvest Management, Marketing, and Farm Accounting

- Grain Storage and Market Preparation
- Marketing Agricultural Produce: Cleaning, grading, packing, and market readiness
- Farm Budgeting: Preparation of simple farm budgets
- Profit and Loss Accounting: Basic financial literacy in agriculture
- Record-Keeping and Accounts: Maintaining accounts related to crop production
- Dignity of Labour: Understanding the value and respect for manual agricultural work

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Jha, Hari bhushan, Phasal awang usake prakar, Rajiv Prakshan, New Delhi
2. Kumar, Dinesh, Bihar ke phasal, Motilal Banarsi Das, Patna
3. Singh, Ramchandra, Essential knowledge of agriculture

VE-6. SPINNING

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1:** Explain the processes involved in cotton processing, spinning, and production of khadi. (L2: Understand)
- CO2:** Apply skills in yarn spinning, quality assessment, and preparation of khadi products. (L3: Apply)
- CO3:** Analyse marketing practices, profit–loss calculations, and maintenance of khadi production accounts. (L4: Analyse)
- CO4:** Integrate Gandhian values with khadi production to promote self-sufficiency and dignity of labour. (L6: Create)

COURSE CONTENTS

Unit I: Process of Producing Khadi and its Marketing & Accounting

- Knowledge and practice in picking cotton, and its processing such as cleaning, ginning, paralleling, carding and shiver making, speed of carding in madhyam, Pirjan or middle carding, proficiency in Spinning Yarn, ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn.
- Preparing Khadi products for the market. Ability to work out the profit and loss, ability to maintain accounts, such as stock register, production register, disposal register, balance-sheet etc.

Unit II: Gandhian Thought

- Gandhian view on: Enlightened citizenship, value of work: Man and machine, knowledge without character, Education without character. Can the Internet serve the spirit of Khadi? Role of Internet in promoting Gandhian values, Globalization and Buniyadi Siksha of Mahatma Gandhi. History of khadi, ability to produce khadi with a view ultimately to attaining the self-sufficiency in cloth

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Ahmad, Razi, Charka, Gandhi Sangrahalaya, Patna
2. Gandhiji, Rachnatmak KaryaKaram uska Rahasya Aur Sthan
3. Gandhiji- Gram Swaraj, Nav Jivan Prakashan, Ahmedabad
4. Kulkarni, Sudhindra, The spinning of wheels-, Allied Publication, New Delhi
5. Rajput, J.S., The seven social sins, Allied publication, New Delhi
6. W.Klein, The Technology of Short Staple Spinning, Manual of Textile Technology –Vol-1, by The Textile Institute, Manchester, UK.

7. W. Klein, Man-Made Fibres and Their Processing, Manual of Textile Technology – Vol-6, by The Textile Institute, Manchester, UK.
8. W. Klein, A Practical Guide to Combing and Drawing, Manual of Textile Technology – Vol-3, by The Textile Institute, Manchester, UK.
9. W. Klein, A Practical Guide to Ring Spinning, Manual of Textile Technology – Vol-1, by The Textile Institute, Manchester, UK.
10. W. Klein, New Spinning Systems, Manual of Textile Technology – Vol-1, by The Textile Institute, Manchester, UK.
11. Carl A. Lawrence, Fundamentals of Spun Yarn Technology CRC Press

VE-7. ARTISTIC CRAFT

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1:** Explain structural principles of geometric, organic, and nature-inspired three-dimensional forms. (L2: Understand)
- CO2:** Apply observation and rendering skills to develop accurate drawings and basic three-dimensional forms. (L3: Apply)
- CO3:** Analyse realistic, organic, and relief compositions using form, texture, space, and material properties. (L4: Analyse)
- CO4:** Create three-dimensional sculptures and relief works using appropriate materials and sculptural techniques. (L6: Create)

COURSE CONTENTS

Unit I: Structural Foundations and Form Exploration

Geometrical 3D Object Studies (Minimum 5 works):

- Development of structural sense through detailed drawings of basic shapes
- Observation and rendering of objects from various positions and angles
- Study of forms like square, rectangle, cylinder, cone, intersecting triangles, half-rounded shapes, circle, and twisting forms
- Mediums: Pencil, Conte (Black & Brown)

Nature-Inspired Structure Studies (Minimum 2 works):

- Foliage and trunk studies to understand organic structures
- Exploration of bending, twisting, curving forms in nature
- Structural expansion using repetitive units
- Material exploration with wire, clay, Plaster of Paris

