

**VALUE ADDED COURSE**

School of Education and Humanities Manav Rachna University

# MANAV RACHNA UNIVERSITY

## Vision

* **To educate students in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens**

## Mission

* **To impart outcome based holistic education**
* **To disseminate education in frontier areas**
* **To produce globally competitive, ethical and socially responsible human resources**
* **To produce human resources sensitive to issues of Environment and Sustainable Development**
* **To develop Environment and Sustainable development as a thrust area of research and development.**

## Quality Policy

* **To continuously learn from the best practices, study role models and develop transparent procedures for empowerment of stakeholders.**

## Strategic Objectives

* **To facilitate, enhance & promote innovation in curriculum design and delivery and have Outcome-oriented Learning Culture.**
* **To promote Research Environment and Management Practices.**
* **To enhance the quality of the student learning experience.**
* **To provide Resources and Infrastructure for Academic Excellence.**

# SCHOOL OF EDUCATION AND HUMANITIES

## Vision

* **To nurture professionals in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens.**

## Mission

* **To integrate contemporary pedagogies and skills in the teaching learning process.**
* **To formulate and transact research based teacher education curriculum.**
* **To create a culture of grooming reflective practitioners.**
* **To demonstrate inclusion in deeds and action.**

**Academic Year 2017-18**

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| **Course Title** | **Trends in Higher Education** |
| **Course Code** | **VAC-EDU001** |
| **Course Coordinator****/Instructor(s):** | **Dr. Kiran Gupta** |
| **Term Offered:** | **Odd Semester** |
| **Course Schedule:** | **30 hours (3 hours / week)** |
| **Course Objective** | To discover new approaches in higher education and prepare for new employment trends. |
| **Course Outcomes** | Students will have the ability to:* Design and construct a holistic curriculum.
* Develop integrated   programs for fulfilling global future development goals.
* Understand the impact of globalization and internationalization on education.
* Use pedagogical innovations in a global world.
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 **Topics to be Covered: -**

* New Trends and perspectives in curriculum design and in curriculum construction
* Holistic curriculum
* Diversified global education practices, and teacher-made curriculum
* Integrated programs for fulfilling global future development goals
* Impact of globalization and internationalization on education, especially higher education with respect to appraisal of schemes of government initiation such as RUSA, RMSA, student loans and fellowships.
* Web based learning, e-learning and pedagogical innovations in a global world.

**REFERENCE BOOKS**

1. Theodore S. Ransaw (2017), Richard Majors, Emerging Issues and Trends in Education (International Race and Education Series)
2. Aggarwal J.C. (2006), Essentials of Educational Technology-Teaching Learning Innovations.

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| **Course Title** | **Introduction to Research** |
| **Course Code** | **VAC-EDU002** |
| **Course Coordinator****/Instructor(s):** | **DR. RASHEE SINGH** |
| **Course Duration:** | **34 Hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To enable the learners to apply the knowledge of research methodology to systematically design and conduct research that addresses their specific research aims and objectives and also ensure valid and reliable results. |
| **Course Outcomes****(COs)** | Students will have the ability to:* Understand what research is and why we need to do it.
* Understand the concept of research and its purposes.
* Understand different methods of research.
* Understand how to read a research paper and how to write a research proposal.
 |

 **Topics to be Covered: -**

* Introduction to Research Methodology
* Types of Research Methods
* Components of Research
* Writing a research proposal
* Understanding Research Ethics

**REFERENCES**

1. Kaul, L. (n.d.). Methodology of Educational Research. Vikas Publishing House.
2. Kothari, C. R. (n.d.). Research Methodology: Methods and Techniques. New Age International (p) limited, Publishers.

