

Yoga for Holistic Health
(CODE: BABED-153)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

- Understanding about the concept, scope & need of Holistic Health.
- Apply their Knowledge about yoga and fundamentals of holistic health in daily life.
- To compare the Education of holistic health between Indian & Western Context.
- Conceptualize Metaphysical Bases of Yoga.
- Integrate yoga & meditation in their daily life.
- Examine Different Yoga Systems and Characteristics of Yoga Practitioner.
- Able to perfectly select instrument of yoga and their effective uses.

UNIT – I Fundamentals of holistic health

- Concept of Holistic Health.
- Need & scope of education for Holistic Health.
- The Indian context and Western context of Education for Holistic Health.
- Dimensions of development of Holistic Health.

Practicum/Field Work

- Make a seven-day programme for holistic development of student through discussion the concept of holistic health with student.
- Organize five days shivir on Holistic Health.
- Comparative study of the concept of holistic health in Indian context & Western context.
- Institutional programme for development of Holistic Health through yoga.

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.
- Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar.
- The metaphysics of Sankhya, theory of causation.

Practicum/Field Work

- Workshop on Metaphysical Bases of Yoga.
- Awareness programme on Manviya Prakriti in school.

UNIT – III Philosophy of Yoga Education

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Yoga as a way of spiritual Enlightenment, Atmanubhuti, Pratyakshanubhuti.

Practicum/Field Work

- Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.
- Orientation programme of school level students for integration of yoga in their daily life.

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Gyan-Bhakti-Karma yoga of Bhagvadgita.
- Integral yoga of Aurbindo and modern school of yoga.
- Characteristics of a yoga practitioner.

Handwritten signature
[Faint official stamp]

Practicum/Field Work

- Discuss characteristics of a yogi pusush with student and make a idea Soutine for student.
- Attend morning assembly or prayer of a school for integrates Ashtang yogasna in it.

UNIT – V Instrument of Yoga

- Inner instrument to self awareness: Antah Karana (Sankhya philosophy)
- Different Asanas and Pranayam to promote a sound Physical and mental health.
- Dhyana and its therapeutic value.
- Selected ways of Dhyana.
- Awarness of COVID - 19: Mechanism during Quarantine and Home Isolation.

Practicum/Field Work

- Practice dhyana for five minutes to students before teaching and learning anlyse its impact on their performance.
- Conduct a Mechanism strategy of Yoga for Quarantine and Isolate peöple and prepare a Report of Yoga Aasana special for Isolate people.

Reference

- प्रतिभा, रानी (2016). योग प्रतिभा. आगरा: राधा प्रकाशन .
- किशनलाल (2016). योगारान एवं ध्यान क्रियाएं. दिल्ली: राजा पोकेट बुक्स.
- रंजन, राजकुमार (2016). योग शिक्षा. आगरा: राखी प्रकाशन.
- दुबे एवं शर्मा (2016). योग शिक्षा. आगरा: राधा प्रकाशन.
- Ganesh, Shankar (2002). *Classical and Modern approaches to Yoga*. New Delhi: Pratibha Prakashan.
- Goel, A. (2007). *Yoga education: Philosophy and practice*. New Delhi: Deep and Deep Publications.
- Kumar, K. (2012). *Yoga Education*. New Delhi: Shipra Publication.
- Paraddi, Kasuma Mallapa and Ganesh, Shankar (2006). *Ashtanga Ycga in relation to Holistic Health*. New Delhi: Satyam Publication.
- Singhal, J. C. (2009). *Yoga Percived, Practised, Saga of India*. New Delhi: Abhishek Prakashan.
- Swami, A. P. & Mukerjee (2008). *Yoga lessons for developing spiritual consciousness*. New Delhi: Cosmo Publication.
- Yadav, S. & Kumar, S. (2014). To Study the Effectiveness of Yoga Education on Holistic Development of Teacher Trainees. *International Journal of Innovative Research & Development*, 3(1).

Handwritten: **North**
अभिजाता
शिक्षा संकाय
आई.ए.एच.ई. (मानित) विश्वविद्यालय
रांची विद्या मंदिर, सरकाराहर

**Chetna Vikas Mulya Shiksha
(CODE: BABED-154)**

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

To develop the understanding about:

- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.
- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.

UNIT-I Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

UNIT-II Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

UNIT-III Understanding the Values

- Eternal Values: Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love
- Behavioral Values: Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity
- Human Values
- Self (Jeevan) Values : Happiness, Peace, Satisfaction, Continuous happiness Material Values

UNIT-IV Understanding Existence & Co-existence and the Interrelationships in Nature

- Understanding the Existence & Co-existence / Nature
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in nature
- Problems faced by the Humanity
- Ecological and Environmental imbalances

UNIT – V Harmony and Values in Family

- Family and Relationships: meaning, need, importance and purpose.
- Human relation: types and purpose.


- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).
- Reasons for breaking up of families and relationships.
- Purpose and need of marriage (vivaah sambandh) and a study of reasons and tendencies for breaking up of marriages.
- Comparative study of concept of a family and a family-based village governance order.

Sessional-Work (Any two of the following)

- A Report of a programme organized under the Chetna Vikas Moolya Shiksha programme.
- Propose a broad outline for Humanistic Constitution at the level of Nation.
- A Critical study of value-based book or work in any organization.

References

- Gaur, Sangal & Bagaria (2009). *A Foundation Course in Human Values and Professional Ethics*. New Delhi: Excel Books.
- Nagraj, A. (1998). *Jeevan Vidya Ek Parichay*. Amarkantak: Divya Fath Sansthan.
- Dhar, & Gaur, (1990). *Science and Humanism*. Delhi: Commonwealth Publisher.
- Tripathi, A.N (2003). *Human Values*. New Age International Publishers.
- Banerjee, B.P. (2005). *Foundation of Ethics and Management*. New Delhi: Excel Books Value Education Website, <http://www.uptu.ac.in>
- Study Material provided by Jeevan Vidya Study Centre, Somaiya Vidya Vihar.


 अधिष्ठाता
 शिला संकाय
 आई.ए.एच.ई. (मानविक विज्ञान विभाग)
 गांधी विद्या मंदिर, सरदारशहर

B.A. B.ED.-II
Health and Physical Education
(CODE: BABED-253)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To develop positive attitude towards health as individual and be collectively responsible to achieve it.
- To know their health status, identify health problems and be informed for taking remedial measures.
- To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To understand various policies and programmes related to health, physical education and Yoga.
- To understand the process of assessment of health and physical fitness.

UNIT – I

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Physical Education- Meaning, concept and importance.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work

- Analysis various text book in light of health education. Prepare report.
- Prepare an awareness program on healthy life style of children or adolescence.

UNIT – II

- The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their Functions/
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices food and waterborne and deficiency diseases and prevention.

Practicum/Field Work

- Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.
- Conduct an awareness program in community on preservation of food value during cooking.

UNIT – III

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills,

indigenous and self-defence activities.

Practicum/Field Work

- Organize a Training program for girl students of school on self-defence activities.
- Organize a workshop on prevention of disasters in school.

UNIT – IV

- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
- Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports, ethics; sports awards and scholarships, sports-personship.

Practicum/Field Work

- Organisation of inter school games and sports tournaments in your district/village/town.
- Orientation program on Fundamental Sports Skills: Basics of track and field (100 mts. 200 mts., long jump, shotput, 4 × 50 mts. Relay) Gymnastics.

UNIT – IV

- Yogic practices—importance of yoga, yogasanas, kriyas and pranayams of (school, family and sports), health services, policies and major of institutions.

Practicum/Field Work

- Learning and performing of basic yogic activities.
- Conduct yoga activities for development of physical fitness, i.e strength, speed, endurance, flexibility and body composition of students in school.

References

- Almond, L. (Ed.). (2014). *Physical education in schools*. Routledge.
- Bailey, R., & McFadyen, T. (Eds.). (2000). *Teaching physical education 5-11*. A&C Black.
- Bhatt, B.D. & Sharma, S.R. (2008). *Teaching of Physical and Health Education*. Delhi: Kanishka Publishing House.
- Graham, G. (2008). *Teaching children physical education: Becoming a master teacher*. Human Kinetics.
- Kirk, D. (2009). *Physical education futures*. Routledge.
- Metzler, M. (2017). *Instructional models in physical education*. Taylor & Francis.
- Rink, J. (2010). *Teaching physical education for learning*. Boston, MA: McGraw-Hill Higher Education.
- Sallis, J. F., & McKenzie, T. L. (1991). Physical education's role in public health. *Research quarterly for exercise and sport*, 62(2), 124-137.
- Winnick, J., & Porretta, D. L. (2016). *Adapted physical education and sport*. Human Kinetics.
- शर्मा, हरिकिशन (1999). *विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं वर्चस्व*. नई सड़क दिल्ली : पण्डित प्रकाशन.
- शर्मा, एन.पी. (2004). *शारीरिक शिक्षा*. नई दिल्ली: खेल साहित्य केन्द्र.
- अमतर, के. एस. (2010). *शारीरिक शिक्षा और खेल विज्ञान*. नई दिल्ली: स्पोर्ट्स पब्लिकेशन.
- पाण्डेय, राजकुमारी (1993). *भारतीय योग परम्परा के विविध आयाम*. नई दिल्ली: राध पब्लिकेशन.
- धानी, योगराज (2007). *शारीरिक शिक्षा के तत्व*. नई दिल्ली: खेल साहित्य केन्द्र.

BA.B.Ed – III
ICT in Education
(CODE: BABED-350)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

On the completion of the Course, the student teacher will be able to

- To acquaint the teacher educator with the knowledge of latest computer technology and its use in education.
- To acquaint the teacher educator with the various computer software packages available now a days.
- To develop the capabilities to analyse the educational data using computers and already developed software
- To train the teacher educators to computer science as a subject at Secondary level and Graduation/B.Ed. (Computing) level.
- To acquaint the students with Author ware package.
- To develop the skills of writing programs to analyse and process the statistical data.
- Recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support to teachers.

Course Outline:

Unit - I

Computer Fundamentals: - Introduction to Information Technology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device. Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high-level languages including 3GL, 4GL.

Unit – II


Word Processing packages: Standard features like toolbar, word wrap, text formatting, paragraph formatting, effect to text, mail merge.
Spreadsheet Packages: Type of entries, Simple arithmetic calculations, formula and statistical functions, Different types of charts, Sorting, searching, formatting, printing.
Power point: - Slide creation, slide show, adding graphics, formatting, customizing and printing.

Unit – III

Multimedia technology Introducing framework for multimedia devices, image compression standards, JPEG, MPEG, MIDI formats.
Database Management System: Data, fields and records, information database, creation of a database file, inserting, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records.

Unit – IV

Concept of Operating System, need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.
Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.


शिक्षा संकाय
आई.ए.एस.ई. (मानव विश्वविद्यालय),
गोंधी विद्या भवन, सरदारशहर

Unit – V

Internet: Concept, email services, www, web browsers, search engines, simple programs in HTML, type of HTML document, documents structures: element, type and character formatting, tables, frames and forms, E-mail.

E-Commerce: Concept of e-commerce, benefits and growth of e-commerce, e-commerce categories, e-Governance, EDI, electronic funds transfer on EDI networks Electronic payment system.

Practical: -

The laboratory exercise will be designed to help in the understanding of concepts of computer and the utilization in the areas outlined in the theory syllabus. The emphasis should be on practical usage rather than on theoretical concept only. In addition, DOS, MS Windows, MS Word, MS Excel, MS Power Point packages has to be practiced in the lab.

Suggested Readings:

- Bott, E., Siechert, C., & Stinson, C. (2009). *Windows 7 inside out*. Pearson Education.
- Comer, D. E. (2018). *The Internet book: everything you need to know about computer networking and how the Internet works*. CRC Press.
- Emberton, D. J., & Hamlin, J. S. (2000). *Flash 4 magic*. New Riders Publishing.
- Geoghan, D. (2011). *Visualizing Technology, Introductory*. Delhi: Pearson Higher Ed.
- Melton, B., Dodge, M., Swinford, E., & Schorr, B. (2013). *Microsoft Office Home and Student 2013 Step by Step*. Pearson Education.
- Mohanty, L., & Vohra, N. (2006). *ICT strategies for schools: A guide for school administrators*. SAGE Publishing India.
- Rathbone, A. (2012). *Windows 8 for dummies*. John Wiley & Sons.
- Saxena, J. (2008). *Role of Ict & Total Quality Management in Professional Education*. New Delhi: APH Publishing Corporatio.
- Shaikh, I. R. (2013). *Introduction to Educational Technology & ICT*. Tata McGraw-Hill Education.
- Solomon, G., & Schrum, L. (2007). *Web 2.0. New tools, new schools. Eugene, Oregon, Washington, DC: ISTE*.
- Solomon, G., & Schrum, L. (2007). *Web 2.0: New tools, new schools*. ISTE (Interntl Soc Tech Educ).

10/11
अभिमान
शिक्षा संकाय
आई.ए.एल. विद्यापीठ, दिल्ली
गांधी विद्यापीठ, दिल्ली

BA. B.Ed.- III
Gender, School and Society
(CODE: BABED-351)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit – I Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Practicum/Field Work

- Organize debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

UNIT – II Gender Identities and Socialisation Practices in:

- Family
- Schools
- Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

- Gender Concerns related to access, enrolment, retention, participation and overall achievement.

Practicum/Field Work

- Collection of folklores reflecting socialization processes and drafts a report on entire programme.
- Analyse of textual materials from the perspective of gender bias and stereotype.
- Find out the concept of women empowerment in ancient Indian culture and analyse its relevance at present scenario.

UNIT – III Creating Gender Inclusive Classroom:

- Developing positive self concept and self esteem among girls.
- Teaching Learning Materials
- Classroom transaction
- Teacher as an agent of change

Practicum/Field Work

- Write a survey-based report on financial allocations/field conditions/policies/imperatives of schools.
- Debate and discussion on rights of girls and women.
- Field visits to schools, to observe the schooling process from a gender perspective.
- Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private, aided and managed by religious organizations and prepare a report.

UNIT – IV Gender Issues in Curriculum

- Gender, culture and institution: Intersection of class, caste, religion and region
- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An Analyse
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy)

Practicum/Field Work

- Debate on women role models in various fields with emphasis on women in unconventional roles.
- Prepare tools to analyse reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.

UNIT – V Gender, Sexual Harassment and legislative action

- Institutions redressing sexual harassment and abuse.
- Prenatal Diagnostic Technique Act, 1994
- The draft sexual Law Reforms in India, 2000
- Domestic Violence Act, 2005
- Reservation for Women
- Supreme Court Verdict about transgender.

Practicum/Field Work

- Gathering Information on Laws by Compiling Violence against Girls and Women in India.
- Case study on how students perceive role models in their own lives.
- Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy.
- Group Assignment on Examining Policies and Schemes on Girls Education and Women's Empowerment.

References

- Johri, D. (2019). *Gender School and Society* (New Ed.). Meerut: R Lall Educational Publishers.
- Malik, C.D (2008). *Social and Political Thoughts of B.R. Ambedkar*. New Delhi: Arise Publishers and Distributers.
- Mathur, S. (2008). *Sociological Foundation of Education*. Jaipur: Kavita Prakashan.
- Mudgal, S.D. (2007). *Social Work Education Today and Tomorrow*. Jaipur: Book Enclave.
- Naik, S.C. (2005) *Society and Environment*. New Delhi: Oxford & IB Publishing Co. Pvt.Ltd.
- Nath, P.R. (2006). *Gender Equality and Women's Empowerment*. Delhi. Abhijeet Publication
- Ojha, T.V. (2016). *Gender School and Society*. Agra: Agrawal Publication.
- Robert, A B. (2010). *Social Psychology*. New Delhi: Pearson Education.
- Runela, S. (2009). *Society of The Indian Education*. Jaipur: Rajasthan Hindi Granth Akadmi
- Sidhu,R (2009). *Sociology of Education*. New Delhi: Shri Sai Publisher.

Nath
अविष्कृता
शिक्षा संकाय
आई.ए.एस्.ई. (मानित विश्वविद्यालय),
गाँधी विद्या मंदिर, सरदारशहर

B.A.B.ED- III
Educational Aspect of Geeta
(CODE: BABED-353)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop understanding about the Meaning & Nature of The Geeta Philosophy.
- Understand impact of the Geeta on Education.
- Understand Concept related to the Geeta Philosophy.
- Implement Social theories with special reference to the Geeta in education.
- Understand Contribution of the Geeta in the various fields of Education.

UNIT – I :- Introduction of The Geeta

- General assumption and Ideas.
- Need, Importance and concept of The Geeta Education.
- Different aspects of The Geeta Education.
- Educational aims and place of The Geeta.
- Life philosophy in The Geeta.
- Educational elements – Teacher, Student, Teaching Method, Curriculum.

UNIT – II :- Philosophical Aspects

- God, Human being, Nature, Universe.
- Human life and duties.
- Soul, Knowledge and Science.
- Religion, Morality and Nishkam karma (Service of Selflessness)

UNIT – III :- Social Aspect

- Man and its social nature.
- Social duty, understanding and coordination.
- Concept and Significance of Lok Sangrah (Public Collection)
- Importance of The Geeta in present social scenario.
- Social life skill and management

UNIT – IV :- Psychological Aspect

- Nature of Man- satvik, Rajashi & Tamasi.
- Nature, Types and forms of intelligence in The Geeta.
- Concept of mind in The Geeta.
- Guidance and motivation in The Geeta.

UNIT – V :- Multi-dimensional aspects and current significance of The Geeta.

- Yoga and spiritualism.
- Religion, Religious – Secularism, Peace and Ahimsa.
- Universal values and decision-making system (Conviction)
- Cosmic order and symbolism in The Geeta, expansion of all religions fellow feeling.
- Environmental Conservation.