Unit II: Object Realism, Relief Composition, and Sculptural Techniques

Found Object Study and Realism:

- Detailed drawings from found objects
- Enlargement techniques
- Construction of realistic 3D sculptures based on observed forms
- Mediums: Clay; Documentation with photographs

Organic and Inorganic Form Composition (Minimum 2 works):

- Basic 3D sculpture composition exercises: armature, machete positioning, spacing, rounding, vitality of image
- Use of materials like Clay, Plaster of Paris, Paper, Mount Board, Wax

Relief Work – Figurative and Non-Figurative:

- High and low relief sculpture techniques
- Clay tool handling, line, texture, and shape development

- Imposing and extracting designs on plates
- Terracotta process: clay preparation, working methods, firing

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Adamson, Glenn. *Thinking Through Craft*. London: Berg publishers, 2007.
2. Adamson, Glenn. *The Craft Reader*. UK: Berg Publishers, February, 2010.
3. Auther, Elissa. *String, Felt, and the Hierarchy of Art and Craft in American Art, 1960-1980*. Minneapolis: University of Minnesota Press, 2009.
4. Barker, Garry G.. *The Handcraft Revival in Southern Appalachia, 1930-1990*. Knoxville: The University of Tennessee Press, 1991.
5. Botton, Alain de. *The Pleasures and Sorrows of Work*. New York: Pantheon Books, 2009.
6. Crawford, Matthew B. *Shop Class as Soulcraft: An Inquiry into the Value of Work*. New York: Penguin Press, 2009.
7. Crowe, Donald W.; Washburn, Dorthey K. *Symmetry Comes of Age: The Role of Pattern in Culture*. Seattle: University of Washington Press, 2004.
8. Newell, Laurie Britton. *Out of the Ordinary: Spectacular Craft*. New York: V&A Publications, 2007, pp. 112-123.

ENVIRONMENTAL EDUCATION

Course Code: EDUCC411g

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain core concepts of environment, environmental education, and sustainable development. (L2: Understand)

CO2: Integrate environmental education across school subjects using interdisciplinary approaches. (L3: Apply)

CO3: Use ecological understanding in solving environmental problems (L3: Apply)

CO4: Design activities, projects, and assessments to promote environmental awareness (L6: Create)

COURSE CONTENTS

Unit I: Understanding Environment and Environmental Education

- Concept of Environment: Meaning, nature, and major components, Emergent Interdisciplinary Perspective
- Meaning, Aims, Objectives, Scope, and Principle of Environment Education, Education for Sustainable Development (ESD)
- Objectives and Curriculum of Environmental Education at School Stage, Role of education in creating environmental awareness
- Teaching methods and strategies for environmental education at different school levels; Role of teachers in environmental education and environmental curricular integration

Unit II: Major Environmental Issues and Sustainable Development

- Sustainable Development and Environment: Concept, need, and challenges, Alternative and traditional approaches
- Major Environment Concerns: Causes and Remedies, Population and Environment
- International Efforts for Environmental Protection, SDGs and role of ESD
- National Environmental Policies and Programmes: Environmental Legislation, Acts, and Rules

Practicum

- Study of a local environmental problem
- Preparation of school activity to raise environmental awareness
- Visual representation of environment and its components through concept mapping
- Analysis of relevant documents depicting voices of concern for environment
- Project-work dealing with any one topic related to issues of environment in the school curriculum

- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Readings

1. Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment
2. Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
3. Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
4. Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
5. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education
6. Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Education for the Environment. Ahmadabad: CEE.
7. Driver R. Guesne, E. & Tiberghien, A. (1985). Children's Ideas in Science. U.K.: Open University Press
8. Harvey, B. & Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
9. Kumar, D. K. Chubin, D. (2000). Science, Technology and Society : A source book on research and practice. London: Kluwer Academic Publication
10. Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.
11. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
12. 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.
13. Raghunathan, Meena & Pandey, Mamta (Eds) (1999). The Green Reader: An Introduction to Environmental Concerns & Issues. Ahmadabad: Centre for Environment Education
14. Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication
15. UNEP (2013). Emerging issues in our global environment (year book). United Nations Environment Programme.
16. UNESCO – UNEP (1980). Environment Education: What, Why, How . . . Paris: International Education Series. UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In Environment Education Newsletter. Paris: UNESCO
17. Vidya Bhawan Society (1995). Report of the Seminar on Environmental studies (23rd -25 th November, 1995). Udaipur 3
18. Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia-Pacific. London & New York: Routledge Publication.
19. मिश्र अनुपम, (1985), देश का पर्यावरण, नई दिल्ली: गांधी प्रतिष्ठान।
20. मिश्र अनुपम (1993) आज भी खरे हैं तालाब, नई दिल्ली: गांधी प्रतिष्ठान।