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| **Course Title** | **Digital tools for teachers** |
| **Course Code** | **VAC-EDU003** |
| **Course Coordinator****/Instructor(s):** | **Dr. Kiran Gupta** |
| **Course Schedule:** | **32 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | Recognize, explain, and implement emerging technology in classroom settings. |
| **Course Outcomes****(COs)** | Students will have the ability to* To learn about online learning resources that are beneficial for them along with examples of how to use tools in the classroom for different subject areas.
* To give their personnel a general introduction to digital tools, students will be able to turnkey information.
* To understand how asynchronous and synchronous learning have differences.
 |

**Topics to be covered**

* Introduction to the course and digital classroom.
* Digital lessons and Digital assessment
* Basic Microsoft tools, and Digital games.
* Needs analysis and expression of expectations about the course
* The SAMR model
* Reflecting on the use and purpose of ICT in education
* Creating and editing videos
* Apps for creating digital lessons
* Formative and summative assessment (rubrics)
* Apps for assessment

**Reference Books:**

1. Digital Tools for Teaching: 30 E-tools for Collaborating, Creating, and Publishing Across the Curriculum; A Johnson, S. ISBN 9781934338841; https://books.google.co.in/books?id=JQ0NSE00T80CD 2013 Maupin House Pub.

1. Green, T.D. & Brown, A.H. (2017). [The Educators Guide to Developing New Media and Open Education Resources(link is external)](https://www.routledge.com/The-Educators-Guide-to-Producing-New-Media-and-Open-Educational-Resources/Green-Brown/p/book/9781138939585). London:  [Routledge](https://teachonline.ca/taxonomy/term/721).

**Academic Year 2018-19**

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| **Course Title** | **Digital tools for teachers** |
| **Course Code** | **VAC-EDU003** |
| **Course Coordinator****/Instructor(s):** | **Dr. Kiran Gupta** |
| **Course Schedule:** | **32 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | Recognize, explain, and implement emerging technology in classroom settings. |
| **Course Outcomes****(COs)** | Students will have the ability to:* To learn about online learning resources that are beneficial for them along with examples of how to use tools in the classroom for different subject areas.
* To give their personnel a general introduction to digital tools, students will be able to turnkey information.
* To understand how asynchronous and synchronous learning have differences.
 |

 **Topics to be covered**

* Introduction to the course and digital classroom.
* Digital lessons and Digital assessment
* Basic Microsoft tools, and Digital games.
* Needs analysis and expression of expectations about the course
* The SAMR model
* Reflecting on the use and purpose of ICT in education
* Creating and editing videos
* Apps for creating digital lessons
* Formative and summative assessment (rubrics)
* Apps for assessment

 **Reference Books:**

1. Digital Tools for Teaching: 30 E-tools for Collaborating, Creating, and Publishing Across the Curriculum; A Johnson, S. ISBN 9781934338841; https://books.google.co.in/books?id=JQ0NSE00T80CD 2013 Maupin House Pub
2. Green, T.D. & Brown, A.H. (2017). [The Educators Guide to Developing New Media and Open Education Resources(link is external)](https://www.routledge.com/The-Educators-Guide-to-Producing-New-Media-and-Open-Educational-Resources/Green-Brown/p/book/9781138939585). London:  [Routledge](https://teachonline.ca/taxonomy/term/721).

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| **Course Title** | **Art Integrated Education** |
| **Course Code** | **VAC-EDU006** |
| **Course Coordinator****/Instructor(s):** | **DR. RASHEE SINGH** |
| **Course Duration:** | **36 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To understand ‘Arts’ as a pedagogical tool and of its impact on the holistic learning and development of every child. |
| **Course Outcomes****(COs)** | Students will have the ability to:* Understand importance of ‘Arts’ as a pedagogical tool and of its impact on the

holistic learning and development of every child.* Develop skill of planning and organising age-appropriate art experiences to make learning of different subjects appealing.
* Describe Art as a pedagogical tool to make learning experiential and joyful in your subject
 |

**Topics to be Covered:-**

* Introduction to Art Integrated Learning (AIL)
* Methodology of Art Integrated Learning
* Objectives of Art Integrated Learning
* Need of Art Integration, Types of resources
* Role of Drama and Art in Education
* Integrating Art Education in School

**REFERENCES**

1. CBSE, (2019). Art Integration- Towards Experiential Learning. New Delhi: CBSE
2. NCERT, (2005). Position Paper, National Focus Group on Arts, Music, Dance and Theatre, National Council of Educational Research and Training, ISBN 81-7450-494-x. New Delhi: NCERT
3. Lynch, P. (2007). Making meaning in many ways: An explanatory look at integrating the arts with classroom curriculum. Art Education, 60(4), 33-38.