Practicum/Field Work (any two of the following)

- Practise surynamaskar with school students and explain them importance of the yoga.
- Plant at least one plant in school and motivate students to plant and care it throughout the year.

Handwritten signature
अभिष्ठा
शिक्षा संकाय
आई.ए.एल.ई. (मानित विश्वविद्यालय)
साँची विद्या मंदिर, सरदारशहर

- Plan and organize Visit a a goshalla with students and make them aware about cow products (such as milk urine, gobar etc.) The visit may be on Gogahavmi, on Goverdhan puja etc.
- Organize a Drama/ play on universal values as described in The Geeta Darshan.
- Conduct a drama to demonstrate life philosophy in The Geeta.
- By playing method show teacher student relationship according to The Geeta.
- Debate on “need of The Geeta in school curriculum”,
- Poster presentation competition on god, human being, nature and universe according to The Geeta darshan.
- Review of secondary level science curriculum with reference to knowledge and science according to The Geeta.
- Easy competition on Nishkam Karma (concept of The Geeta)
- Conduct an awareness programme in society with the help of students on social duties/social life skill then assess the impact of program and present the report in class.
- Discussion on concept of social life skill in The Geeta and other scripture.
- Conduct one-week orientation program in school on The Geeta Darshan. and evaluate the effectiveness of the program through examination.
- Conduct a nukkar natak, to demonstrate satvik, rajsi & tamsi nature of man, to promote satvik nature. (Explain the type of intelligent people through a play/ drama based on the philosophy of The Geeta.)

Reference:

- Deshmukh, R., & Dwivedi, J. (2016). Reinterpretation of Amish Tripathi's Shiva Trilogy with Selected Verses of Bhagwat Gita. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(4), 0975-2935.
- Gautam, S. (2012). *Shrimad Bhagwat Geeta mein Shiksha-Prakrad* (Doctoral dissertation).
- Geeta, B. (1992). Gorakhpur. *Geeta Press, Adhyay, 2*, 48.
- Sharma, M. (2012). Human Happiness: Management Lessons from Bhagwat Gita. *Journal Impact Factor*, 3(1), 186-196.
- Swarupananda, S. (1971). *Shrimad Bhagwat Geeta*. Calcutta: Advita Ashram.

Handwritten signature: *Mallu*
 अधिष्ठाता
 शिक्षा संलग्न
 आई.ए.ए.ए. (मानव विज्ञान विभाग),
 श्री श्री विश्वविद्यालय, जयपुर

B.A.B.ED – IV
Environmental Studies (EVS)
(CODE: BABED-450)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.

Unit – I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment.
- Disciplinary and Multidisciplinary approach of EVS

Practicum/Field Work

- Visit a natural or man-made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khepri* etc.

UNIT – II Eco-systems-

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, Hariyali Annavasya etc.)

Unit- III Biodiversity, Its Conservation-

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.
- Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.

Unit – IV Environmental Issues: -

- Meaning, concept, process, effects and preventive action of Acid rain, Global warming and cooling.
- Natural & Manmade disasters.
- Meaning, concept, Effects and preventive action of
- Water pollution.
- Air Pollution.
- Noise Pollution.
- Land or Soil pollution.

Practicum/Field Work

- Conduct an orientation programme in rural / urban school on waste management.
- Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem.

Unit –V Environmental conservation & management:

- Meaning, concept and importance of environmental conservation & management.
- Role of women in conservation: Chipko movement, Khejri Movement.
- Consumerism and waste generation and its management.
- Agricultural / urban waste: their impact and management.

Practicum/Field Work

- Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.
- Plant at least one tree and cultivate it through out the years.
- Present the report of entire work in chopal / assembly/ of your school.

Handwritten signature: Nandini
जाई ए...
संस्कृत विभाग
संस्कृत विभाग

Reference

- Anijah-Obi, F. N. (2001). Fundamentals of environmental education and management. Calaber: Clear lines.
- Bahuguna, Sundarlal (1996). *Dharti ki Pukar*. Delhi: Radhakrishna Publication.
- Ferré, F., & Hartel, P. (Eds.). (1994). *Ethics and environmental policy: theory meets practice*. University of Georgia Press.
- Goel, M.K. (2006). *Paryavaran Addhyayan*. Agra: Vinod Pustak Mançir.
- Harper, C., & Snowden, M. (2017). *Environment and society: Human perspectives on environmental issues*. Taylor & Francis.
- Lash, S., Szerszynski, B., & Wynne, B. (Eds.). (1996). *Risk, environment and modernity: towards a new ecology*. Sage.
- Misra, H. N. (Ed.). (2014). *Managing Natural Resources: Focus on Land and Water*. PHI Learning Pvt. Ltd.
- Newman, M. K., Lucas, A., LaDuke, W., Berila, B., Di Chiro, G., Gaard, G., ... & Sze, J. (2004). *New perspectives on environmental justice: Gender, sexuality, and activism*. Rutgers University Press.
- Sharma, P.D. (2001). Sharma, P. D., & Sharma, P. D. (2012). *Ecology and environment*. Rastogi Publications.

Masli
अधिष्ठाता
श्री. शिवा संकाय
आई.ए.एस.ई. (मानविक विज्ञान विद्यालय)
गौरी विद्या मंदिर, सरदारपुराहा

B.A.B.Ed- IV
Agriculture (Specialization)
(CODES: BABED-452)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: -

On completion of the course, the student teacher will be able to

- Understand the meaning and scope of agriculture.
- Understand all about seeds, imported weed, manures etc.
- Acquire skills to practices of seed sowing, planting materials etc.
- Understand practices of different ornamental and horticulture crops.
- Recognise different field practices like earthing, hoeing, weeding watering etc.
- Inculcate healthy values related to work culture.

Unit I

Agriculture: Meaning, definition, scope, history, branches and objectives.

Unit II

Soil Science: Definition of pedology, soil management, soil erosion, soil conservation practices: structure of soil, soil profile; soil fertility and productivity, essential plant nutrients. Fertilizers and manures including bio-fertilizers. Identification of manures and fertilizers.

Unit III

Irrigation: Definition, method of irrigation, systems of irrigation, drainage, irrigation pattern of India.

Unit IV

Horticulture: Definition, branches of horticulture, layout of orchards, propagation by seeds and by vegetative means; Pot filling technique; Planning, planting and maintaining lawn; Practice related to landscaping.

Unit V

Agricultural practices: Preparation of land, selection of seeds, watering, thinning, hoeing and weeding, harvesting of crop, identification of important agricultural tools, trees and crop plants. Minor project preparation on agriculture.

Practicum/Field Work (any two of the following)

Identification of an agronomy of following crops: Wheat, Bajra, Maize, Rice etc.

Agricultural Processes: Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed

Suggested Readings:

- Bleasdale, J. K. A. (1973). *Plant physiology in relation to horticulture*. Macmillan International Higher Education.
- Ducey, D. K. (2008). *Fruit Production in India*. Meerut: Rama Publishing House.
- Edmond, J. B., Senn, T. L., Andrews, F. S., & Halfacre, R. G. (1975). *Fundamentals of horticulture* (No. 4th ed.). McGraw-Hill, Inc.
- Panda, S. C. (2005). *Agronomy*. Agrobios. Varanasi: Kushal Publications and Distributors.
- Sing, Jaiveer (2002). *Plant Propagation & Nursery Husbandry*. Meerut: Rama Publishing House.
- Singh, J. (2014). *Basic Horticulture*. New Delhi: Kalyani publishers.

Masth
आधिष्ठाता
शिक्षा संकाय-3
आई.ए.एस.ई. (मानव विश्वविद्यालय)
गांधी विद्या मंदिर, सरदारसाहब

Yoga for Holistic Health
(CODE: BSCBED-153)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

- Understanding about the concept, scope & need of Holistic Health.
- Apply their Knowledge about yoga and fundamentals of holistic health in daily life.
- To compare the Education of holistic health between Indian & Western Context.
- Conceptualize Metaphysical Bases of Yoga.
- Integrate yoga & meditation in their daily life.
- Examine Different Yoga Systems and Characteristics of Yoga Practitioner.
- Able to perfectly select instrument of yoga and their effective uses.

UNIT – I Fundamentals of holistic health

- Concept of Holistic Health.
- Need & scope of education for Holistic Health.
- The Indian context and Western context of Education for Holistic Health.
- Dimensions of development of Holistic Health.

Practicum/Field Work

- Make a seven-day programme for holistic development of student through discussion the concept of holistic health with student.
- Organize five days shivir on Holistic Health.
- Comparative study of the concept of holistic health in Indian context & Western context.
- Institutional programme for development of Holistic Health through yoga.

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.
- Concept of Antahkaran Man, Budhhi, Chitt, Ahankar.
- The metaphysics of Sankhya, theory of causation.

Practicum/Field Work

- Workshop on Metaphysical Bases of Yoga.
- Awareness programme on Manviya Prakriti in school.

UNIT – III Philosophy of Yoga Education

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Yoga as a way of spiritual Enlightenment, Atmanubhuti, Pratyakshanubhuti.

Practicum/Field Work

- Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.
- Orientation programme of school level students for integration of yoga in their daily life.

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Gyan-Bhakti-Karma yoga of Bhagvadgita.
- Integral yoga of Aurbindo and modern school of yoga.
- Characteristics of a yoga practitioner.

Practicum/Field Work

- Discuss characteristics of a yogi pusush with student and make a idea Soutine for student.

Mansh
अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गौधी विद्या मंदिर, सरदारपुर

- Attend morning assembly or prayer of a school for integrates Ashtang yogasna in it.

UNIT – V Instrument of Yoga

- Inner instrument to self awareness: Antah Karana (Sankhya philosophy)
- Different Asanas and Pranayam to promote a sound Physical and mental health.
- Dhyana and its therapeutic value.
- Selected ways of Dhyana.
- Awareness of COVID - 19: Mechanism during Quarantine and Home Isolation.

Practicum/Field Work

- Practice dhyana for five minutes to students before teaching and learning analyse its impact on their performance.
- Conduct a Mechanism strategy of Yoga for Quarantine and Isolate people and prepare a Report of Yoga Aasana special for Isolate people.

Reference

- प्रतिभा, रानी (2016). योग प्रतिभा. आगरा: राधा प्रकाशन .
- किशनलाल (2016). योगासन एवं ध्यान क्रियाएं. दिल्ली: राजा पॉकेट बुक्स.
- रंजन, राजकुमार (2016). योग शिक्षा. आगरा: राखी प्रकाशन.
- दुबे एवं शर्मा (2016). योग शिक्षा. आगरा: राधा प्रकाशन.
- Ganesh, Shankar (2002). *Classical and Modern approaches to Yoga*. New Delhi: Pratibha Prakashan.
- Goel, A. (2007). *Yoga education: Philosophy and practice*. New Delhi: Deep and Deep Publications.
- Kumar, K. (2012). *Yoga Education*. New Delhi: Shipra Publication.
- Paraddi, Kasuma Mallapa and Ganesh, Shankar (2006). *Ashtanga Yoga in relation to Holistic Health*. New Delhi: Satyam Publication.
- Singhal, J. C. (2009). *Yoga Percived, Practised. Saga of India*. New Delhi: Abhishek Prakashan.
- Swami, A. P. & Mukerjee (2008). *Yoga lessons for developing spiritual consciousness*. New Delhi: Cosmo Publication.
- Yadav, S. & Kumar, S. (2014). To Study the Effectiveness of Yoga Education on Holistic Development of Teacher Trainees. *International Journal of Innovative Research & Development*. 3(1).


 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानित विश्वविद्यालय)
 गांधी विद्या मंदिर, साइदपुरा, रायपुर

Chetna Vikas Mulya Shiksha

मानव आचरण का अध्ययन

(CODE: BSCBED-154)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

To develop the understanding about:

- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.
- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.

UNIT-I Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

UNIT-II Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

UNIT-III Understanding the Values

- Eternal Values: Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love
- Behavioral Values: Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity
- Human Values
- Self (Jeevan) Values : Happiness, Peace, Satisfaction, Continuous happiness Material Values

UNIT-IV Understanding Existence & Co-existence and the Interrelationships in Nature

- Understanding the Existence & Co-existence / Nature
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in nature
- Problems faced by the Humanity
- Ecological and Environmental imbalances

UNIT – V Harmony and Values in Family

- Family and Relationships: meaning, need, importance and purpose.
- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and

- participation in society).
- Reasons for breaking up of families and relationships.
 - Purpose and need of marriage (vivaah sambandh) and a study of reasons and tendencies for breaking up of marriages.
 - Comparative study of concept of a family and a family-based village governance order.

Sessional-Work (Any two of the following)

- A Report of a programme organized under the Chetna Vikas Moolya Shiksha programme.
- Propose a broad outline for Humanistic Constitution at the level of Nation.
- A Critical study of value-based book or work in any organization.

References

- Gaur, Sangal & Bagaria (2009). *A Foundation Course in Human Values and Professional Ethics*. New Delhi: Excel Books.
- Nagraj, A. (1998). *Jeevan Vidya Ek Parichay*. Amarkantak: Divya Path Sansthan.
- Dhar, & Gaur, (1990). *Science and Humanism*. Delhi: Commonwealth Publisher.
- Tripathi, A.N (2003). *Human Values*. New Age International Publishers.
- Banerjee, B.P. (2005). *Foundation of Ethics and Management*. New Delhi: Excel Books Value Education Website, <http://www.uptu.ac.in>
- Study Material provided by Jeevan Vidya Study Centre, Somaiya Vidya Vihar.

Handwritten signature
अविद्याता
शिवो संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय),
गाँधी विद्या मंदिर, सरदारशहर

Health and Physical Education
(CODE: BSCBED-253)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To develop positive attitude towards health as individual and be collectively responsible to achieve it.
- To know their health status, identify health problems and be informed for taking remedial measures.
- To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To understand various policies and programmes related to health, physical education and Yoga.
- To understand the process of assessment of health and physical fitness.

UNIT – I

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Physical Education- Meaning, concept and importance.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work

- Analysis various text book in light of health education. Prepare report.
- Prepare an awareness program on healthy life style of children or adolescence.

UNIT – II

- The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their Functions/
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices food and waterborne and deficiency diseases and prevention.

Practicum/Field Work

- Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.
- Conduct an awareness program in community on preservation of food value during cooking.

UNIT – III

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.

Handwritten: Health
शिक्षा संकाय
आई.ए.ए.ए. (मानव शरीर) विभाग
श्री. श्री. विद्या भवन, इन्दौर

Practicum/Field Work

- Organize a Training program for girl students of school on self-defence activities.
- Organize a workshop on prevention of disasters in school.

UNIT – IV

- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
- Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports, ethics; sports awards and scholarships, sports-personship.

Practicum/Field Work

- Organisation of inter school games and sports tournaments in your district/village/town.
- Orientation program on Fundamental Sports Skills: Basics of track and field (100 mts. 200 mts., long jump, shotput, 4 × 50 mts. Relay) Gymnastics.

UNIT – IV

- Yogic practices—importance of yoga, yogasanas, kriyas and pranayams of (school, family and sports), health services, policies and major of institutions.

Practicum/Field Work

- Learning and performing of basic yogic activities.
- Conduct yoga activities for development of physical fitness, i.e strength, speed, endurance, flexibility and body composition of students in school.

References

- Almond, L. (Ed.). (2014). *Physical education in schools*. Routledge.
- Bailey, R., & McFadyen, T. (Eds.). (2000). *Teaching physical education 5-11*. A&C Black.
- Bhatt, B.D. & Sharma, S.R. (2008). *Teaching of Physical and Health Education*. Delhi: Kanishka Publishing House.
- Graham, G. (2008). *Teaching children physical education: Becoming a master teacher*. Human Kinetics.
- Kirk, D. (2009). *Physical education futures*. Routledge.
- Metzler, M. (2017). *Instructional models in physical education*. Taylor & Francis.
- Rink, J. (2010). *Teaching physical education for learning*. Boston, MA: McGraw-Hill Higher Education.
- Sallis, J. F., & McKenzie, T. L. (1991). Physical education's role in public health. *Research quarterly for exercise and sport*, 62(2), 124-137.
- Winnick, J., & Porretta, D. L. (2016). *Adapted physical education and sport*. Human Kinetics.
- शर्मा, हरिकिरान (1999). *विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण*. नई सड़क दिल्ली : पण्डित प्रकाशन.
- शर्मा, एन.पी. (2004). *शारीरिक शिक्षा*. नई दिल्ली: खेल साहित्य केन्द्र.
- अमतरे, के. एस. (2010). *शारीरिक शिक्षा और खेल विज्ञान*. नई दिल्ली: स्पोर्ट्स पब्लिकेशन.
- पाण्डेय, राजकुमारी (1993). *भारतीय योग परम्परा के विविध आयाम*. नई दिल्ली: राधा पब्लिकेशन.
- थानी, योगराज (2007). *शारीरिक शिक्षा के तत्व*. नई दिल्ली: खेल साहित्य केन्द्र.

अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गाँधी विद्या मंदिर, सरदारशहर

B.Sc.B.Ed.-III
ICT in Education
(CODE: BSCBED-350)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcomes:

On the completion of the Course, the student teacher will be able to

- To acquaint the teacher educator with the knowledge of latest computer technology and its use in education.
- To acquaint the teacher educator with the various computer software packages available now a days.
- To develop the capabilities to analyse the educational data using computers and already developed software
- To train the teacher educators to computer science as a subject at Secondary level and Graduation/B.Ed. (Computing) level.
- To acquaint the students with Author ware package.
- To develop the skills of writing programs to analyse and process the statistical data.
- Recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support to teachers.

Course Outline:

Unit - I

Computer Fundamentals: - Introduction to Information Technology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device. Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high-level languages including 3GL, 4GL.