EPC 4: UNDERSTANDING THE SELF

Course Code: EDUEPC404

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Analyse their thoughts, feelings and behaviours to make informed decisions. (L4: Analyse)

CO2: Create personalized growth plans that integrate yoga principles and practices into their daily life. (L6: Create)

CO3: Develop sensibilities, dispositions and skills for building multicultural orientation. (L3: Apply)

CO4: Develop competence in the students to deal with conflicts at different levels. (L3: Apply)

COURSE CONTENTS

Unit I: Understanding Self and Well-being

- Recognition of self-character, self-confidence, self-worth, self-esteem, self-development, and self-assessment.
- Self-experiences: Impact of positive experiences and negative experiences on self-development. Nurturing the ability to transcend negative experiences and reflect on personal growth.
- Awareness of social influences on self: self-perception; Impact of fundamentalism on self-development and well-being.
- Traditional Wisdom for Self Well-being: Concept of Yoga- Geeta and Patanjali Yoga Sutra, stress management and conflict resolution.
- Temperamental models of personality- Ancient Greek to contemporary times, its significance in understanding stress and conflict; Music for stress management.

Unit II: Becoming a Humane and Reflective Teacher

- Professional identity of a teacher within the social milieu; Development of sensitivity and empathy in personal professional contexts; Working towards the removal of prejudices, biases, and stereotypes
- Developing communication skills; Conflict resolution strategies: Learning to mediate conflicts between teachers, students, and others.
- Self-discipline and management: Developing skills to manage personal emotions and behaviours in professional environments.
- Building a multicultural orientation that values diversity and inclusion in the classroom and beyond.

Practicum

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Reflections, story making, self -disclosure through art, dance and theatre
- Nature walk/ field visit , adventure, simulation exercises, collective art
- Self-reflective journal writing
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. B.K S Iyengar (1976) Light On Yoga, New York, Schocken Books.
2. Bhatt, H. (N.D.). The Diary of A School Teacher An Azim Premji University Publication, Retrieved From www.Arvindguptatoys.Com/Arvindgupta/Diary-School-Teachereng.Pdf
3. Freire, P. (1998). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Rowman & Littlefield.
4. Hall, C., & Hall, E. (2003). Human Relations in Education. Routledge.
5. Kelly, G.A. (1991). The Psychology of Personal Constructs Volume One – A Theory of Personality, London : Routledge.
6. Kenneth T. Henson, 2000, Educational Psychology For Effective Teaching, Wordsworth Publishing Company.
7. Kumar, K. (2004). What Is Worth Teaching? (3rd Ed.). Orient Blackswan
8. Pathak, A. (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Aakar Books.
9. Seetharam A.R. (1996) Yoga For Healthy Living. Mysore; Paramahansa Yogashram.
10. Sharma, N. (2003). Understanding Adolescence. NBT India.
11. Tagore, R. (2003). Civilization and Progress. in Crisis in Civilization and Other Essays. New Delhi: Rupa & Co.
12. Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes, MA : Harvard University Press.
13. Sharma, Seema (2018). Understanding The Self. R. Lall Book Depot: Meerut
14. Ming Cheng (2015), Transition Skills and Strategies-Critical Self Reflection, [www.Research Gate.Net](http://www.ResearchGate.Net) Publication
15. Geneva Gay, Kipchoge Kirkland (2003). Developing Cultural Critical Consciousness and Self-Reflection in Pre-service Teacher Education, Paper in Theory and Practice Vol. 42. Taylor & Francis
16. G Mc Allister, J.J. Irvine (2002). The Role of Empathy in Teacher Culturally Diverse Students: A Qualitative Study of Teachers Belief- An Article in Journal of Teacher Education, Sage Publications
17. Kamakhya Kumar (2012) Yoga Education A Textbook. Agra: Shipra Publication.
18. Surendra Sharma and Sunita Sharma (2008). Yoga Darshan, New Delhi: University Publication.
19. Prof. T Mrunalini (2016) Yoga Education. Hyderabad: Neelkamal Publication Pvt. Limited.
20. Omprakash and Sanjay Datta (2013) Yoga Shiksha. Agra: Agrawal Publication.