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| **Course Title** | **Globalization and Higher Education** |
| **Course Code** | **VAC-EDU005** |
| **Course Coordinator:** | **Dr. Kiran Gupta** |
| **Course Duration** | **30 Hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To develop an understanding of the globalized market and globalized skills. |
| **Course Outcomes** | Students will be able to:* Discuss the role played by the global economy in transforming education.
* Explain the role of higher education in the globalized world.
* Analyze the pressure on higher education systems in the developing   countries in terms of contents and processes.
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**Topics to be covered:**

* Understanding Globalization
* The Role of Universities
* The Shaping of Global  Education the Global Curriculum
* The Ranking of Institutions of  Higher Education
* E-learning
* Commercialisation of Education
* Global Cooperation and Competition
* Open Educational  Resources
* Global Competition in Education
* Privatization of Higher Education
* Impact of Privatization  on National Policies
* Quality Assurance Systems and Accreditation

     **Reference Books:**

     Handbook on Globalization and Higher Education," Books, Edward Elgar Publishing, number 13590.

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| **Course Title** | **Constructivism in online learning** |
| **Course Code** | **VAC-EDU004** |
| **Course Coordinator****/Instructor(s):** | **Dr. Rashee Singh** |
| **Course Duration:** | **34 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To enable the learners to analyse and propose the Community of Inquiry framework, a process model of online learning environment derived from collaborative constructivist view. |
| **Course Outcomes****(COs)** | Students will have the ability to;* Understand the concept of constructivism
* Differentiate between constructivist and traditional classroom
* Develop instructional strategies and techniques for social constructivism learning.
 |

**Topics to be Covered: -**

* An Introduction to Constructivism
* Constructivist vs. Traditional Teaching
* principles of constructivism
* Types of constructivism
* Constructivist approaches to teaching
* pedagogical objectives of constructivist classrooms.
* ICT and constructivism
* Integrating ICT in curriculum and pedagogy.

**REFERENCES**

1. Glaser Feld, E.von (1989). Constructivism in Education. In Husen, T. and Postlethwaite, N. (eds.) (1989) International Encyclopaedia of Education (Supplementary Vol.), Oxford: Pergamon.
2. Jonassen, D.H. (1991). Evaluating constructivist learning, Educational Technology, (49) 7.

 **Academic Year 2019-20**

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| **Course Title** | **Spiritual Education** |
| **Course Code** | **VAC-EDU009** |
| **Course Coordinator****/Instructor(s):** | **Dr. Savita Sharma** |
| **Course Duration:** | **35 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To familiarize learners with basics of Spiritual Education and Holistic learning |
| **Course Outcomes****(COs)** | Students will have the ability to:* Develop understanding of basic concepts of Spiritual Education
* Identify and implement appropriate strategies of implementing Holistic Education.
* Apply different strategies of Spiritual Education
 |

 **Topics to be covered: -**

* Holistic approach to Spiritual Education
* Levels of wholeness in Spiritual education
* Goals of Spiritual Education
* Features of Spiritual Education
* Principles of Spiritual Education,
* Values in Spiritual Education
* Spiritual approach to social-emotional learning
* Skill building though Spiritual Education

**REFERENCES**

1. Foster, Richard J (1998.). Celebration of Discipline: The Path to Spiritual Growth, Harper, San Francisco.
2. Jones, L. (2005). What does spirituality in education mean? Stumbling toward wholeness. Journal of College & Character, VI (7), 1-7.

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| **Course Title** |  **Shaping young adults through transition** |
| **Course Code** | **VAC-EDU008** |
| **Course Coordinator****/Instructor(s):** | **Dr. Ritu Sharma** |
| **Course Duration:** | **32 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To develop an understanding of different dimension and  stages of human development  |
| **Learning Outcomes****(COs)** | Students will have the ability to:* Describe human growth and development over the lifespan.
* Enables students to deal with issues in adolescence, a significant stage in human life.
* Develop an awareness into the midlife crisis and adjustment problems in middle age
 |

**Topics to be Covered:-**

* Concepts and Theories of Human Development
* Development periods in Human life span
* Domains of Human Growth and Development
* Role of Heredity and environment on development
* Growth and development during Adolescence: Physical, Cognitive, Social, Emotional
* Issues in Adolescence – Problems of Adjustment, Identity Crisis, Career choices, Teenage Pregnancies, Teenage Suicides and Depression
* Life Skills Education for Adolescents.