Unit - II

Word Processing packages: Standard features like toolbar, word wrap, text formatting, paragraph formatting, effect to text, mail merge.
Spreadsheet Packages: Type of entries, Simple arithmetic calculations, formula and statistical functions, Different types of charts, Sorting, searching, formatting, printing.
Power point: - Slide creation, slide show, adding graphics, formatting, customizing and printing.

Unit - III

Multimedia technology Introducing framework for multimedia devices, imae compression standrsa, JPEG, MPEG, MIDI formats.
Database Management System: Data, files and records, information database, creation of a database file, inserting, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records.

Unit - IV

Concept of Operating System, need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.
Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.

Unit - V

Internet: Concept, email services, www, web browsers, search engines, simple programs in HTML, type of HTML document, documents structures: element, type and character formatting, tables, frames and forms, E-mail.

Handwritten: 10/11/11
श्री. विद्या संकाय
आई.ए.एन. (नर्सिंग विभाग)
श्री. विद्या संकाय, रायपुर

E-Commerce: Concept of e-commerce, benefits and growth of e-commerce, e-commerce categories, e-Governance, EDI, electronic funds transfer on EDI networks Electronic payment system.

Practical: -

The laboratory exercise will be designed to help in the understanding of concepts of computer and the utilization in the areas outlined in the theory syllabus. The emphasis should be on practical usage rather than on theoretical concept only. In addition, DOS, MS Windows, MS Word, MS Excel, MS Power Point packages has to be practiced in the lab.

Suggested Readings:

- Bott, E., Siechert, C., & Stinson, C. (2009). *Windows 7 inside out*. Pearson Education.
- Comer, D. E. (2018). *The Internet book: everything you need to know about computer networking and how the Internet works*. CRC Press.
- Emberton, D. J., & Hamlin, J. S. (2000). *Flash 4 magic*. New Riders Publishing.
- Geoghan, D. (2011). *Visualizing Technology, Introductory*. Delhi: Pearson Higher Ed.
- Melton, B., Dodge, M., Swinford, E., & Schorr, B. (2013). *Microsoft Office Home and Student 2013 Step by Step*. Pearson Education.
- Mohanty, L., & Vohra, N. (2006). *ICT strategies for schools: A guide for school administrators*. SAGE Publishing India.
- Rathbone, A. (2012). *Windows 8 for dummies*. John Wiley & Sons.
- Saxena, J. (2008). *Role of Ict & Total Quality Management in Professional Education*. New Delhi: APH Publishing Corporation.
- Shaikh, I. R. (2013). *Introduction to Educational Technology & ICT*. Tata McGraw-Hill Education.
- Solomon, G., & Schrum, L. (2007). *Web 2.0. New tools, new schools*. Eugene, Oregon, Washington, DC: ISTE.
- Solomon, G., & Schrum, L. (2007). *Web 2.0: New tools, new schools*. ISTE (Interntl Soc Tech Educ).

मंसल
अधिकाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय),
गांधी विद्या मंदिर, सरदारसह्यर

B.Sc.B.Ed.-III
Gender, School and Society
(CODE: BSCBED351)

External: 70

Maximum Marks: 100

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit – I Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Practicum/Field Work

- Organize debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

UNIT – II Gender Identities and Socialisation Practices in:

- Family
- Schools
- Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.

Practicum/Field Work

- Collection of folklores reflecting socialization processes and drafts a report on entire programme.
- Analyse of textual materials from the perspective of gender bias and stereotype.
- Find out the concept of women empowerment in ancient Indian culture and analyse its relevance at present scenario.

UNIT – III Creating Gender Inclusive Classroom:

- Developing positive self concept and self esteem among girls.
- Teaching Learning Materials
- Classroom transaction
- Teacher as an agent of change

Practicum/Field Work

- Write a survey-based report on financial allocations/field conditions/policies/imperatives of schools.
- Debate and discussion on rights of girls and women.
- Field visits to schools, to observe the schooling process from a gender perspective.
- Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private, aided and managed by religious organizations and prepare a report.

UNIT – IV Gender Issues in Curriculum

- Gender, culture and institution: Intersection of class, caste, religion and region
- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An Analyse
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy)

Practicum/Field Work

- Debate on women role models in various fields with emphasis on women in unconventional roles.
- Prepare tools to analyse reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.

UNIT – V Gender, Sexual Harassment and legislative action

- Institutions redressing sexual harassment and abuse.
- Prenatal Diagnostic Technique Act, 1994
- The draft sexual Law Reforms in India, 2000
- Domestic Violence Act, 2005
- Reservation for Women
- Supreme Court Verdict about transgender.

Practicum/Field Work

- Gathering Information on Laws by Compiling Violence against Girls and Women in India.
- Case study on how students perceive role models in their own lives.
- Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy.
- Group Assignment on Examining Policies and Schemes on Girls Education and Women's Empowerment.

Handwritten: मॉडल
अविष्कारिता
शिक्षा संकाय
आई.ए.एस.ई. (मानित विश्वविद्यालय)
गाँधी विद्या मंदिर, सरदारपोखर.

References

- Johri, D. (2019). *Gender School and Society* (New Ed.), Meerut: R Lall Educational Publishers.
- Malik, C.D (2008). *Social and Political Thoughts of B.R. Ambedkar*. New Delhi: Arise Publishers and Distributers.
- Mathur, S. (2008). *Sociological Foundation of Education*. Jaipur: Kavita Prakashan.
- Mudgal, S.D. (2007). *Social Work Education Today and Tomorrow*. Jaipur: Book Enclave
- Naik, S.C. (2005) *Society and Environment*. New Delhi: Oxford & 1B Publishing Co. Pvt.Ltd.
- Nath, P.R. (2006). *Gender Equality and Women's Empowerment*. Delhi. Abhijeet Publication
- Ojha, T.V. (2016). *Gender School and Society*. Agra: Agrawal Publication.
- Robert. A B. (2010). *Social Psychology*. New Delhi: Pearson Education.
- Runela, S. (2009). *Society of The Indian Education*. Jaipur: Rajasthan Hindi Granth Akadmi
- Sidhu.R (2009). *Sociology of Education*. New Delhi: Shri Sai Publisher.

Handwritten: मन्सुख
अभिज्ञता
शिक्षा संकाय
आई.ए.एच.ई. (मानव विज्ञान विभाग),
गान्धी विद्या नगरी, सरयवासाहर.

Educational Aspect of Geeta
(CODE: BSCBED353)

Maximum Marks: 50

External: 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: After completion of the course, student-teachers will be able to:-

- Develop understanding about the Meaning & Nature of The Geeta Philosophy.
- Understand impact of the Geeta on Education.
- Understand Concept related to the Geeta Philosophy.
- Implement Social theories with special reference to the Geeta in education.
- Understand Contribution of the Geeta in the various fields of Education.

UNIT – I :- Introduction of The Geeta

- General assumption and Ideas.
- Need, Importance and concept of The Geeta Education.
- Different aspects of The Geeta Education.
- Educational aims and place of The Geeta.
- Life philosophy in The Geeta.
- Educational elements – Teacher, Student, Teaching Method, Curriculum.

UNIT – II :- Philosophical Aspects

- God, Human being, Nature, Universe.
- Human life and duties.
- Soul, Knowledge and Science.
- Religion, Morality and Nishkam karma (Service of Selflessness)

UNIT – III :- Social Aspect

- Man and its social nature.
- Social duty, understanding and coordination.
- Concept and Significance of Lok Sangrah (Public Collection)
- Importance of The Geeta in present social scenario.
- Social life skill and management

UNIT – IV :- Psychological Aspect

- Nature of Man- satvik, Rajashi & Tamasi.
- Nature, Types and forms of intelligence in The Geeta.
- Concept of mind in The Geeta.
- Guidance and motivation in The Geeta.

UNIT – V :- Multi-dimensional aspects and current significance of The Geeta.

- Yoga and spiritualism.
- Religion, Religious – Secularism, Peace and Ahimsa.
- Universal values and decision-making system (Conviction)
- Cosmic order and symbolism in The Geeta, expansion of all religions fellow feeling.
- Environmental Conservation.

Practicum/Field Work (any two of the following)

- Practise surynamaskar with school students and explain them importance of the yoga.
- Plant at least one plant in school and motivate students to plant and care it throughout the year.
- Plan and organize Visit a goshalla with students and make them aware about cow products (such as milk urine, gobar etc.) The visit may be on Gogahavmi, on Goverdhan puja etc.
- Organize a Drama/ play on universal values as described in The Geeta Darshan.
- Conduct a drama to demonstrate life philosophy in The Geeta.
- By playing method show teacher student relationship according to The Geeta.

- Debate on “need of The Geeta in school curriculum”.
- Poster presentation competition on god, human being, nature and universe according to The Geeta darshan.
- Review of secondary level science curriculum with reference to knowledge and science according to The Geeta.
- Easy competition on Nishkam Karma (concept of The Geeta)
- Conduct an awareness programme in society with the help of students on social duties/social life skill then assess the impact of program and present the report in class.
- Discussion on concept of social life skill in The Geeta and other scripture.
- Conduct one-week orientation program in school on The Geeta Darshan, and evaluate the effectiveness of the program through examination.
- Conduct a nukkar natak, to demonstrate satvik, rajsi & tamsi nature of man, to promote satvik nature. (Explain the type of intelligent people through a play/ drama based on the philosophy of The Geeta.)

Reference:

- Deshmukh, R., & Dwivedi, J. (2016). Reinterpretation of Amish Tripathi's Shiva Trilogy with Selected Verses of Bhagwat Gita. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(4), 0975-2935.
- Gautam, S. (2012). *Shrimad Bhagwat Geeta mein Shiksha-Prakrad* (Doctoral dissertation).
- Geeta, B. (1992). Gorakhpur. *Geeta Press, Adhyay, 2, 48*.
- Sharma, M. (2012). Human Happiness: Management Lessons from Bhagwat Gita. *Journal Impact Factor*, 3(1), 186-196.
- Swarupananda, S. (1971). *Shrimad Bhagwat Geeta*. Calcutta: Advita Ashram.

Handwritten signature
 अधिकाता
 शिक्षा संकाय
 आई.ए.ए. (विश्व विद्यापीठान्तर्गत)
 पोली विद्यापीठ, सरदारसाहेब

Environmental Studies (EVS)
(CODE: BSCBED-450)

Maximum Marks: 100

External: 70

Internal: 30 Marks (in which two tests of 7.5-7.5 marks each are included)

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.

Unit – I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment,
- Disciplinary and Multidisciplinary approach of EVS

Practicum/Field Work

- Visit a natural or man-made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.

UNIT – II Eco-systems-

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, Hariyali Amavasya etc.)

Unit- III Biodiversity, Its Conservation-

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.

- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.
- Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.

Unit – IV Environmental Issues: -

- Meaning, concept, process, effects and preventive action of Acid rain, Global warming and cooling.
- Natural & Manmade disasters.
- Meaning, concept, Effects and preventive action of
- Water pollution.
- Air Pollution.
- Noise Pollution.
- Land or Soil pollution.

Practicum/Field Work

- Conduct an orientation programme in rural / urban school on waste management.
- Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem.

Unit –V Environmental conservation & management:

- Meaning, concept and importance of environmental conservation & management.
- Role of women in conservation: Chipko movement, Khejri Movement.
- Consumerism and waste generation and its management.
- Agricultural / urban waste: their impact and management.

Practicum/Field Work

- Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.
- Plant at least one tree and cultivate it through out the years.
- Present the report of entire work in chopal / assembly/ of your school.

Reference

- Anijah-Obi, F. N. (2001). Fundamentals of environmental education and management. Calaber: Clear lines.
- Bahuguna, Sundarlal (1996). *Dharti ki Pukar*. Delhi: Radhakrishna Publication.
- Ferré, F., & Hartel, P. (Eds.). (1994). *Ethics and environmental policy: theory meets practice*. University of Georgia Press.
- Goel, M.K. (2006). *Paryavaran Addhyayan*. Agra: Vinod Pustak Mandir.
- Harper, C., & Snowden, M. (2017). *Environment and society: Human perspectives on environmental issues*. Taylor & Francis.
- Lash, S., Szerszynski, B., & Wynne, B. (Eds.). (1996). *Risk, environment and modernity: towards a new ecology*. Sage.
- Misra, H. N. (Ed.). (2014). *Managing Natural Resources: Focus on Land and Water*. PHI Learning Pvt. Ltd.
- Newman, M. K., Lucas, A., LaDuke, W., Berila, B., Di Chiro, G., Gaard, G., ... & Sze, J. (2004). *New perspectives on environmental justice: Gender, sexuality, and activism*. Rutgers University Press.
- Sharma, P.D. (2001). Sharma, P. D., & Sharma, P. D. (2012). *Ecology and environment*. Rastogi Publications.

Agriculture
(CODES: BSCBED-452)

Maximum Marks: 50

External 35

Internal: 15 Marks (in which two tests of 5-5 marks each are included)

Learning outcomes: -

On completion of the course, the student teacher will be able to

- Understand the meaning and scope of agriculture.
- Understand all about seeds, imported weed, manures etc.
- Acquire skills to practices of seed sowing, planting materials etc.
- Understand practices of different ornamental and horticulture crops.
- Recognise different field practices like earthing, hoeing, weeding watering etc.
- Inculcate healthy values related to work culture.

Unit I

Agriculture: Meaning, definition, scope, history, branches and objectives.

Unit II

Soil Science: Definition of pedology, soil management, soil erosion, soil conservation practices; structure of soil, soil profile; soil fertility and productivity, essential plant nutrients. Fertilizers and manures including bio-fertilizers. Identification of manures and fertilizers.

Unit III

Irrigation: Definition, method of irrigation, systems of irrigation, drainage, irrigation pattern of India.

Unit IV

Horticulture: Definition, branches of horticulture, layout of orchards, propagation by seeds and by vegetative means; Pot filling technique; Planning, planting and maintaining lawn; Practice related to landscaping.

Unit V

Agricultural practices: Preparation of land, selection of seeds, watering, thinning, hoeing and weeding, harvesting of crop, identification of important agricultural tools, trees and crop plants. Minor project preparation on agriculture.

Practicum/Field Work (any two of the following)

Identification of an agronomy of following crops: Wheat, Bajra, Maize, Rose etc
Agricultural Processes: Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed

Suggested Readings:

- Bleasdale, J. K. A. (1973). *Plant physiology in relation to horticulture*. Macmillan International Higher Education.
- Dubey, D. K. (2008). *Fruit Production in India*. Meerut: Rama Publishing House.
- Edmond, J. B., Senn, T. L., Andrews, F. S., & Halfacre, R. G. (1975). *Fundamentals of horticulture* (No. 4th ed.). McGraw-Hill, Inc.
- Panda, S. C. (2005). *Agronomy*. Agrobios. Varanasi: Kushal Publications and Distributors.
- Sing, Jaiveer (2002). *Plant Propagation & Nursery Husbandry*. Meerut: Rama Publishing House.
- Singh, J. (2014). *Basic Horticulture*. New Delhi: Kalyani publishers.

Handwritten: 10/11
अभिज्ञान
आई.ए.एस.ई. (महिला शिक्षा संकाय)
गोधी शिक्षा मंदिर, सरदारसागर

Self-Development
Course-6
MA-160

Maximum Marks: 25

Internal: 25 Marks

Credit: 1

Learning Outcomes: After completion of the course, student-teachers will be able:-

- To understand what you are and what you want to be?
- To make self-exploration and self-evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Course Content:-

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, harmony: with/within I, body, other society, nature, existence
- Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.
- Prosperity- S2 D2 & S4 (Harmony: with body, in family, in society, in nature, in existence.)
- Human Values:
- Swatantrata
- Swarajya
- Moksha
- Idea of self: Self-concept and self-esteem
- Analysis of SWOT: Strength, Weakness and opportunity
- Prayer & Meditation


 अधिष्ठाता -
 शिक्षा संकाय
 आई.ए.एस.ई. (मानित विश्वविद्यालय),
 गाँधी विद्या मंदिर, सरदारशहर

Educational Management, Administration and Leadership

Course- 3a

MA-320 I S

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Total Hours: 100

Lectures: 36 hrs.

Tutorial: 20 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

Learning Outcomes: After completion of the course the student-teachers will be able to:-

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To understand and implement the concept and various types of educational management and administration in the field.
- To equip with the leadership skills needed to emerge as Leaders.
- Understand school leadership and build a vision for change and improvement
- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.

Unit - I Concept, need and process of Educational Management

- Concept, scope and nature of Educational management
- Need and importance of Educational management
- Types of Educational management
- Process of Educational management in various type schools in India.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- Review research on educational management or management of secondary education which are used in other countries but not in India.

Unit-II School Management

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for schools.
- Student teacher ratio, profession development programme for teachers.
- Managing committee: - Role, Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions

Practicum / Field Work

- Collect data from relevant sources on student & teachers ratio for elementary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Make a comparative study of PTA of any one Govt and private school.

Handwritten signature: *Nashli*
 अतिरिक्त
 शिक्षा संकाय
 आई.ए.एस.ई. (मानित विश्वविद्यालय)
 गांधी विद्या मंदिर, सरदारपुरा

UNIT – III School Administration

- Need for school administration, objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
- Organization of secondary school – Meaning, type and its impact on shaping school performance.
- SMC and school administration

Practicum/Field Work

- Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).
- Prepare a report on role and responsibilities of the principal & Teachers (with special reference to free and compulsory act)

Unit-IV Academic Leadership

- Meaning, Concept, Need Importance and Nature of Academic Leadership in school Education.
- Meaning, Need and Importance to shift from management of schools to Leadership of school.
- Role and responsibilities of leadership (in reference to RTE & CCE)
- Component and characteristics of high quality school leadership.

Practicum / Field Work

- Make a survey of at least five schools to identify the most popular leadership style. Analyze the reason of its popularity.
- Orientation cum workshop on any topic related to nature of leadership.
- Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.

Reference

- शुक्ला, पी.एस (2016) शैक्षिक प्रशासन एवं विद्यालय प्रबंधन, आगरा : अग्रवाल प्रकाशन।
- माथुर, पी.के. (2016) शैक्षिक नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन।
- पूनम मदन एवं शुक्ल, पी.एस (2016) शैक्षिक नीतियाँ विद्यालय नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन।
- Hanson, A. H. (1966) The Process of Planning: A Study of India's five year Plans (1950-1964) London: Oxford University Press.
- Schultz, T. W. (1960) Education and Economic Growth, University of Chicago.

Handwritten signature and stamp in blue ink. The stamp contains the text: "श्री. ए. एस. रॉय" (Shri. A. S. Roy) and "गौरी विद्यापीठ" (Gauri Vidya Peeth).

Environmental Studies
(CODE: MA-340)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.
- Understand natural history of virus transmission, prevention and diagnostics.
- Develop an understanding clinical characterization of virus.

Unit – I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment.
- Disciplinary and Multidisciplinary approach of EVS.

Practicum/Field Work

- Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.

UNIT – II Eco-systems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on "role of individual in prevention of pollution" and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, hariyali amavasya etc.)

Unit- III Biodiversity, Its Conservation

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.

- Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.

Unit – IV Environmental Issues

- Meaning, concept, process, effects and preventive action of Acid rain & Global warming.
- Natural & Manmade disasters.
- Meaning, concept, Effects and preventive action of
- Water pollution.
- Air Pollution.
- Noise Pollution.
- Land or Soil pollution.

Practicum/Field Work

- Conduct an orientation programme in rural / urban school on waste management.
- Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem.

Unit –V Pandemic management

- History of Epidemic disease.
- Impact of Epidemic disease on society
- Concept & Structure of Corona Virus.
- Mode of Transmission Pathogenicity.
- Diagnostic, prevention and treatment of Covid-19.
- Treatment of pandemics (with special reference to Ayurveda)
- Personal hygiene and sanitization.

Assignment/Practicum:


- Prepare a poster on prevention mechanism of virus
- Conduct a awareness program or support system during this crisis.
- Prepare a report on prevention or protection guideline suggested by ICMR or WHO.

Practicum/Field Work

- Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.
- Plant at least one tree and cultivate it through out the years.
- Present the report of entire work in chopal / assembly/ of your school.

Reference

- Bahuguna, Sundarlal (1996). Dharti ki Pukar. Radhakrishna Publication: Delhi.
- Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental studies. New Age International (P) Ltd. Publishers: New Delhi.
- Goel, M.K. (2006). Paryavaran Addhyayan. Vinod Pustak Mandir: Agra.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A.(2008). Society and Environmental Ethics. Seema Press: Varanasi.
- Sharma, P.D. (2001).Ecology And Environment. Rajson Printers: New Delhi.
- Shukla, C.S. (2007). Paryavaran Shiksha. Alok Prakashan: Lucknow.
- Singh, S.K. (2008) Environmental Education and Ethics. Amrit Prakashan: Varanasi.
- Singh, S.K. (2010). Fundamentals of Environmental Education.Sharda Pustak Bhawan: Allahabad.
- Srivastava, P. (2005). Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy: Bhopal.
- NCERT (2004). Environmental Education in Schools. NCERT: New Delhi.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT: New Delhi.


 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानविक शिक्षा विद्यालय)
 गांधी विद्या मंदिर, सरदारशहर

**M.A GEOGRAPHY
(SEMESTER I)**

Core Course 03
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 103

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

FUNDAMENTALS OF AGRICULTURAL GEOGRAPHY

Objectives: The aim of the paper is to develop the better understanding about world and Indian Agricultural concepts.

Learning Outcomes:

1. The focus of the paper to developing the better understanding of Agriculture Patterns.
2. Students will be able to understand the agricultural theories, types and their problems in respect of their areas.
3. Students will be able to understand the fundamental concept, Landuse , survey techniques and etc.
4. The students will be able to enhance their knowledge and apply this agriculture knowledge in their respect of area.

Unit I:- The nature, subject matter and progress in agricultural geography, approaches:Commodity, systematic, regional.

Unit II:- Selected agricultural concepts and their measurement –intensity of cropping ,degree of commercialization, diversification and specialization, efficiency and productivity.

Unit III:- Land-use survey and classification (British and Indian), Land capability classification (U.S. and Britain).

Unit IV:- A critical evaluation of the classification of world agriculture with special reference to Whittlesey, New perspectives in agriculture : contract farming , agri- business and food security.

RECOMMENDED READINGS :

1. Hussain, M.,(1996) systematic Agricultural geography, Rawat Publications, Jaipur.
2. Ilbery,B.W.,(1985) Agricultural Geography ,Oxford university press ,oxford.
3. Singh,J and Dhillon,S.S.,(1984) Agricultural geography TATA McGraw Hill ,New Delhi.
4. Singh ,Jasbir: (2003)Agricultural geography ,3rd edition, Oxford ,new delhi.
5. Symons ,L.,(1967) Agricultural Geography ,G.Bells ,London.
6. Alexander.j.w., (1968) economic geography ,prentice Hall.
7. Gosal,G.S.andKrishan, Gopal, (1984) Regional disparities in levels of socio-economic development in Punjab, Vishal publications,kurukshetra,.
8. Grigg D.B., (1978) The Agricultural systems of the world : An evolutionary approach, Cambridge university press ,Cambridge.


DEAN

FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

M.A GEOGRAPHY (SEMESTER II)

Core Course 06
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 201

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

ENVIRONMENT GEOGRAPHY

Object: The aim of the paper is the study of the Environment. How human being impact on nature and nature respond back to human. We will focus on environment management, Man-Environment relationship, Ecological planning of sustainable development.

Learning Outcome:

1. The students will be able to know the concept of environment, scope of environment Geography.
2. The students will be able to describing human-environment, and nature-society interactions as well as global human and environment issues.
3. The students will be able to evaluating the impacts of human activities on natural environments.
4. The students will be able to showing an awareness and responsibility for the environment

Unit 1: Environmental Geography: Definition, Nature, And Scope.

Unit 2: Biosphere and Its Component; Concept of Ecology, Human Ecology And Ecosystem.

Unit 3: Biodiversity and Its Conservation, Concept of Biomes, Sustainable Development

Unit 4: Environment Pollution (Water, Air, Noise And Soil), Environmental Problems: Green House Effect, Ozone Deflection, Global Warming and Its Management

RECOMMENDED READINGS

1. Anderson, M.R.: (1995) Geography of Living Things.
2. Clark, G.R.: (1958) The study of Soils in the field.
3. Densereau, P.: (1959) Biogeography and Ecological Perspective.
4. Hall, A.D. & Russel, P.J.: (2007) Social Conditions and plant Growth.
5. Robinson, G.W.: (1936) Soils
6. Jones, R.L.: (2013) Biogeography-Structure, Process, Pattern and Change with Biosphere, Hulton Educational Publication Ltd., Amersham, Bucks.
7. Jain, Ritu (2017) : Kalyani Publishers, New Delhi



DEAN

FHSS, IAGE (Deemed to be University)
G.V.M., Sardarshahr



M.A GEOGRAPHY (SEMESTER II)

Core Course 07
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 202

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

URBAN GEOGRAPHY

Object: Aim of the Paper is to study the urban structure, to introduce students to a range of debate in Urban Geography and cognate debates in urban studies. The aim of the paper is to enable students to appreciate and understand the changing economic, political, social and cultural character of cities in the century.

Learning Outcome:

1. The students will be able know the urban structure during ancient, medieval and recent times.
2. The students will able to know the urban morphology, planned and unplanned growth of towns.
3. The students will be able to know the different theories and models of urban geography and with the help of these theories and model they can identify and evaluate any town and cities.
4. The Students will be able to know the trends of urbanization in the world.

Unit-1: Meaning, scope and methods of approach in urban geography, origin and growth of cities from the earliest to the modern times, forces and processes of urban growth, Theories of urban Structure

Unit-2: Urban morphology and land use pattern, City retail structure and delimitation of CBD, Residential land use, urban population, Characteristics, Functional Classification of towns

Unit-3: Location, spacing and size of towns, urban hierarchy; The Central Place Theory, Rank-size rule, Growth Pole Theory

Unit-4: Urban sphere of Influence- Methods and criteria of delimitation, Rural- urban fringe, Elements And principles of town planning, Law of Garden City.

RECOMMENDED READINGS

1. Abercrombie, P.:(1961) Town and Country Planning, Oxford University Press, London.
2. Alam, S.M. :(1965)Hyderabad-Secunderabad(Twin-cities) – A Study in Urban Geography, Allied Publishers, Bombay.
3. Bartholomew, H. :(1932)Urban Landuse, Harwad University Press, Harward.
4. Berry B.J. L. & A. Pred(1961) Central Place Studies-Bibliography of Theory Applications, Regional Science Research Institute, Philadelphia.
5. Chorley, R.J. & P. Hagget(1968) Socio-Economic Models in Geography(Part II and III or Models in Geography) Methuen, London.
6. Dickinson, R.E. (1964)The West European City, Rutledge and Kegan Paul, London.
7. Gallion, A.B. &S.E. Isner(1965) : The Urban Pattern, City Planning and Design, D. Van Nostrand, Princeton, New Jersey.
8. Garnier, B.J. & G. Chabot(1967) Urban Geography, Longmans Green and Co. Ltd., London.
9. Ghose, M.: (1972)Calcutta – A study in Urban Growth Dynamics.
10. Jackson, J.N.:(1954) Surveys for Town and Country Planning, Hutchinson University Press, Syracuse, N.Y.
11. Jonson, J.N.:(1967) Urban Geogrpahy- An Introductory Analysis, Pergamon Press.
12. Mayer, H.M. and Kohn, O.P.(ed.) (1959) Readings in Urban Geography, University of Chicago Press, Chicago.
13. Humford, L.: (1966)The city in History, Pehcan.
14. Norgorg, K (ed.) :(1975) Proceedings of the I.G.U. Symposium on Urban Geography, John Wiley & Sons.
15. Putnom, R.G. FJ – Taylor and P.G. Kettle (ed.) :1970A Geography of Urban Places, Methuen, London.
16. Robson, B.T. : (1963) Urban Growth, Methuen, Lodnon.
17. Singh, R.L. : (1965) Banaras – A Study in Urban Geography, Nand Kishore & Sons, Banaras
18. Singh O.P. :(1979)Urban Geography (in Hindi), Tara Publishers, Varanasi.
19. Smailes, A.E. :(1961) The Geography of Town, Hutchinson University Press, London.
20. Taneja, K.L. :(1971) Morphology of Indian Cities.
21. Taylor, T. :(1961)Urban Geography, Methuen, London.

FHSS, IAS (Deemed to be University)
G.V.M., Sardarshahr

**M.A GEOGRAPHY
(SEMESTER IV)**

Core Course 18
Max. Marks – 100

Internal Max. Marks – 30

Theory Marks – 70 Marks

Duration: 3 hrs.

MAGY 403 (b)

Min. Pass Marks – 36

Min. Pass Marks – 11

Min. Pass Marks – 25

**(b) FUNDAMENTALS OF NATURAL HAZARDS AND DISASTER
MANAGEMENT**

Objectives: The focus of the paper to developing the better understanding of student about Natural Hazards and Disaster Management.

Learning Outcomes:

1. The students will be able to understand Basic concept of hazards, classification types of hazards, disaster studies and its current status.
2. The students will be able to understand the Geo-Physical, Tectonic disasters: Earthquake, Landslide, Avalanche etc.
3. The students will be able to understand regional dimension of hazards/disasters.
4. The students will be able to understand phases of disaster management such as : pre-disaster phase, emergency phase and post-disaster phase.

UNIT-I: Basic Concept : Hazards, Vulnerability, Risk and Disaster; Classification/Types of Hazards/Disasters, Evolution of Disaster Studies and its Current Status

UNIT-II: Geo-Physical/Tectonic Disasters: Earthquake, Landslide and Avalanche; Hydrological Disasters: Flood, Cloud burst, Drought and desertification, Cyclone; Human Made Disasters: Chemical Disaster, Nuclear Disaster

UNIT-III: Regional Dimension of Hazards/Disasters in India. Earthquakes in India, Landslides in India, Drought in India; Disasters in Himachal Pradesh,

UNIT-IV: Disaster Management: Pre-disaster phase, Emergency phase and Post-disaster phase; Disaster Management Mechanism in India: Disaster Management Agencies

Recommended Readings:

1. Alexander, D. E.: (1993). Natural Disasters. London: University College London Press and; Dordrecht and Boston: Kluwer Academic Publishers,
2. Alexander, D. E.: (2000). Confronting Catastrophe: New Perspectives on Natural Disasters. Harpenden, U.K: Terra Publishing,
3. Allan, S., Adam, B. and Carter, C. (eds): (2000). Environmental Risks and the Media, Routledge, London,
4. Ahmed, Shaik Iftikhar: (2008) .Disaster Management in the Wake of a Flood, Twenty First Century Publications, Patiala,
5. Blaikie, P. and Others: (1994) .At Risk: Natural Hazards, People's Vulnerability, and Disasters, Routledge, London,
6. Birkmann, J.: (2006) : Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies. US: United Nations University Press,
7. Hyndman, D. and D. Hyndman.: (2009) : Natural Hazards and Disasters. 2nd edition. USA, Belmont: Brooks/Cole,
8. Burton, I., Kates, R.W. and White, G.F.: (1993) .Environment as Hazard, 2nd edition. Guilford Press, New York,
9. Hewitt, K.: (1997) : Regional Risk: A Geographical Introduction to Disasters, Longman, London,

Am. 15m

10. Kasperson, J.X., Kasperson, R.E. and Turner, B. L.: Regions at Risk: (1995) : Comparisons of Threatened Environments, United Nation University Press, Tokyo,

Amir S.



DEAN

FHSS, IASE (Decided to be University)

G.V.M., Sardarshahr

SEMESTER-II
Skill Course-2
Women In Indian History(MAHY-205)

Learning Objectives

1. This course will give emphasis to the study of the social change highlighting active role of women in modern Indian history.
2. This course will orient students about caste, class, gender aspects linked in social reform movement.
3. Role of Women's in National movement and other social movements of modern India.
4. This course will unfold woman's contribution in social change, political institutions' and other field of society.

Learning Outcomes

1. Recognize and evaluate the historical sources of literature which shows the prominent role of women in the Indian freedom movement.
2. Identify the linkage between religion and women in different religion and their significant role in several movements.
3. Know about the customary and legal status of women in ancient India and develop the ability to evaluate the role of women in both private and public sphere.
4. Know about the ancient women organizations and their role in developing the women empowerment in ancient India.
5. Know the position of women in educational institutions and their participation in education.
6. Evaluate the role of women in cultural development of India.

Unit- I

Sources of Study – Archival and non-archival: Govt. files, Census reports, private papers, auto-biographies. Role of Women in the Freedom Movement.

Unit- II

Religion and Women – Brahminical, Jainism, Buddhism, Christianity, Islam and Sikhism, Reform movement and Women – Bhakti movement, Brahma Samaj, Arya Samaj, Aligarh movement.

Unit- III

Customary and legal Status of Women – Ancient India, Medieval India, Colonial India, Post independence and Tribal Societies. Role of Women in household, Agriculture, Industry and rights of property.

Unit - IV

Education and Women – Ancient India, Medieval India, Colonial India, Post-Independence India. Women's organizations – Colonial, local, national, post- independence political participation of women, various movements of women in India.

Unit - V

Women and Culture – Women representation and Participation in Literature, Art, Sculpture, Music, Dance, Historical writings and media.

Reference Books:

1. Altekar, A.S. (1978). The Position of Women in Hindu Civilization. Delhi.
2. Basu, A., & Ray, B. (1927, 1990). Women's Struggle: A History of the All India Women Conference. Delhi.
3. Upadhyaya, B.S. (n.d.). Women in Rigveda.
4. Desai, Neera. (1957). Women in Modern India. Mumbai.

5. Krishna Murty, J.(ed.)(1989). Women in Colonial India. Delhi, OXFORD UNIVERSITY PRESS..
6. Parekh, M.C.(n.d.).The Brahma Samaj.
7. Majumdar, Vina(1979).Symbols of Power: Studies on the Political Status of Women in India. Delhi.
8. Mishra, R (1967).Women in Mughal India: 1526-1748.Delhi,MunsiramManoharlal.
9. Nanda, B.R. (1976). Indian Women from Purdah to Modernity.Delhi, Vikas.
10. Gail, Minault. (1981). The Extended Family Women and Political Participation in India and Pakistan. Columbia, South Asia Books.
11. Govt. of India, (1975). Towards Equality, Report of Committee on the Status of Women in India.Delhi.
12. Ashraf, K M.(n.d.). Social and Economic Life in Medieval India.


DEAN



SEMESTER- IV

Elective-IV

Max. Marks – 100

36

Internal Max. Marks –30

11

MAHY-404 B

Min. Pass Marks –

Min. Pass Marks –

Gandhian Thought

Duration: 3 hrs.