**REFERENCES**

1. Sigelman, Carol K. & Rider Elizabeth A. (2009). Lifespan Human Development. Wardworth, NY
2. Goldscheider, F. G. (1999). The Changing Transition to Adulthood: Leaving and Returning Home.SAGE Publications, Inc.

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| **Course Title** | **Mindfulness Integrated Education** |
| **Course Code** | **VAC-EDU007** |
| **Course Coordinator****/Instructor(s):** | **Dr. Savita Sharma** |
| **Objective** | Develop an understanding and Appreciation for the importance of Mindfulness in enhancing psychological well-being |
| **Course Outcomes****(COs)** | Students will be able to:* To acquire the basic understanding of the concept of Mindfulness.
* To acquire the basic understanding of the concept of Psychological Well- Being.
* To appreciate the importance of Mindfulness in enhancing psychological well- being.
* To learn mindfulness through various formal and informal practices.
 |

**Topics to be Covered**

* Basic Concept of Mindfulness
* Core Dimension of Mindfulness
* Necessity of Mindfulness in modern times
* Demystifying myths related to Mindfulness.
* Concept of Psychological Well-being, Dimensions of Psychological Well- Being
* How Psychological well-being is nurtured with Mindfulness.
* Introduction to formal and informal mindfulness-based practices
* Hands on Session on various mindfulness practices
* Practical Strategies to integrate mindfulness in daily life, Mindfulness as a way of life.

**REFERENCES**

1. Gandhi, M. (1953). Towards New Education. B. Kumarappa (Ed.). Navajivan Publishing House.
2. Low, J. (2016, April). Mindfulness in schools programme (.b) at YJC. Paper presented at the Mindfulness in Singapore -- A Research Symposium, Singapore.

**Academic Year 2020-21**

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| **Course Title** | **Education and Sustainable Development** |
| **Course Code** | **VAC-EDU010** |
| **Course Coordinator:** | **Dr. Ritu Sharma** |
| **Course Schedule:** | **30 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To ensure that learners acquire knowledge and skills needed to promote sustainable development |
| **Course Outcomes****(COs)** | Students will have the ability to:* Develop a sense of identity and belonging to their local, national, regional  and global community.
* Develop an understanding of their social responsibility as future professionals and    citizens.
* Develop the necessary competences (knowledge, skills, values, attitudes and   behaviour) that enable them to become sustainable citizens
 |

**Topics to be Covered:-**

* Introduction to UNESCO 17 Sustainable Development Goals (SDG)
* SD Goal-4- Quality Education for all
* Education for Sustainable Development (ESD)
* Relationship between ESD and the SDGs
* ESD for achieving SDG-4.4, 4.7
* Educational policy & curriculum
* Pedagogical approaches in ESD

**REFERENCES**

1. Kamal Nath. 1993. "Valuing the Environment", Address to the First Annual Conference on Environmentally Sustainable Development, Organized by the World Bank, September 30 to October 1, Washington D.C.
2. Kothari, Rajni. 1988. Rethinking Development: In Search of a Humane Alternative. Delhi: Ajanta Publications.

**Academic Year 21-22**

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| **Course Title** | **Education and Sustainable Development** |
| **Course Code** | **VAC-EDU010** |
| **Course Coordinator:** | **Dr. Ritu Sharma** |
| **Course Schedule:** | **30 hours** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To ensure that learners acquire knowledge and skills needed to promote sustainable development |
| **Course Outcomes****(COs)** | Students will have the ability to:* Develop a sense of identity and belonging to their local, national, regional  and global community.
* Develop an understanding of their social responsibility as future professionals and    citizens.
* Develop the necessary competences (knowledge, skills, values, attitudes and   behaviour) that enable them to become sustainable citizens
 |

**Topics to be Covered:-**

* Introduction to UNESCO 17 Sustainable Development Goals (SDG)
* SD Goal-4- Quality Education for all
* Education for Sustainable Development (ESD)
* Relationship between ESD and the SDGs
* ESD for achieving SDG-4.4, 4.7
* Educational policy & curriculum
* Pedagogical approaches in ESD

**REFERENCES**

1. Kamal Nath. 1993. "Valuing the Environment", Address to the First Annual Conference on Environmentally Sustainable Development, Organized by the World Bank, September 30 to October 1, Washington D.C.
2. Kothari, Rajni. 1988. Rethinking Development: In Search of a Humane Alternative. Delhi: Ajanta Publications.