Min. Pass Marks: 25 Marks

Max. Marks: 70 Marks

Learning Objectives

1. Students will learn about Mahatma Gandhi's Works in South Africa.
2. Students will learn about the M. Gandhi's Concept of Religion & Politics, Non- violence & Satyagraha.
3. This course traces Gandhian philosophy, the evolution and practical application of his ideas, techniques of non-violent resistance, and his attitudes toward the economy, society and state.
4. Students will learn about the M. Gandhi's Concept of Swaraj.
5. Students will learn about the M. Gandhi's Concept Trusteeship, Sarvodaya.
6. Students will learn about the M. Gandhi's Social, Economic Philosophy.
7. The objective of this course is to examine key principles of Gandhi's thought and the influences upon it, its development over time, and Gandhi's impact during his lifetime and in the decades since

Learning Outcomes

1. Describe the challenges faced by Gandhi in South Africa and Gandhi's involvement in the social issues.
2. Evaluate the peculiarities of community life in Gandhi's ashrams.
3. List out the basic idea of Satyagraha and the significance of Satyagraha in Indian culture.
4. Evaluate and implement the merit of Sarvadharm Samabhava.
5. Explain the core Gandhian philosophical ideas and will understand its relevancy till date.

Unit-I

Personality and role of Gandhi in South Africa and Indian National Movement,

Unit-II

His concept of religion and politics, Non-violence and Satyagraha,

Unit-III

Spiritualism as code of conduct.His concept of Swarajya.

Unit-IV

Social Economic philosophy, Concept of Trusteeship and Sarvodaya.

Unit-V

Gandhism-Gandhian Philosophy-Gandhi's writings-Hind Swaraj.My Experiment with Truth and Selected Works.

Reference Books:

1. Rosenberg, A.(1988). Philosophy of Social Science. Colorado, Westview Press.
2. Popper, Carl.(2005).The Logic of Scientific Discovery. London, Routledge.
3. Ruben, D.(1985). The Metaphysics of the Social World. London, RKP.
4. Gopal,Guru.,&Sunkai,S.(2012). Cracked Mirror. Delhi,Oxford University Press.
5. Reason,H. Putnam.(1981). Truth, and History. Cambridge, Cambridge University Press.

6. Searle, J.(1993).The Construction of Social Reality. London, Penguin.
7. Hiriyara, M.(1993). Outlines of Indian Philosophy. Delhi, Motilal B.
8. Hiriyara-M. (1995).The Essentials of Indian Philosophy. Delhi, Motilal B.
9. Martin,M.,&McIntyre, L.C. (ed.).(1994). Readings in the Philosophy of Social Sciences. Cambridge MA: MIT Press.
10. Mark, Risjord. (2014).Philosophy of Social Science: A Contemporary Introduction. UK: Routledge.
11. Martin Hollis. (1994). The Philosophy of Social Science an introduction. UK: Cambridge Uni. Press.
12. Berger.P.,&Luckmann,T.(1984). The Social Construction of Reality. Pelican Books.
13. Winch P.(1972). Ethics and Action. London: RKP.
14. Trigg. R.(1985). Understanding Social Science: A Philosophical Introduction to the Social Sciences. Oxford Blackwell.
15. Chatterjee,Saishchandra.,& Dutta, D. (1948).An Introduction to Indian Philosophy. Calcutta, University of Calcutta.
16. Outhwaite, W.(1987). New Philosophies of Social Science. Basingstoke: Macmillan.
17. Collected Work of Mahatma Gandhi.(n.d.). (Volume (1 to 100)). Publication Division, New Delhi Ep graph of Gandhi, Publication Division, New Delhi.
18. Prabhu,R. K.,&Rava,U. R. (ed.).(2008). Mind of Mahatma Gandhi.Ahmedabad,Navajivan Publishing House.
19. Nanda, E. R (1997). Mahatma Gandhi: A Biography. Oxford. India.
20. Louis Fischer.(1997). The Life of Mahatma Gandhi.London,Harper Collins Publishers.
21. Millie, Polak.(1950). Mr. Gandhi: The Man.Vora.
22. Basic Writing of Mahatma Gandhi (Navajivan Publishing House, Ahmedabad) : (i) Hind Swara (ii) Satyagraha in South Africa (iii) An Autobiography or the story of my experiments with truth(iv) From Yerawada Mandir (v) Constructive Programme (vi) Moral Basis of Vegetarianism (vii) Key to Health
23. Bhikha, Parekh. (1999). Colonialism, Tredition and Reform: an analysis of Gandhi's Political Discourse. Sage.
24. Capra, Fritjof.(1984).The Turning Point. London. Fontana.
25. Chandran, Devanesan.(1969).The Making of the Mahatma.New Delhi,Orient Longman.
26. Gyan, Prakash. (Ed.).(1995). After Colonialism: Imperial Histories and Postcolonial Displacements.New Jersey,Princeton Uni. Press.
27. Joseph, Duke. J.(n.d.). M. K. Gandhi: an Indian Patriot in South Africa.Delhi, Publication Division.
28. Mathai,M. F (2000).Mahatma Gandhi's World View.New Delhi. Gandhi Peace Foundation.
29. Manfred, B. Steger.(2000). Gandhi's Dilemma.New York,Martin Press.
30. Mehta, Uday.Singh.(1999).Liberalism and Empire: A study in Nineteenth Century British Liberal Thought.Chicago,The University of Chicago Press.
31. Thomas, R. Metcalf.(2005). Ideologies of the Raj.New Delhi,Foundation Books.
32. Sanghvi, Nagindas. (2006).Gandhi: The Agony of Arrival, the South Africa Years.Delhi, Rupa Publication pvt. Ltd..
33. Desai, Narayanbhai. (2009). My Life is My Message.Hyderabad,Orient Blackswan.
34. Jose, P. K.(1985). The Foundation of Gandhian Thought.Calicut,Gandhi Peace Foundation Trust.
35. Chatterjee, Farth.(1986). Nationalist thought and the colonial world: A Derivative Discourse?. Zed Books.
36. Malhotra, S. L. (2001). Lawyer to Mahatma : Life, work and transformation of M. K. Gandhi.Delhi,Deep and Deep publications.


DEAN



FNSS (ASE) (Admitted to the University)

G.V.M., Sardarshahr

स्नातकोत्तर संस्कृत चतुर्थसेमेस्टर

पाठ्यक्रम संख्या— ऐच्छिक प्रश्न—पत्रद्वितीय

MASN-404 (अ)

पूर्णांक—100

न्यूनतम उत्तीर्णांक—36

सैद्धान्तिक प्रश्न—पत्र—70

न्यूनतम उत्तीर्णांक—25

आन्तरिक मूल्यांकन—30

न्यूनतम उत्तीर्णांक—11

समय — 03 घण्टे

रामायण एवं महाभारत

उद्देश्य—

- इस पाठ्यक्रम का उद्देश्य प्राचीन साहित्य में विद्यमान परम्परा, महानता, व्यवहारिकता, मर्यादित जीवन, मूल्यवान सांस्कृतिक स्वरूप की संपूर्ण तस्वीर पेश करना है।
- रामायण और महाभारत के महाकाव्य में संरक्षित भारत की विरासत वाले महाकाव्यों के व्यक्तिगत चरित्र, सामाजिक, आर्थिक, भौगोलिक, राजनीतिक, महाकाव्यों में दार्शनिक और शैक्षिक विचारों की शिक्षा प्राप्त करेंगे।

अधिगम संप्राप्तियां—

- विद्यार्थी महाकाव्यों में वर्णित व्यक्तिगत वर्ण के माध्यम से व्यवहार के नैतिक मूल्यों, नैतिकता और विश्वास आदि के स्वरूप के विषय में जानने में सक्षम होंगे।
- रामायण और महाभारत के ग्रंथ सौंदर्य और काव्य सौंदर्य और प्रस्तुति की शैली की व्याख्या करने में सक्षम होंगे।
- रामायण और महाभारत के ऐतिहासिक मूल्य का ज्ञान प्राप्त करेंगे।
- रामायण और महाभारत के शैक्षिक पहलू सामाजिक, आर्थिक, भौगोलिक, राजनीतिक, दार्शनिक विषय में जानने में सक्षम होंगे।

इकाई—1

रामायण—अयोध्याकाण्ड (18, 19, 100, 112, 118 अध्याय)

इकाई—2

रामायण—किष्किंधाकाण्ड (अध्याय 3)

रामायण—सुन्दरकाण्ड (36, 51, 52, 53, 54 अध्याय)

रामायण—युद्धकाण्ड (67, 73, 74, 90, 107, 108 अध्याय)

इकाई—3

महाभारत— विराट पर्व (अध्याय 34—36)

महाभारत— शांतिपर्व (अध्याय 248, 250), अनुशासनपर्व(अध्याय 1)

शिक्षकों एवं विद्यार्थियों के लिए सामान्य निर्देश—

प्रश्न—पत्र 70 अंकों का होगा। प्रश्न—पत्र में प्रथम प्रश्न अनिवार्य होगा। जिसमें 10 लघु प्रश्न पूछे जाएंगे, प्रत्येक लघु प्रश्न अनिवार्य व 01 अंक का होगा। शेष 03 इकाईयों में दो-दो प्रश्न पूछे जाएंगे जिसमें से एक-एक प्रश्न हल करना अनिवार्य होगा, प्रत्येक प्रश्न 20 अंकों का होगा।

सहायक पुस्तकें—

1. उपाध्याय, आचार्य बलदेव, (2001) संस्कृत साहित्य का संस्कृत, शारदा निकेतन, वाराणसी।
2. पुराणोतिहाससंग्रह, (1959) साहित्य अकादमी, नई दिल्ली।
3. श्री मद्भगवद्गीता यथारूप, (2012) भक्ति वेदान्त बुक ट्रस्ट,

Additional Resources:

1. Hopkins, E.W., (1969) *The Great Epic of India*, Reprinted by Punthi Pushtaka, Calcutta,
2. *Ramayana with four commentaries by Govindaraja & others*, (1935) Lakshmi Venkateswara Press, Bombay
3. *Ramayana ed. by ChinnaSwami Sastrigal and V.H. Subrahmanyam Shastri*, (1958) Pub. by N. Ramaratham, Madras,

DEAN

FHSS, IASE (Deemed to be University)

G.V.M., Sardarshahr

Nidk

Semester I

Skill Course 1

SC 1 A

Medical Sociology

Objectives:

The course addresses a range of questions that are significant in this sub discipline and develops a critical perspective on social issues pertaining to gender, disability, and aging through the lens of chronic illness. The course also addresses questions relating to the state and the market through case studies on pharmaceuticals and immunization schemes. As with most other courses in the MA syllabus, this course too is comparative in nature, with ethnographic studies chosen from different parts of the globe.

Learning Outcomes:

After completion of the syllabus, students will be able to:

- Identify the present situation of medical reality and roles of governing bodies
- Explain the relationship between body, mind and society by applying suitable theoretical perspective
- Elaborate the cultural impact on medicine and health

Unit I

Body, Medicine and Society: Theoretical Perspectives; The Cultural Construction of Medical Reality; Governing Bodies and Bio Power

Unit II

Narrating Health and Illness: Narratives; Care and Interpersonal Relations

Unit III

Culture and Medical Practices: Medical Taxonomies; the Normal and Pathological

Unit IV

State and Medicine: Epidemics and Immunization; Pharmaceutical Practices

References:

1. Kleinman, A. (1981) Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology and Medicine, University of California Press: Berkely.
2. Good, B. (1994) Medicine, Rationality, and Experience: An Anthropological Perspective, Cambridge University Press: Cambridge.



DEAN
FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

3. Das, J. and Hammer, J. (2004) "Strained Mercy: Quality of Medical Care in Delhi," *Economic and Political weekly*: 39 (9).
4. Das, V. (2015) *Affliction. Health, Disease, Poverty*, Fordham University Press: New York.
5. Mattingly, C. and Garro, L. C. (eds.) (2001) *Narrative and the Cultural Construction of Illness and Healing*, University of California Press: Berkley.
6. Desjarlais, R. (1995) "Struggling Along: The Possibilities for Experience among the Homeless Mentally Ill," *American Anthropologist*: 96
7. Chatterji, R. (1998) "An Ethnography of Dementia: A Case Study of an Alzheimers' Disease Patient in the Netherlands," *Culture, Medicine and Psychiatry* 22: 355-382.
8. Cohen, L. (2000) *No Aging in India. Alzheimers', the Bad Family and Other Modern Things*, Oxford University Press: Delhi.
9. Addlakha, R. (2008) *Deconstructing Mental Illness: An Ethnography of Psychiatry, Women and Family*, Zubaan: Delhi.
10. Ghosh, I. and Coutinho, L. (2000) "Normalcy and Crisis in the Time of Cholera: An Ethnography of Cholera in Calcutta," *EPW* 35(8/9)
11. Das, V. and Dasgupta, A. (2000) "Scientific and Political Representations: The Cholera Vaccine in India." *EPW* 35 (8/9).
12. Mol, A. (2002) *The Body Multiple: Ontology of Medical Practice*, Duke University Press: Durham.
13. Ecks S. and Basu, S. (2009) 'The Unlicensed Lives of Antidepressants in India: Generic Drugs, Unqualified Practitioners, and Floating Prescriptions', *Transcultural Psychiatry*, 46: 86-106.
14. Bode, M. (2008) *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000*, Orient Blackswan: Delhi.
15. Arnold, D. (1993) *Colonizing the Body: State, Medicine and Epidemic in 19th century India*, University of California Press: Berkley.
16. Ashforth, A. (2004) "AIDS and Witchcraft in Post-Apartheid South Africa." In Veena Das and Deborah Poole eds. 2004 *Anthropology at the Margins of the State*, Oxford University Press: Delhi.
17. Fassin, D. (2007) *When Bodies Remember: Experiences and Politics of AIDS in South Africa*, University of California Press: Berkley.
18. Delaporte, F. (ed.) (1994) *Georges Canguilhem: A Vital Rationalist*. New York: Zone Books (Part 5, Chapters XIV, XV).
19. Burchell, G., C. Gordon and P. Miller (eds.) 1991. *The Foucault Effect. Studies in Governmentality*, The University of Chicago Press: Chicago.
20. Rhodes, L. A. (2000) "Taxonomic Anxieties: Axis I and Axis II in Prison," *Medical Anthropology Quarterly* 14: 3.



FHSS, IASC (Deemed to be University)
G.V.M., Sardarshahr

21. Chatterji, R., Chattop, S. and Das, V. (1998) "The Death of the Clinic? Normality and Pathology in Aging Bodies," In M. Shildrick and J. Price (eds.), *Vital Signs: Reconfigurations of the Biologic Body*, University of Edinburgh Press.
22. Foucault, M. (1994) *Ethics: Subjectivity and Truth, Essential Works of Foucault. Vol. 1*, Penguin Books: London.
23. 25. Chatterji, R. 2006. "Normality and Difference: Institutional Classification and the Constitution of Subjectivity in a Dutch Nursing Home," In A. Leibing and L. Cohen eds. *Thinking about Dementia, Culture, Loss and the Anthropology of Senility*, Rutgers University Press: New Brunswick.
24. 26. Petryna, A. (2011) "Pharmaceuticals and the Right to Health: Reclaiming Patients and the Evidence Base of New Drugs," *Anthropological Quarterly* 84(2).
25. 27. Sunder Rajan, K. (ed.) (2012) *Lively Capital, Biotechnologies, Ethics and Governance in Global Markets*. Duke University Press: Durham.



DEAN
FHSS, IASE (Owned to be University)
G.V.M., Sardarshahir

Semester I

Skill Course 1

SC 1 B

Ayurvedic Dietetics

Objectives:

The course will provide a basic understanding of diet (Ahara) from Ayurvedic perspective. The course will also train students to prepare the diet chart according to age and special conditions like pregnancy. A special addition was done to train the students about the preparation of immunity booster to be used during epidemics/pandemics.

Learning Outcomes:

After completion of the syllabus, students will be able to:

- Understand the evolution of diet from primitive to modern era
- Classified food and dietary habits based on its effects on the human body and mind
- Evaluate the modern dietary habits and its effect on society
- Prepare dietary chart based on 25 case studies with special references to age, pregnancy and daily routines
- Prepare the immunity booster to be used in the crisis of epidemics/pandemics

Unit I

History of the evolution of the Ahara Shastra from primitive times to today's era – From the use of raw food in the primitive times to the gradual change in the dietary habits according to time and invention of various Ahara Kalpana. The relevant references of Ahara Dravya and its kalpana in the ancient texts like Veda, Upanishada, etc.

Unit II

Classification of Ahara based on its Prabhava:

- a) Sukhakara– Dukhakara - Psychological concept
- b) Satmya– Asatmya - Physiological concept
- c) Pathya– Apathya - Physio-pathological concept
- d) Hitkara– Ahitkara - (Ekantika Hitkar, Ekantika Ahitkar)

Unit II/


FHSS, IASE (Deemed to be University)
G.V.M., Sardarsahar

Concepts in Modern dietetics:

- a) Classification of dietary products as carbohydrates, proteins, etc; Daily dietary chart; Rules and regulations followed during eating
- b) Nutrition Education Nutrition and Health Status of Community; Learning and working with Community; Factors influencing Community Nutrition; Themes and messages in Nutrition Education; Method of communication in Nutrition Education
- c) Nutrition Programme: Past and Present Programme - ICDS (Integrated Child Development Services) etc; Nutrition Education Programme - Planning, Implementation, Evaluation etc.