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| **Course Title** | **Critical Skills for 21st Century Learners** |
| **Course Code** | **VAC-EDU102** |
| **Course Coordinator****/Instructor(s):** | **Dr. Savita Sharma** |
| **Term Offered:** | **Odd Semester** |
| **Course Schedule:** | **34 hours (3 Hours per week)** |
| **Objective** | To enable the learners to incorporate 21st century skills in various fields and adapt to new situations, improvise, and shift strategies to achieve a goal/outcome. |
| **Course Outcomes****(COs)** | Students will have the ability to:* Communicate effectively, work together, and get the best possible results from solving a problem.
* Use ICT tools and media resources in day-to-day life.
* Maintain Social Network and Productivity.
 |

**Topics to be covered:**

* Critical thinking
* Finding solutions to problems, Creativity
* Thinking outside the box
* Collaboration: Working with others
* Communication: Talking to others
* Useful ICT tools for online communication (MS teams, zoom, google meet).
* Developing synergism between e-tools and teaching learning process
* Productivity: Maintaining efficiency in an age of distractions.
* Social skills: Meeting and networking with others for mutual benefit.

**Reference Books**

Cedefop (2018). Insights into skill shortages and skill mismatch. Learning from Cedefop’s European skills and jobs survey. Luxembourg: Publications Office of the European Union.

Silva, E. (2008). *Measuring skills for the 21st century*. Washington, DC: Education Sector.

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| **Course Title** | **Psychological Well-Being** |
| **Course Code** | **VAC-EDU111** |
| **Course Coordinator****/Instructor(s):** | **Dr. Kiran Gupta** |
| **Term Offered:** | **Odd Semester** |
| **Course Schedule:** | **32 hours (3 hours / week)** |
| **Objective** | To develop a critical understanding of the psychological theory and research that underpin the study of mental health and well-being. |
| **Course Outcomes****(COs)** | Students will have the ability to:* Apply understanding of positive emotions in mental well-being.
* Cultivate a healthy emotional life.
* Demonstrate a buffer of positivity that boosts resilience in stressful situations.
* Demonstrate positivity,resonance and manage anxiety
 |

**Topics to be covered:**

* Positive Emotions: Tiny Engines of Positive Psychology
* Art of Happiness and Well Being
* The delicate act of pursuing happiness
* Self and related concepts
* Mindfulness, Spirituality and Mindset
* Resilience & Optimism
* Cognitive approaches to resilience
* Strategies to increase optimism & gratitude
* Positivity resonance, Love, Empathy and Altruism
* Managing anxiety & increasing positive emotions like forgiveness, humanity

**Reference Books**

Tang, Y. Y. (2009). Exploring the Brain, Optimizing Life. Beijing: Science Press.

Niedenthal, P. M. (2007). Embodying emotion.

Gross, J. J., and Munoz, R. F. (1995). Emotion regulation and mental health

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| **Course Title** | **Social Entrepreneurship and Skilling** |
| **Course Code** | **VAC-EDU202** |
| **Term Offered** | **Even Semester (2021-2022)** |
| **Course Coordinator** | **Ms. Kriti Dagar and Dr. Nibedita Hazarika** |
| **Course Schedule** | **30 hours** |
| **Course Objectives** | To Acquaint students to identify a social entrepreneurial identity for starting a business to solve a social or environmental issue. |
| **Course Outcomes** | Students will have the ability * To understand the concept of entrepreneurship using soft skills.

* To comprehend the idea of social entrepreneurship to resolve a social or environmental problem.

* To Familiarize students with social business management using “soft" skills such as social leadership.
 |

 **Topics to be covered:**

* Understanding Social Entrepreneurship
* Drivers of Change in Social Entrepreneurship
* Organizations as generators of social change
* Industrial Divide and Social Entrepreneurship
* Introduction to Social Skills and Communication
* Business models for social entrepreneurship
* Investigating how tailored business models can support social entrepreneurship.

 **Reference Books and Readings:**

Dees, J. Gregory (2001) [1998]. ["The Meaning of Social Entrepreneurship"](http://caseatduke.org/). The Power of Unreasonable People; Elkington, John, Hartigan, Pamela; Harvard Business Press, 2008.

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| **Course Title** | **Bioinformatics Tools** |
| **Course Code** | **VAC-EDU201** |
| **Course Coordinator****/Instructor(s):** | **Dr. Pooja Parmar** |
| **Term Offered:** | **Even Semester (2021-2022)** |
| **Course Schedule:** | **32 hours** |
| **Course Objectives** | * To enable the learners to use various biological databases.
* To enable the learners to use NCBI tools and next gen sequencing techniques.
 |
| **Course Outcomes****(COs)** | Students will have the ability to:* Understand the scope of bioinformatics.
* Analyze the data of nucleotides and proteins of unknown or known organisms.
* Understand Phylogenetic analysis and phylogenetic trees.
 |

 **Topics to be covered**

* Introduction to bioinformatics
* Biological Databases (Nucleotide, Protein)
* National Center for Biotechnology Information (NCBI)
* Tools and Databases of NCBI (BLAST, FASTA etc.)
* Primer Designing, Sequence Submission to NCBI
* CRISPR
* Next Gen Sequencing techniques (Nanopore, Roche 454)
* Sequence alignment
* CLUSTALW and  BLOSUM
* Phylogenetic analysis (MEGA)

 **Reference Books**

Jean-Michel Claverie & Cedric Notredame, Bioinformatics for Dummies, Wiley Publishing.

Smith, T. F. and Waterman, M. S. (1981). Identification of common molecular subsequences.

Smith, T. F. and Waterman, M. S. (1981). Identification of common molecular subsequences.

Smith, T. F. and Waterman, M. S. (1981). Identification of common molecular subsequences.

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| **Course Title** | **Vedic Mathematics** |
| **Course Code** | **VAC-EDU106** |
| **Course Coordinator** | **Ms. Ridhi Khanna/Dr. Babita Parashar** |
| **Term Offered** | **Even Semester (2021-2022)** |
| **Course Schedule** | **30 hours** |
| **Course Objective** | To enhance computational skills and understand the tips and tricks of mathematics problem-solving. |
| **Course Outcomes (COs)** | Students will have the ability to:* Enhance multiplication and division skills
* Improve clarity on mathematical concepts
* Develop analytical thinking through Vedic Mathematics.
 |

**Topics to be covered:**

* Ekadhikenpurven method (multiplication of two numbers of two digits)
* Eknunenpurven method (multiplication of two numbers of three digits)
* Urdhvatiragbhyam method (multiplication of two numbers of three digits)
* Nikhilam Navtashchramam Dashtaha (multiplication of two numbers of three digits)
* Nikhilam Navtashchramam Dashtaha (two digits divisor)
* Paravartya Yojyet method (three digits divisor)
* Ekadhikenpurven method (two digits divisor)
* Eknunenpurven method (two digits divisor)

**REFERENCE BOOKS**

* Vedic Mathematics Teacher's Manual - Elementary Level by K R Williams, ISBN 978-1-902517-16-2.
* Vertically and Crosswise: A. P. Nicholas, K. R. Williams and J Pickles
ISBN 978-1-902517-21-6.

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| **Course Title** | **International Laws** |
| **Course Code** | **VAC-EDU105** |
| **Term Offered** | **Even Semester** |
| **Course Coordinator** | **Mr. R K Sanayaima** |
| **Course Schedule** | **30 hours** |
| **Objectives** | To expose students to the broad concepts of International Law and its historical development. |
| **Learning Outcomes** | Students will have the ability to:* Enhance understanding of foundational concepts of international law.
* Familiarize themselves with various sources of International Law.
* Identify various dimensions of international law.
* Identify applicable rules and apply those rules in real world
 |

**Topics to be covered:**

* Basic concepts and historical evolution of the present system of international law
* Sources of International Law; Treaty
* International convention
* International custom
* General Principles of law recognised by civilised nations.
* International human rights Law
* International Environmental Law
* International Law of the Sea
* Non-Navigational Use of International Water course.

**Reference Books and Readings:**

Shearer I.A Stark’s (2007) International Law, Oxford University Press.

Majuwar Fatima (2016), Crisp Introduction to International Law, Eastern Book Company.