Unit IV

- a) Preparation of Immunity Booster – Sarjwarhar Churna
- b) Composition
- c) Method of preparing
- d) Intake chart preparation with special references to age

Unit IV

Contents of Practical

- a) Selection of Ahara according to the occupation.
- b) Selection of Ahara in specific conditions: According to age – Bala (Infants, Preschool, School, Adolescent); Madhya evam Vricdhavastha; Pregnancy (Antenatal and Postnatal)
- c) Effect of the changes in the method of Ahara intake in present era
- d) Case studies - 25 cases (Planning Dietary regimen for contemporary diseases)

References: (Medical References are available in the SBLD Ayurved Vishwa Bharti, Sardarshahr)

1. Charak Samhita: Sutrasthana Vimanasthana; Sharirsthana; Chikitsasthana
2. Sushrut Samhita: Sutrasthana; Sharirsthana; Chikitsasthana; Kalpasthana; Uttarasthana
3. Ashtanga Samgraha: Sutrasthana
4. Ashtanga Hridaya: Sutrasthana; Sharirsthana; Uttarasthana;
5. Triskandha Kosh Espacial y: Tilak Ayurved Vidyapeeth, Pune, M.S: Hetu and Chikitsa Kosha Bhaava Prakash
7. Kshemakutuhai : Indradeva Tripathi
8. Yogaratnakar : Sadashiva Shastri
9. Chakradatta : Indradeva Tripathi
10. Siddha Bhaishajya Mani mala
11. Bhojana Kutuhai : Raghunath Bhatta
12. Kaldeva Nighantu : Acharya Priyavrat Sharma

FHSS, IASE (Deemed to be University)
G.V.III., Sardarshahr

15. Moore, W. (1965) *Impact of Industry*, Prentice-Hall: New Jersey.
16. Poole, M. (1982) *Theories of Trade Unionism: A Sociology for Industrial Relations*, Routledge and Kegan Paul: London.
17. Sury, M.M. (2004) *Indian Economy in the 21st Century: Prospects and Challenges*, New Century Publications: New Delhi.
18. Watson, T. J. (2008) *Sociology, Work, and Industry*, Routledge: London.

Semester II

Core Course 08

MASO 240 B

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Environmental Sociology

Objectives:

This course is an introduction to environmental sociology. During the semester students will explore the relationship between human societies and the larger natural environment of which they are a part. The principle focus of the course will be modern society, especially present-day society, but in order to gain some perspective on our contemporary ecological circumstances, we will also review the history of resource use, wilderness preservation, pollution, various environmental movements, and other developments with significant ecological implications. To broaden further perspective, students will also look at ecological regimes in other societies. As the course pursues these investigations, students will be introduced to a cross-section of sociological modes of comprehensive analysis.

Learning Outcomes:

- ✓ The students will be able to apply sociological theories and concepts to explain environmental problems.
- ✓ The students will be able to analyze the implications of environmental change for people, communities, flora and wildlife.
- ✓ The students will be specialized in evaluating different policy and other responses to environmental change.
- ✓ The students will gain in-depth knowledge in environmental problems and their social consequences.
- ✓ The students will be able to communicate their findings in written and oral form with reference to broader debates within sociology and cognate disciplines.


DEAN

FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

Unit-I

Introduction to Environmental Sociology: origin, meaning, area of thrust, future and relation with other branches of Sociology. Social Dimensions of Environmental Change and Disasters

Unit-II

Environmental Justice and Social Stratification; Globalization and Environment; Use, Management and Protection of Natural Resources for Conservation and development at Local, National and Global level

Unit-III

Environmental Issues of Developed and Developing Nations; Development, Displacement, Relocation and Environmental Problems

Unit- IV

Contribution of Radhakamal Mukherjee and Ram Chandra Guha; Exploitation and Pollution of Natural Resources and its impact in India; Clean Ganga and other River's Projec; National Green Tribunal. National Commission on water

Unit-V

Civil Society and Environmental issues; Social Forestry and joint forest management; Familial Forestry as a new discourse in Environmental Activism

References:

1. Buttel, F.H. (1987) "New Directions in Environmental Sociology" in Annual Review of Sociology, Vol. 13: 465-488.
2. Dunlap, R.E. and W.R. Catton, (1994) "Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in The American Sociologist, Vol.25, No.1: 5-30
3. Dunlap, R.E. et al. (2002) Sociological Theory and Environment: Classical Foundations and Contemporary Insights, Rowman & Littlefield Publishers: Maryland-USA
4. Dunlap R.E. & W. Michelson (2008) Handbook of Environmental Sociology, Rawat Publications: Jaipur
5. Gadgil, M. and R. Guha (1996) Ecology and Equity: The Use and Abuse of Nature in contemporary India, Oxford University Press: New Delhi
6. Goldman, M. & R. A. Schurman (2000) "Closing the 'Great Divide': New Social Theory on Society and Nature" in Annual Review of Sociology. Vol. 26: 563-584.
7. Guha, R. (1994) Social Ecology, Oxford University Press: Bombay.
8. Hannigan, J. (2006) Environmental Sociology, Routledge: Oxon
9. Kalam, M.A. (2001) Sacred Groves in Kodagu District of Karnataka (South India): A Socio-historical Study, Pandy Papers in Social Sciences, No.21, French Institute: Pondicherry.

10. Michael R. and G. Woodgate (2000) The International Handbook of Environmental Sociology, Edward Elgar Publishing: Cheltenham, UK
11. Schnaiberg, A. (1980) The Environment, Oxford University Press: New York
12. Shiva, V. (1988) Staying alive: Women, Ecology, and Development, Kali for Women: New Delhi
13. Bell, M.M. (2009) An Invitation to Environmental Sociology, Pine Forge Press: New Delhi
14. Gould, K.A. and T.L. Lewis (2009) Twenty Lessons in Environmental Sociology, Oxford University Press: New York.

Semester II

Skill Course 02

SC 2 A

Criminology and Deviance

Objectives:

The main objective of the course is to provide broad and flexible knowledge of the basics of crime-related issues. The course train students to develop organization, coordination, and management skills. The students will be able to take measures, to conduct research, and to provide counselling in any public or private institution.

Learning Outcomes:

- The students will demonstrate academic proficiency in the core criminal justice areas (law enforcement, law and corrections).
- The students will be able to communicate effectively, orally and in writing, using appropriate references and technologies.
- The students will be able to assess the basic quality of research in criminology and criminal justice publications and other media.
- The students will be able to evaluate ethical issues related to the criminal justice system and criminology.
- The students will identify issues of diversity and social justice in relation to the workings of the criminal justice system and criminology.
- The students will employ critical thinking skills when evaluating issues in criminology and criminal justice.

Unit- I


DEAN

FHSS, IABE (Deemed to be University)
G.V.M., Sardarshahr

Semester III

Core Course 12

MASO 340 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Society and Ecology

Objectives:

This course will introduce students to sociological approaches to understanding the relationship between society and ecology. The scope ranges from philosophical engagements with the distinction between nature and culture, to understanding perceptions and impacts of environmental change, to examining institutions and social structures that shape our engagement with nature. The course will familiarize students with the wide range of issues that animate the field, and examine some of the key debates by engaging with ethnographic work and specific case studies.

Learning Outcomes:

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

- Understand the relationship between society and environment
- Elaborate the concept social ecology, social forestry and cultural environmentalism
- Analyze the after effects of environmental degradation on society
- Explain the role of community in safeguarding environment through social movements

Unit I

Social ecology - Mapping the field; Ideas of Natures

Unit II

Explaining environmental degradation - Population, consumption, development; Disasters, hazards and risk

Unit III

Environmentalism - Environment and social movements

Unit IV

Environmental Justice: gender, class, caste, race


DEAN
FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

Unit V

Environmental governance and Institutions - State, community, commons; Global environmental governance (problems, institutions, policies, politics)

References:

1. Michael Dove and Carol Carpenter (2007) *Environmental Anthropology: A Historical Reader*. Wiley-Blackwell, New York.
2. Rucel, T.K., Roberts J. Timmons, Carmin, J. (2011) Political Economy of the Environment. *Annual Review of Sociology*, 37:221-38
3. Castree, N. and B. Braun (eds.) (2001) *Social Nature: Theory, Practice, and Politics*. Blackwell, Malden
4. Cronon, William (1996) "The Problem with Wilderness; or Getting Back to the Wrong Nature," Pages 69-90 in W. Cronon (Ed) *Uncammon Ground: Rethinking the Human Place in Nature*, Norton, NY and London.
5. Phil Macnaughten and John Urry (1998) "Rethinking Nature and Society." Pp. 1-31 in *Contested Nature*, Sage, London.
6. Kohn, Eduardo (2013) *How Forests Think: Towards an anthropology beyond the human*. University of California Press, California.
7. Robbins, Paul (2007) *Lawn People. How Grasses, Weeds, and Chemicals Make Us Who We Are*. Temple University Press, Philadelphia.
8. Smith, Neil (2010) *Uneven Development: Nature, Capital and the Production of Space*. Verso, NY.
9. Fisher, Dana R. and William R. Freudenburg (2001) "Ecological modernization and its critics: Assessing the past and looking toward the future." *Society & Natural Resources*, 14(8): 701-709.
10. Tsing, L. Anna (2001) *Friction. An Ethnography of Global Connection*. Princeton University Press, NJ
11. Greenough, Paul and Anna L. Tsing (2003) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Duke University Press, NC.
12. Fortun, Kim (2001) *Advocacy After Bhopal: Environmentalism, disasters, new global orders*. University of Chicago Press, Chicago.
13. Darwin Bond Graham (2008) "The New Orleans that Race built: Racism, Disaster and Urban Spatial Relationships", pp. 17-32 In Manning Marable and Kristen Clarke (Eds.) *Seeking Higher Ground: The Hurricane Katrina Crisis, Race, and Public Policy Reader*. Palgrave MacMillan, NY.
14. Arturo Escobar (1998) "Whose Knowledge, Whose Nature? Biodiversity, Conservation, and the Political Ecology of Social Movements", *Journal of Political Ecology* 5:53-82.
15. Bullard, Robert (1994) "Environmental Racism and the Environmental Justice Movement", pp. 254-65 in Carolyn Merchant, *Key Concepts in Critical Theory: Ecology*, Humanities Press, New Jersey.



Semester IV

Core Course 16

MASO 440 A

Max. Marks – 100

Min. Pass Marks – 36

Internal Max. Marks (Dissertation) – 30

Min. Pass Marks – 11

Theory Marks – 70 Marks

Min. Pass Marks – 25

Duration: 3 hrs.

Gender and Society

Objectives:

Originating as one of the first postgraduate papers on gender and society – this department was among the first to introduce this field at the MA level – this course starts from the premise that gender is not only about women. The course has a three-fold aim. Firstly, it takes students through a gendered reading of both classics and contemporary texts in sociology and anthropology. Secondly, it focuses on specific and substantive concerns in gender studies. The course then integrates these discussions to forward its third outcome, namely, to acquaint students with older and current debates and new areas of research in the field.

Learning Outcomes:

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

- Define gender from sociological perspective
- Differentiate between sex, gender and sexuality
- Identify gender as a social construct
- Explain the gender of politics in micro and macro social settings

Unit I

Gender in Sociological Analysis: Approaches to the Study of Gender; Gender Studies as a Critique of Ethnography and Theory

Unit II

Gender and Relevant Theories; Wave of Feminism; Post-Feminism and Current Debates

Unit III

Reproduction, Sexuality and Ideology: Biology and Culture; Concepts of Male and Female; Life Cycle

Unit IV

Family, Work and Property: Production and Reproduction; Work and Property; Family and Household

Unit V



References:

1. Mead, M. (1935) *Sex and Temperament in Three Primitive Societies*, New York: William Morrow.
2. Engels, F. (1972) *The Origin of the Family, Private Property and, the State*, London: Lawrence and Wishart.
3. De Beauvoir, S. (1983) *The Second Sex*, Harmondsworth: Penguin. (Book Two).
4. Rosaldo, M.Z. and L. Lamphere (ed.) (1974) *Women, Culture and Society*, Stanford: Stanford University Press.
5. Reiter, R. R. (ed.) (1975) *Towards an Anthropology of Women*, New York: Monthly Review Press, (Articles by Draper and Rubin; other articles may be used for illustration).
6. Barrett, M. (1980) *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, and 6).
7. MacCormack, C. and M. Strathern (ed.). (1980) *Nature, Culture and Gender*, Cambridge: Cambridge University Press. (Chapter 1).
8. Douglas, M. (1970) *Purity and Danger*, Harmondsworth: Penguin. (Chapter 9).
9. Yalman, N. (1963) "On the Purity of Women in the Castes of Ceylon and Malabar", *Journal of the Royal Anthropological Institute*, pp. 25-58.
10. Hershman, P. (1977) "Virgin and Mother" in I.M. Lewis (ed.), *Symbols and Sentiments: Cross-Culture Studies in Symbolism*, London: Academic Press.
11. Vatuk, S. (1982) "Purdah Revisited: A Comparison of Hindu and Muslim Interpretations of the Cultural Meaning of Purdah in South Asia", in H. Papanak and G. Minault (eds.), *Separate World: Studies of Purdah in South Asia*, Delhi: Chanakya.
12. Boserup, E. (1974) *Women's Role in Economic Development*, New York: St. Martin's Press. (Part I).
13. Meillassoux, C. (1981) *Maidens, Meals and Money*, Cambridge: Cambridge University Press. (Part I).
14. Young, K. C. Wolkowitz and R. McCullagh (eds.). 1981. *Of Marriage and the Market: Women's Subordination in International Perspective*, London: CSE Books, (Articles by O. Harris, M. Molyneux).
15. Hirschon, R. (1984) "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.), *Women and Property. Women as Property*, Beckenham: Croom Helm.
16. Uberoi, J. P. S. (1961) "Men, Women and Property in Northern Afghanistan" in S.T. Lokhandawala (ed.), *India and Contemporary Islam*, Simla: Indian Institute of Advanced Study. Pp. 398-415.
17. Sharma, U. (1980) *Women, Work and Property in North West India*, London: Tavistock.
18. Ardener, E. (1975) "Belief and the Problem of Women" and "The Problem Revisited", in S. Ardener (ed.), *Perceiving Women*, London: Malaby Press.
19. Leacock, E. (1978) "Women's Status in Egalitarian Societies: Implications for Social Evolution", *Current Anthropology*, 19(2), pp. 247-75.

20. Rogers, S.C. (1975) "Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Societies", *American Ethnologist*, 2(4), pp. 727-56.
21. Jaggar, A. (1983) *Feminist Politics and Human Nature*, Brighton: The Harvester Press.



FHSS, IASE (Deemed to be University)
G.V.M., Sardarshahr

Course – 3
Yoga for Holistic Health
(CODE: BED-130)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

- Understanding about the concept, scope & need of Holistic Health
- Apply their Knowledge about yoga and fundamentals of holistic health in daily life.
- To compare the Education of holistic health between Indian & Western Context.
- Conceptualize Metaphysical Bases of Yoga.
- Integrate yoga & meditation in their daily life.
- Examine Different Yoga Systems and Characteristics of Yoga Practitioner.
- Able to perfectly select instrument of yoga and their effective uses

UNIT – I Fundamentals of holistic health

- Concept of Holistic Health.
- Need & scope of education for Holistic Health.
- The Indian context and Western context of Education for Holistic Health.
- Dimensions of development of Holistic Health.

Practicum/Field Work

- Make a seven day programme for holistic development of student through discussion the concept of holistic health with student.
- Organize five days shivir on Holistic Health.
- Comparative study of the concept of holistic health in Indian context & Western context.
- Institutional programme for development of Holistic Health through yoga.

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.
- Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar.
- The metaphysics of Sankhya, theory of causation.

Practicum/Field Work

- Workshop on Metaphysical Bases of Yoga.
- Awareness programme on Manviya Prakriti in school.

UNIT – III Philosophy of Yoga Education

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Yoga as a way of spiritual Enlighten, Atmanubhuti, Pratyakshanubhuti.

Practicum/Field Work

- Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.
- Orientation programme of school level students for integration of yoga in their daily life.

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Gyan-Bhakti-Karma yoga of Bhagvadgita.
- Integral yoga of Aurbindo and modern school of yoga.
- Characteristics of a yoga practitioner.

Practicum/Field Work

- Discuss characteristics of a yogi pusush with student and make an idea Soutine for student.
- Attend morning assembly or prayer of a school for integrates Ashtang yogasna in it.

UNIT – V Instrument of Yoga

- Inner instrument to self-awareness : Antah Karana (Sankhya philosophy)
- Different Asanas and Pranayam to promote a sound Physical and mental health.
- Dhyana and its therapeutic value.
- Selected ways of Dhyana.
- Awareness of COVID - 19: Mechanism during Quarantine and Home Isolation.

Practicum/Field Work

- Practice dhyana for five minute to students before teaching and learning analyses its impact on their performance.
- Conduct a Mechanism strategy of Yoga for Quarantine and Isolate people and prepare a Report of Yoga Aasana special for Isolate people.

Reference

- प्रतिभा, रानी (2016). योग प्रतिभा. राधा प्रकाशन: आगरा.
- किशन, लाल (2016). योगासन एवं दया क्रियाएं. राजा पॉकेट बुक्स: दिल्ली.
- रंजन, राज कुमार (2016). योग शिक्षा. राखी प्रकाशन: आगरा.
- दुबे एवं शर्मा (2016). योग शिक्षा. राधा प्रकाशन: आगरा.
- Singhal, J.C. (2009). Yoga Percived Practised. Saga of India, Abhishek Prakashan: New Delhi.
- Swami, A.P. and Mukerjee(2008). Yoga Lessons for developing spiritual consciousness. Cosmo Publication: New Delhi.
- Paraddi Kasuma Mallapa and Ganesh Shankar (2006). Ashtanga Yoga in relation to Holistic Health. Satyam Publication.
- Ganesh Shankar (2002). Classical and Modern approaches to Yoga. Pratibha Prakashan: New Delhi.

Handwritten: 18/11/22
 आविष्कार
 शिक्षा संकाय
 आई.ए.एस.ई. (मानव विश्वविद्यालय)
 राष्ट्रीय शिक्षा नीति कार्यालय

Course-4
Understanding Discipline & Subjects
(CODE: BED-140)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: The Student teacher will be able to:

- Understand chronological evolution of knowledge.
- Understand theory related to human needs change with time.
- Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
- Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
- Understand methods of study and validation of knowledge in changing scenario.
- Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
- Examine govt. policies on teaching of subjects after independence and its impact.

Unit-I Disciplinary knowledge

- Knowledge - Definition, its genesis and general growth from the remote past to 21st Century.
- Nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline

Practicum/Field Work

- Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
- Conduct a play on life history of eminent persons so that students can follow or accept as role model.
- The students will be asked to write a daily diary, the major events of the day meeting.

Unit-II Disciplinary areas

- Redefinition and reformulation of disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts).
- The role of such disciplinary areas like language, maths, social science, science in the overall scheme of the School curriculum (from Philosophical point of view John Dewey).
- Sea change in disciplinary areas (especially social science, natural science and linguistic).

Practicum/Field Work

- The mentor will check the daily school diary of the student and then share the feedback with parents and students.
- Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyses the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.

Unit-III Content of disciplines

- Selection criteria of content in the syllabus.
- Transformation of content for construction of learners own knowledge through it.
- Criteria of inclusion or exclusion of a subject area from the school curriculum.

Practicum/Field Work

- The mentor will motivate the students to write the story/ letter/ paragraph etc. (piece of creative writing)
- Workshop on transformation of content for construction of learners own knowledge according to present need.
- Debate on criteria of inclusion or exclusion of a subject area from school curriculum.

Unit-IV Development in disciplines

- Recent developments and Post independence era govt. policies on teaching of science, maths, language and social science in school level curriculum.
- Modes of thinking: meaning, concept and factors affecting it.
- Positivistic, speculative and authority centered modes of thinking: their impact on pure & applied sciences, social sciences and humanities.

Practicum/Field Work

- Select a suitable topic on a current affairs and then draft a usefully notes on it.
- Select any appropriate topic of your subject at school level and organize a play in which - community, student and teachers will have actively evolved.
- Analyze the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of science/social science/maths etc.

Unit-V Designing of disciplines

- Differentiate among curriculum, syllabus and text books.
- Designing of curriculum, syllabus and text books.
- Criteria of selection good text books, magazine and journal.

Practicum/Field Work

- The mentor will ask the student to write a paragraph of about 200 words on his/her favorite book/subject, preferably correlating it with school subject.
- Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidiscipline.
- Write a book, which is the best, with logic and justification.

Reference

- UNESCO (2009). Policy guidelines on inclusion in education UNESCO.
- Shulman, L. S. (1986). Those who understand knowledge growth in teaching. Educational researcher. New Delhi: Sage Publication.
- Plato (2009). Reason and persuasion three dialogues (chapter) in J. Holbo (Ed) meno: reason. Persuasion and virtue Person.
- Pandey, Ranjana (2016). Understanding discipline and subjects. R. Lal Books: Merath
- Gandhi, A.K. Prem Lata (2016) Understanding discipline and subjects. R. Lal Books: Merath
- गुप्ता, निशा रानी (2016). विषय वर्ग एवं विषयों की समझ. राखी प्रकाशन.
- शर्मा एवं सिंह (2016). अनुशासन एवं विषय बोध. राखी प्रकाशन: आगरा.

Handwritten signature: *Handwritten*
 अधिकाता
 शिक्षा विभाग
 आई.ए.एच.टी. (मिडिल विभाग)
 गांधी विद्यापीठ

Course – EPC 2
Understanding the self
Internal assessment

Maximum Marks: 50

Internal Marks: 50

Learning outcome: After completion of the course, student-teachers will be able -

- To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
- To address aspects of development of the inner self and the professional identity of a teacher.
- To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- To make awareness in student teacher of their identities and the political, historical and social forces that shape them.
- To help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.
- To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Activity - I

- Conduct seven days' workshop in school for personality development on *Chetna Vikas Moolya Shiksha*, after attending seven days shivir of CVMS.
- Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Activity - II

- Organise yoga and meditation classes at least for two months in a school.
- Prepare a report after analyzing the effect of the program on body, mind and concentration.

Activity -III

- Prepare a Performa for cumulative records of students.
- Make a record of students through the narration of their life stories and group interactions.


 अधिकाता
 शिक्षा संकाय
 डॉ. ए.एस. नानिठ विश्वविद्यालय
 गांधी विद्या मंदिर, रायचूर
 २०२०

Course -10
Gender, School and Society
(CODE: BED-200)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit – I Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Practicum/Field Work

- Organize debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

UNIT – II Gender Identities and Socialisation Practices in

- Family
- Schools
- Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.

- Mudgal, S.D. (2007). Social Work Education Today and Tomorrow. Book Enclave: Jaipur.
- Nath, pramanik rathindra (2006). Gender Lhequality and women's empowerment. abhijeet publication: Delhi
- Malik, C.D (2008). Social and Political Thought B.R. Ambedkar. Arise Publishers and Distributors: New Delhi.
- Naik, S.C. (2005) Society and Environment. Oxford & 1B Publishing Co. Pvt.ltd: New Delhi.
- Runela, satypal (2009). Society of the Indian Education. Rajasthan Hindi Granth Akadmi: Jaipur.

Nash
अभिजाता
श्री शिक्षा संकलन
आई.ए.एच.ई. (मानिक विद्यापीठ)
गॉन्धी जिन्ना मंदिर, जयपुर

Health and Physical Education
(CODE: BED-230 III)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop positive attitude towards health as individual and be collectively responsible to achieve it.
- To know their health status, identify health problems and be informed for taking remedial measures.
- To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To understand various policies and programmes related to health, physical education and Yoga.
- To understand the process of assessment of health and physical fitness.

UNIT - I

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Physical Education- Meaning, concept and importance.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work

- Analysis various text book in light of health education. Prepare report.
- Prepare an awareness program on healthy life style of children or adolescence.

UNIT - II

- The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their Functions/
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices food and waterborne and deficiency diseases and prevention.

Practicum/Field Work

- Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.
- Conduct an awareness program in community on preservation of food value during cooking.

UNIT - III

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.

Practicum/Field Work

- Organize a Training program for girl students of school on self-defence activities.
- Organize a workshop on prevention of disasters in school.

UNIT - IV

- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
- Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports, ethics; sports awards and scholarships. *Handwritten signature*

Practicum/Field Work

- Organisation of inter school games and sports tournaments in your district/village/town.

- Orientation program on Fundamental Sports Skills : Basics of track and field (100 mts. 200 mts., long jump, shotput, 4 × 50 mts. Relay) Gymnastics.

UNIT - V

- Yogic practices—importance of yoga, yogasanas, kriyas and pranayams of (school, family and sports), health services, policies and major of institutions.

Practicum/Field Work

- Learning and performing of basic yogic activities.
- Conduct yoga activities for development of physical fitness, i.e strength, speed, endurance, flexibility and body composition of students in school.

References

- Bhatt, B.D. and S.R. Sharma (2008). Teaching of Physical and Health Education. Kanishka Publishing House. Kailash Nagar: Delhi.
- शर्मा, हरिकिशन (1333). विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन. प्रशासन एवं पर्यवेक्षण. पण्डित प्रकाशन. वैरवाड़ा: दिल्ली.
- शर्मा, एन.पी. (2004). शारीरिक शिक्षा. खेल साहित्य केन्द्र: नई दिल्ली.
- अमतरे, के.एस. (2010). शारीरिक शिक्षा और खेल विज्ञान. स्पोर्ट्स पब्लिकेशन: नई दिल्ली.
- पाण्डेय, राजकुमारी (1993). भारतीय योग परम्परा के विविध आयाम. राधा पब्लिकेशन: नई दिल्ली.
- थानी, योगराज (2007). शारीरिक शिक्षा के तत्व. खेल साहित्य केन्द्र: नई दिल्ली.
- गुप्ता, डी.के. एवं रितु जैन (2005). विद्यालयों में स्वास्थ्य शिक्षा. खेल साहित्य केन्द्र: नई दिल्ली.


 आर्य समाज
 शिक्षा संकाय
 आई.ए.एस.ई. (मानविक शिक्षा विद्यालय)
 गाँधी विद्या मंदिर, सरदारशहर

Chetna Vikas Moolya Shiksha
(CODE: BED-230 IV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.
- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.

UNIT- I Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

UNIT- II Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

UNIT- III Understanding the Values

- Eternal Values: Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love.
- Behavioral Values: Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity.
- Human Values Self (Jeevan) Values: Happiness, Peace, Satisfaction, Continuous happiness Material Values.

UNIT - IV Understanding Existence & Co-existence and the Interrelationships in Nature

- Understanding the Existence & Co-existence / Nature.
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avertansheelata) in nature.
- Problems faced by the Humanity.
- Ecological and Environmental imbalances.

UNIT -V Harmony and Values in Family

- Family and Relationships: meaning, need, importance and purpose.
- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).
- Reasons for breaking up of families and relationships.
- Purpose and need of marriage (*vivaah sambandh*) and a study of reasons and tendencies for breaking up of marriages.
- Comparative study of concept of a family and a family-based village governance order.

Sessional-Work (Any two of the following)

- A Report of a programme organized under the Chetna Vikas Moolya Shiksha programme.
- Propose a broad outline for Humanistic Constitution at the level of Nation.
- A Critical study of value based book or work in any organization.

Reference

- Gaur,R.R. &Sangal,R. Bagaria,G.P. (2009). A Foundation Course in Human Values and Professional Ethics. Excel Books: New Delhi.
- Nagraj, A. (1998). Jeevan Vidya Ek Parichay. Divya Path Sansthan: Amarkantak.
- Dhar, P.L. and R.R. Gaur (1990). Science and Humanism. Common Wealth Publisher.
- Tripathi, A.N (2003). Human Values. New Age International Publishers.
- Banerjee, B.P. (2005). Foundation of Ethics and Management Excel Book.

Handwritten signature
आई.ए.एस. (विद्यार्थी विकास विभाग),
मांछी विद्या मंदिर, रायचूर, कोटा.

Environmental Studies
(CODE: BED-230 V)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.

Unit - I Introduction to Environmental Studies

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment.
- Disciplinary and Multidisciplinary approach of EVS.

Practicum/Field Work

- Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of Tulsi, Neem, and Khejri etc.

UNIT - II Eco-systems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

Practicum/Field Work

- Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on "role of individual in prevention of pollution" and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, hariyali amavasya etc.)

Unit- III Biodiversity, Its Conservation

- Introduction - Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which

can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.

- Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.

Unit – IV Environmental Issues

- Meaning, concept, process, effects and preventive action of Acid rain, Global warming and cooling.
- Natural & Manmade disasters.
- Meaning, concept, Effects and preventive action of
 - Water pollution.
 - Air Pollution.
 - Noise Pollution.
 - Land or Soil pollution.

Practicum/Field Work

- Conduct a orientation programme in rural / urban school on waste management.
- Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem.

Unit –V Environmental conservation & management

- Meaning, concept and importance of environmental conservation & management.
- Role of women in conservation: Chipko movement, Khejri Movement.
- Consumerism and waste generation and its management.
- Agricultural / urban waste: their impact and management.

Practicum/Field Work

- Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.
- Plant at least one tree and cultivate it through out the years.
- Present the report of entire work in chopal / assembly/ of your school.

Reference

- Bahuguna, Sundarlal (1996). Dharti ki Pukar. Radhakrishna Publication: Delhi.
- Kaushik, A. and Kaushik, C.P.(2004). Perspectives in Environmental studies. New Age International(P) Ltd. Publishers: New Delhi.
- Goel, M.K. (2006). Paryavaran Addhyayan. Vinod Pustak Mandir: Agra.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A.(2008). Society and Environmental Ethics. Seema Press: Varanasi.
- Sharma, P.D.(2001). Ecology And Environment. Rajson Printers: New Delhi.
- Shukla, C.S.(2007). Paryavaran Shiksha. Alok Prakashan: Lucknow.
- Singh, S.K. (2008) Environmental Education and Ethics. Amrit Prakashan: Varanasi.
- Singh, S.K. (2010). Fundamentals of Environmental Education. Sharda Pustak Bhawan: Allahabad.
- Srivastava, P. (2005). Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy: Bhopal.
- NCERT (2004). Environmental Education in Schools. NCERT: New Delhi.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT: New Delhi.
- Ram, P.S. and Singh, R.(2013). Paryawaran Shiksha Ke Ubharate Aayam. Sharda Pustak Bhawan: Allahabad.

Handwritten signature
आई.एस.ई.के.के. (विद्यार्थी/विद्यार्थिनी)
शॉर्टी टिप्पणी: स. वि. स. सं. सं. सं. सं. सं.

Educational Aspects of Geeta
(CODE: BED-230 VI)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Develop understanding about the Meaning & Nature of The Geeta Philosophy.
- Understand impact of the Geeta on Education.
- Understand Concept related to the Geeta Philosophy.
- Implement Social theories with special reference to the Geeta in education.
- Understand Contribution of the Geeta in the various fields of Education.

UNIT – I Introduction of the Geeta

- General assumption and Ideas.
- Need, Importance and concept of The Geeta Education.
- Different aspects of The Geeta Education.
- Educational aims and place of The Geeta.
- Life philosophy in The Geeta.
- Educational elements – Teacher, Student, Teaching Method, Curriculum.

Practicum/Field Work

- Conduct a drama to demonstrate life philosophy in The Geeta.
- By playing method show teacher student relationship according to The Geeta.
- Debate on “Need of The Geeta in school curriculum”.

UNIT – II Philosophical Aspects

- God, Human being, Nature, Universe.
- Human life and duties.
- Soul, Knowledge and Science.
- Religion, Morality and Nishkam karma (Service of Selflessness)

Practicum/Field Work

- Poster presentation competition on god, human being, nature and universe according to The Geeta darshan.
- Review of secondary level science curriculum with reference to knowledge and science according to The Geeta.
- Easy competition on Nishkam Karma (concept of The Geeta)

UNIT – III Social Aspects

- Man and its social nature.
- Social duty, understanding and coordination.
- Concept and Significance of Lok Sangrah (Public Collection)
- Importance of The Geeta in present social scenario.
- Social life skill and management

Practicum/Field Work

- Conduct an awareness programme in society with the help of students on social duties/social life skill then assess the impact of program and present the report in class.
- Discussion on concept of social life skill in The Geeta and other scripture.
- Conduct one week orientation program in school on. The Geeta Darshan and evaluate the effectiveness of the program through examination.

UNIT – IV Psychological Aspects

- Nature of Man- satvik, Rajashi & Tamasi.
- Nature, Types and forms of intelligence in The Geeta.
- Concept of mind in The Geeta.
- Guidance and motivation in The Geeta.

Practicum/Field Work

- Conduct a nukkar natak, to demonstrate satvik, rajsi & tamsi nature of man, to promote satvik nature. (Explain the type of intelligent people though a play/ drama based on the philosophy of The Geeta.)

Nashu
अभिज्ञता -
शिक्षा संकाय
आई.ए.एस.ई. (मानित) विश्वविद्यालय
श्री श्री विद्या प्रतिष्ठान, काशी

UNIT – V Multi-dimensional aspects and current significance of The Geeta

- Yoga and spiritualism.
- Religion, Religious – Secularism, Peace and Ahimsa.
- Universal values and decision making system (Conviction)
- Cosmic order and symbolism in The Geeta, expansion of all religions fellow feeling.
- Environmental Conservation.

Practicum/Field Work

- Practice surynamaskar with school students and explain them importance of the yoga.
- Plant at least one plant in school and motivate students to plant and care it throughout the year.
- Plan and organiz Visit a a goshalla with students and make them aware about cow products (such as milk urine, gobar etc.) The visit may be on *Gogahavmi*, on *Goverdhan* puja etc.
- Organize a Drama/ play on universal values as described in The Geeta Darshan.

Reference

- Radha Krishanan, S (2009). Bhagwat the Geeta. Hindi Pocket Books.
- Wood, Ernest (1954). Great system of Yoga. DB. Taraporevala Sons & Co.
- Sharma, Jawahar Lal (2003). Cultural Study of Shribhagawat. Rajasthan Hindi Granth Academy: Jaipur.
- Vyas, Girls (2001). The Geeta & Bible. Hansa Prakashan: Jaipur.
- Giri, Gagra Dev (2008). Coordination of Knowledge. Karma in Shri Bhagwat the Geeta. Jyoti Prakashan: Varansi.
- Easwaran, Eknath (1997). The Bhagavad Gita. Jaico Publishing House.
- गुप्ता, प्रशान्त (1997). श्रीमद्भगवदगीता. ड्रीमलैण्ड पब्लिकेशन: दिल्ली.
- बापू, श्रीचिन्मयानन्द (2016). श्रीमद्भागवत दर्शन. रीगी पब्लिकेशन: नई दिल्ली.

Handwritten signature: *Handwritten*
पुस्तक विभाग
आई.ए.एन.ई.ए.के. विश्वविद्यालय
गांधी विद्या भवन, नया दिल्ली

Gandhian Thoughts of Education
(CODE: BED-230 VII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- Meaning & Nature of Gandhian education.
- Educational theories with reference to Gandhian Philosophy.
- Contribution of Gandhi in the various fields of Education and Society.
- Various Social work of Gandhi to Society.
- To introduce the students the life sketch, personality and the educational thoughts of Gandhi.

UNIT – I Gandhian Education: Concept and assumption

- Meaning, Concept of Gandhian education.
- Life history of Mahatma Gandhi and experiments on education in India.
- Need and importance of educational aims and all round development of man.
- Relevance and Significance of Education in present social environment.
- Human values and different forms of Education.
- Various dimensions of education: - Teacher, Student, Teaching method and syllabus.
- Self – dependence and provision of Craft in Education.

Practicum/Field Work

- Organize a get together programme in backward area of society.
- Make any two handicraft items according to Gandhian vision.

UNIT – II Philosophical aspects of Gandhian Education

- Philosophical vision of Gandhian Education and education as a continuous process of life.
- Prayer meeting, free labour service, inspirational message, yoga and importance of Spiritual education.
- Concept of co-relation/integration in Education.
- Concept of Samvaya and Sarvodaya Darshan and Education.

Practicum/Field Work

- Analyse a prayer of any school and suggest activities according to Gandhian philosophy.
- Practise meditation and yoga for seven days and prepare a write up on entire activities.

UNIT – III Human Values and Gandhian Education

- Education of Religion and Culture according to Gandhi.
- Individual Social and Human Value.
- Gandhi and Social Welfare.
- Gandhian view of Service (Daridranarayan).

Practicum/Field Work

- Serve two critically ill people in hospital, then draft a report on your feeling and entire work.
- Analyse scientific basis of any two traditions of Indian society.

UNIT – IV Social and Political aspects of Gandhian Education

- Social perspectives of Gandhian Education, untouchability and rural education.
- Religion, Secularism and cultural aspect of education.
- Communal and social change through education.
- Democracy, Naturalism and Inter-natural fellow feeling.
- Concept of Socialism through Education.

Practicum/Field Work

- Determine the factors of purity in politics and discuss it with five families or in school. Present a report on entire work in class.
- Discussion on role of voting in democracy with ten families of backward and rural society in /choupal of village.

UNIT – V Different Aspects of Gandhian Education

- Process of Basic Education.
- Women Education, Handicap Education, Vernacular (Mother tongue), Literacy.
- Finix Ashram, Tolstoy farm, work of Sabarmati Ashram
- Trusteeship and Education.

Handwritten signature
अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानविक शिक्षण)
गांधी विद्या मंदिर, सदाशंकर

Practicum/Field Work

- Practise efficiency in any one productive work, under basic education.
- Make at least five students Literate and draft a report on entire activities using the knowledge of each student.
- Conduct *Sarva Dharma Prathana Sabha* in school for one week and report on changing attitude of students
- Write a detailed report on activities and your own attitude about Sarva Dharma prathana Sabha organized at Rammanch by GVM.

Reference

- Prasad, Upendra (2011). Gandhiwadi Samajwad. Naman Prakashan: New Delhi.
- Gupta, Viswa Prakash (2002). Mahatma Gandhi Personality & Thanking. Radha Publication: New Delhi.
- Saxena, R. Swaroop (2008). Philosophical & Sociological Principles of Education. R.Lal Book Depot: Meerut.
- पचौरी, डॉ. गिरीश (2007). उदीयमान भारतीय समाज में शिक्षक. लॉयक बुक डिपो: मेरठ.
- पाठक, पी.डी. (2009). भारतीय शिक्षा और उसकी समस्याएँ. विनोद पुस्तक मन्दिर: आगरा.
- पाठक, पी.डी. त्यागी जी.एस.डी (2008). शिक्षा के सामान्य सिद्धान्त. विनोद पुस्तक मन्दिर: आगरा.
- पचौरी, गिरीश (2003). शिक्षा के दार्शनिक आधार. आर.लाल. बुक डिपो: मेरठ.

Handwritten signature: *Handwritten*
Gandhi Education Society
Gandhi Education Society
Gandhi Education Society
Gandhi Education Society

Value Education
(CODES: BED-230-VIII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop insight of understanding of concept of Indian values according to time space and situation.
- To scientifically analyse values in Indian culture and tradition.
- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyse the ethical, artistic and pleasant values.
- To analyse absolute values in globalization and universalization.
- To develop the teaching learning method for adoption and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that makes them sensitive to promote certain educational values while marginalizing others.

UNIT – I Nature and sources of values

- Meaning, concept need and importance of values and ethics. Philosophical and sociological probing into morality and values.
- Nature and sources of values, biological, psychological, social, cultural, science of living and ecological determinants of values.
- Philosophical, psychological and sociological perspective of value education.

Practicum/Field Work

- Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
- Prepare a report on scientific Analysis of Traditional life style.

UNIT – II Classification of values

- Classification of values, eternal, material, social, environmental, psychological, economical, political, cultural, moral, and spiritual, science of living, status of values, How can these be realized through education
- Values of individual in traditional life style.
- Universal values, Identification and Analyse of emerging issues involving value conflicts.

Practicum/Field Work

- Identify values, which promote harmonious living in ancient social life, prepare/ a report and present it in the assembly to assimilate the values in the personality of students.
- Organise a Poster making competition in school based on the classification of values.

UNIT – III Development of values

- Development of values as a personal and life long process, teaching of values as an integral part of education, Development of values through science of living, design and develop of instructional material for nurturing values.
- Feelings of fear and trust and their influence in personal and social attitude, attitudes towards competition and co-operation, value orientation of education.

Practicum/Field Work

- Make content Analysis of existing secondary level any text book to identify the components of human values included in it.
- Conduct any one yogasna/Suryanamaskar in the school for one week with explanation of its impact on physio-psychology of human beings.
- Observe and analyse the impact of competition in personal and social life and prepare a report.

UNIT – IV Values in religious scriptures

- Bhagwadgita- Nishkam karma, swadharma, laksagrah & stithpragya.
- Bible – Concept of truth, compassion, forgiveness.
- Dhamnipada- Astangmarg, Aryastya & Madhyamarg

- Gurugranth Sahib- Concept of Kirath, Sunsat, Paugat & Jivanmukti
- Quarn – Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.

Practicum/Field Work

- Analyse morning assembly programme of a school from the point of view of sarv dharmprarthna and give suggestions.
- Organise a play or stage show on values in religious scriptures of various religions, in which students will demonstrate religiosity and common influencing factors of various religions.
- Make a critical analysis of any value according to any religious book.

UNIT – V Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Role of school every teacher as teacher of values, school curriculum as value laden.
- Moral Dilemma (Dharmsankat) and one's duty towards self and society

Practicum/Field Work

- Analyse a cocurricular activity of school from the point of view of values inculcation and give appropriate suggestions.
- Debate on causes of value crisis and their possible resolution.
- Identify analogical values in various religious scriptures, rganize any activities to nurture it in students, and then prepare a report to this effect.

Reference

- अवस्थी, शशि (1993). प्राचीन भारतीय समाज, हिन्दी माध्यम कार्यान्वयन निदेशालय. दिल्ली विश्वविद्यालय. दिल्ली.
- उर्वशी, सरंती (1979). नैतिक शिक्षा एवं बाल विकास, प्रभात प्रकाशन: चावडी बाजार. दिल्ली.
- गुप्त, नत्थूलाल (1989). मूल्यपरक शिक्षा पद्धति. जयकृष्ण अग्रवाल: महात्मा गांधी मार्ग. अजमेर.
- गोयनका, जयदयाल (1973). महत्वपूर्ण शिक्षा. गीताप्रेस: गोरखपुर.
- प्र.ग.सहस्र बुद्धे (1995). जीवन मूल्य. सुरुचि प्रकाशन: केशवकुंज. झण्डेवालान. नई दिल्ली.
- भारती, धर्मवीर (1972). मानव मूल्य और साहित्य. भारतीय ज्ञानपीठ, काशी.
- मानव सेवा संघ. (1981). मानवता के मूल सिद्धान्त. वृंदावन.
- मिश्र, विद्यानिवास (1988). अध्यापन भारतीय दृष्टि. एनसीटीई: नई दिल्ली.
- कुमार, विमल (1990). मूल्य मीमांसा. राजकमल प्रकाशन: दिल्ली.
- Acharya, Mahaprija (1999). Towards Inner Harmony. B. Jain Publishers: New Delhi.
- Dutt, N.K. and Ruhela, S.P. (1986). Human Values and Education. Sterling Publishers Pvt. Ltd.: New Delhi.
- Gandhi, K.L. (1993). Value Education. Gyan Publishing House: New Delhi.
- Gupt, Nathu Lal (2000). Value Education Theory and Practice. Jaikrishan Agarwal: Mahatma Gandhi Road. Ajmer.
- I.A. Lolla (1977). Value certification. An advanced Handbook for trainers and Teachers. Calif University Associate Press. Krischan Boum. Howard.

नत्थु
 लाल
 आई.ए.एल.ई. (नैतिक शिक्षा विभाग, दिल्ली)
 गांधी विद्या भवन, राजकोट

COURSE: EPC 3
Critical Understanding of ICT
(Internal Assessment)

Maximum: 50 Marks

Internal : 50 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To provide much hands-on- experience with familiarity with computers.
- To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activity - I

- Organize a workshop on information technology in 'construction of knowledge'.
- Construction of lesson plan by use of audio-visual media and computers.

Activity - II

- Deliver at least 10 lessons in school by audio-visual media and computers.
- Assess the impact and prepare a report on the entire work.

Activity - III

- Explain and give practical instruction on meaning, planning and organizing videoconferencing in education.
- Manage, organize and Conduct any five conferencing programme for school student by pupil teacher.

Activity - IV

- Practical knowledge of operating computers-on/off, word processing, use of power point, excel and Computer as a learning tool.
- Pupil teacher will make power point presentation on any 2 topics and present them before students.
- Use of available software or CDs with LCD projection for subject learning interactions.

Activity - V

- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India and downloading relevant material.
- Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

Note:- Pupil Teacher will draft a report on entire activities.

Navell
सविज्ञानं नृणां शिखा संजायते
आई.ए.एच.ई. (माहित विश्वविद्यालय)
गांधी विद्या भवन, सरदारपोखरा

Self-Development
Course-6
MED-160

Maximum Marks: 25

Internal: 25 Marks


Credit: 1

Learning Outcomes: After completion of the course, student-teachers will be able:

- To understand what you are and what you want to be?
- To make self-exploration and self-evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Course Content:

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, harmony: with/within I, body, other society, nature, existence
- Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.
- Prosperity- S2, D2 & S4 (Harmony: with body, in family, in society, in nature, in existence.)
- Human Values:
- Swatantrata
- Swarajya
- Moksha
- Idea of self: Self-concept and self-esteem
- Analysis of SWOT: Strength, Weakness, Opportunity and Threats
- Prayer & Meditation


 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानविक विज्ञान-नामिका)
 गांधी कला मंदिर, उज्जैन-481004

Physical and Health Education
Code- SC -330

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning Outcomes: After completion of the course the student-teachers will be able to:

- Conceptualize health & Physical education.
- Run/conduct health awareness programme.
- Adopt healthy habits and also develop among their students also.
- Organise various major & minor games.
- Implement yoga philosophy in own personal & professional life.
- Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.
- Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.
- Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.
- Understand the socio-psychological basis leading to a dynamic transformation of personality.
- Understand the scientific basis and therapeutic values of Yoga Theory

Unit –I- Health Education

- Meaning of Health
- Nature and scope of Health Education
- Concept of Health Education
- Need of Health Education programme
- School Health programme :Concept, need and Importance of health education programme in school

Practicum/field work

- Orientation programme in school among parents, teachers, students & eminent social workers on health education.
- Debate on-Govt health policy for schools & their implementation.

Unit- II- Health habits

- Health habits – Concept, need and strategy: Personal Cleanliness, Environmental Cleanliness, Food and Nutrition Balanced Diet.
- Components of Balanced Diet.
- Safety education- Concept, need and strategy
- Pollution –concept, types, measure for prevention.
- Communicable diseases – transmission, symptoms, prevention, control & First Aid.

Practicum/field work

- Play or drama on balanced diet & its importance/ or prepare a documentary film on balanced diet & its importance.
- Garden management in the institution Campus cleaning (clean and green)
- Organization of Health activities camp in school
Plan & establish a health club in school and sew activities like regular health checkup of student, distribution of vitamins & mineral supplements etc.
- The health club should be run or planned in collaboration with community members.

Unit –III- Physical Education

- Meaning, nature, scope, Definitions of Physical Education.
- Aims & objectives of physical education – need for physical educational programmes.
- Foundations of physical education – Biological –Philosophical – Sociological – Psychological.
- Modern concepts of physical education
- Major games – Kabaddi, Volley Ball, Khokho,
- Athletics – Origin and history of the games –Court marking – Rules & Regulations of each game.

Teacher education for peace & harmony**Credits: 4****Code- SC -340**

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

Learning Outcomes: After completion of the course the student-teachers will be able to:

- To appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.
- To develop skills among teacher trainees in human values, harmonious living with co-existence.
- To create awareness among student teachers for development of activities for peace and harmony education.
- To articulate and identify the activities & programmes for promoting peace and harmony.
- To understand Vedic Darshan of international work for promoting peace values.

Unit-I -

- Peace & harmony: - concept, need and importance in teacher education.
- Teacher as Peacemaker, characteristics of the teacher, peace related value attitude.
- Physical & intellectual need of human being and peace values according to Vedic darshan.

Practicum /Field work:

- Analysis of morning assembly programme of a school from the point of view of peace and harmony education.
- Debate on characteristics of teacher as peacemaker.

Unit-II-

- Concept of harmonious society, co-existence, universal aspiration of human being: advantage & disadvantage of science and technology in prosperity and peace & harmony.
- Universal human values, faith based religious system to logic based society.
- Human relationship in family and in community, classification of values.

Practicum /Field work:

- Workshop on Chetna Vikas Mulya Shiksha for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.

Unit-III-

- Peace related societal concerns (special reference to teachers and teacher education) democracy, secularism, social justice, social reforms, protection of environment and national integration, role of UNESCO inculcating peace and harmony.
- Meaning and strategy to learning to live together (by UNESCO)

Practicum /Field work


- Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.
- List out the resources for effective implementation of peace education programme.

Unit-IV-

- Global trends and new scenario of teacher education in context of peace and harmony.
- Humanization of teacher education : meaning concept, (strategy and process)
- Role of teacher in multicultural and multiethnic society.
- Ecology in education for peace: implication for teacher education.
- Bad habits: drug, abuses, theft, indiscipline.
- Pedagogy of peace: conflict resolution, brain storming.
- Problem solving model, activity performance.

Practicum /Field work

- Case study of a child suffering from bad habits.
- Observation of classroom situation and identification of factors promoting peace.


 अधिष्ठाता
 शिक्षा संकाय
 आई.ए.एस.ई. (मानित) विश्वविद्यालय
 गाँधी विद्या मंदिर, सरदारशाह

Reference

- Mishra, Lokanath, (2009). Encyclo paedia of Peace Education. A.P.H Publishing Corporation: New Delhi.
- Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary, (2010). Peace and human rights education, A.P.H Publishing Corporation: New Delhi.
- International Seminar (2012). Teacher Education for Peace and Harmony. IASE (Deemed to be University), University. Sardarshahar. Rajasthan
- Mishra, Dr. Loknath, (2009). Peace education frame work for teachers. A.P.H Publishing Corporation: New Delhi
- Bagchi, Jyoti Prakash and Vinod Teckchandani. (2005). Value Education. University book House (P) Ltd.: Jaipur
- Chitkara, M.G, (2009). Education and Human value. A.P.H Publishing Corporation: New Delhi
- शर्मा, गणपति राय एवं हरिश्चन्द्र व्यास,(2008). उदीयमान भारतीय समाज और शिक्षा: राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर-302004

Masth
अधिष्ठाता
शिक्षा संकाय
आई.ए.एस.ई. (मानित दिशा विभाग),
गॉंधी विद्या मंदिर, जयपुर

Examination of B.A. Part I

Content B.A. Environmental Studies (Compulsory Subject)

Max. Marks – 100

Min. Pass Marks – 36

Theory Paper – 80

Min. Pass Marks – 29

Internal Max. Marks – 20

Min. Pass Marks – 07

Duration : 3 hrs.

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 12 and 4 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

Object :

Learning outcome:-

After completion of the course, student will be able to:-

1. To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
2. To develop understanding about various ecosystems and biodiversity.
3. Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
4. Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
4. To analyze and understand environment concerns through the process of inquiry.
5. To develop a sense of awareness about the environment hazards and its causes and remedies.

UNIT I

Introduction and Environmental Studies-

- Environmental studies: Historical background, concept, Nature and scope of EVS.
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment,
- Disciplinary and Multidisciplinary approach of EVS
- Renewal and Non- Renewable Resources

UNIT II

Eco-systems-

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in ecosystem.
- Ecological Succession.
- Food Chain, Food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

UNIT III

Biodiversity, Its Conservation

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

Unit- IV

UNIT – II Environmental Issues:-

- Meaning, concept, process, effects and preventive action of Acid rain, Global warming and cooling.
- Natural & Manmade disasters.
- Meaning, concept, Effects and preventive action of
- Water pollution.
- Air Pollution.
- Noise Pollution.
- Land or Soil pollution.

UNIT – V

Unit – IV Environmental conservation & management:

- Meaning, concept and importance of environmental conservation & management.
- Role of women in conservation: Chipko movement, Khejri Movement.
- Consumerism and waste generation and its management.
- Agricultural / urban waste: their impact and management.

Reference:

- Kaushik, A. and Kaushik, C.P.(2004). Perspectives in Environmental studies. New Age International(P) Ltd. Publishers, New Delhi
- Goel, M.K. (2006). Paryavaran Adhyayan. Vinod Pustak Mandir, Agra.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A.(2008). Society and Environmental Ethics. Seema Press, Varanasi.
- Sharma, P.D.(2001). Ecology And Environment. Rajson Printers, New Delhi.
- Shukla, C.S.(2007). Paryavaran Shiksha. Alok Prakashan, Lucknow.
- Singh, S.K.(2006). Environmental Education. Sapna Ashok Prakashan. Varanasi.
- Singh, S.K.(2008) Environmental Education and Ethics. Amrit Prakashan. Varanasi.
- Singh, S.K.(2010). Fundamentals of Environmental Education. Sharda Pustak Bhawan. Allahabad.
- Srivastava, P. (2005) Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.
- NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi.
- Ram, P.S. and Singh, R.(2013). Paryavaran Shiksha Ke Uchharate Aayam. Sharda Pustak Bhawan, Allahabad