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| **Course Title** | **Isolation and Identification of Microbes** |
| **Course Code** | **VAC-EDU104** |
| **Course Coordinator****/Instructor(s):** | **Dr. Pooja Parmar** |
| **Term Offered:** | **Even Semester** |
| **Course Schedule:** | **30 hours** |
| **Course Objectives** | To develop the skill for performing isolation and identification of microbes present in the environment and determine bacterial growth curve. |
| **Course Outcomes****(COs)** | Students will have the ability to* Understand the microbial biodiversity.
* Analyse the significance of microorganisms
* Understand different measures of microbial control
 |

**Topics to be covered:**

* Dilution preparation.
* Isolation of microbes from garden soil.
* Isolation of microbes from sewage water.
* Isolation of rhizosphere bacteria from plant roots.
* Isolation of heavy metal (Zn, Pb) solubilizing bacteria.
* Isolation of fungus.
* Determination of bacterial growth curve.
* Role of temperature on the growth curve.
* Chemical methods of control: Antimicrobial drugs.
* Physical method of control: ultraviolet radiation.

**REFERENCE BOOKS**

* Cowan and Steel (1993): Manual of identification of medical bacteria Ed.  Cowan. Cambridge University Press.
* Nester, Anderson, Robbert and Pearsall (3rd Edition): Human perspective of microbiology; 113-124.

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| **Course Title/Code** | **Enhancing Linguistic Competencies – I (VAC EDU 103)** |
| **Course Type** | **Core** |
| **Course Nature** | **Value Added** |
| **Objectives** | * **Identify the components of Language systems**
* **Carry out Error Analysis in Early Linguistic Skills**
* **Develop educational/intervention plan for teaching phonics**
 |

**SECTION A**

**INTRODUCTION**

**Introduction to Phonology & Morphology**

**Phonic Awareness & Language of Sound**

**Phonics and Word Recognition Skill**

**Phoneme, Morpheme & Grapheme**

**Blending of Sounds**

**SECTION B**

**Teaching Phonics**

**Deficits in Components of Language, Error Analysis**

**Approaches to Language Acquisition**

**Phonics Approach – Synthetic, Analytic, Analogy, Embedded, Phonics through Spelling**

**Methods of teaching phonics**

 **Academic Year 2022-23**

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| **Course Title/Code** | **Introduction to Upanishads (VACEDU107)** |
| **Course Duration** | **30 Hours** |
| **Course** **Co-coordinator** | **Dr. Ritu Sharma** |
| **Course Objectives** | After going through the course : 1. The learner will learn about the structure of the basic texts called the Vedas
2. The learner will know the concept, meaning and importance of knowledge contained in the Upanishads
3. The learner will get to know the meaning of the knowledge contained in the Upanishads
4. The learner will critically analyze the information contained in the vedas and Upanishads.
5. The learner will appreciate the knowledge acquired through the course.
 |
| **Course Outcomes** | On the completion of the course:1. The learner will tell about the structure of the basic texts called the Vedas
2. The learner will explain the concept, meaning and importance of knowledge contained in the Upanishads
3. The learner will illustrate the meaning of the knowledge contained in the Upanishads
4. The learner will  express the information contained in the vedas and Upanishads.
5. The learner will apply and extend the knowledge acquired in new situations.
 |

**Course Content**

Unit 1 : Introduction to Vedas : Rig Veda, Sam Veda, Yajur Veda & Atharv Veda

Unit 2 : Introduction to Upanishads : meaning and importance

Unit 3 : Detailed study of 5 Upanishads

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| **Course Title** | **Positive Psychology** |
| **Course Code** | **VAC-EDU101** |
| **Course Coordinator****/Instructor(s):** | **Dr. Savita Sharma** |
| **Term Offered:** | **Odd Semester** |
| **Objective** | To enable the learners to incorporate knowledge of various concepts pertaining to positive psychology for their overall personal and professional well-being. |
| **Course Outcomes (COs)** | To enable the learners to1. Get insights into the fundamental concepts of Positive Psychology.
2. Develop one's understanding of positive aspects of human behaviour.
 |

**Topics to be covered:**

* Introduction to Psychology, Positive Psychology and Research Methods
* Character Strengths and Virtues
* Happiness & Well-Being
* Happiness & Well-Being, Positive Emotional States and Processes
* Hope, Optimism, Self and related concepts, and Resilience
* Flow, Mindfulness, and Spirituality
* Interpersonal Character Strengths
* Recent Trends and Directions in Positive Psychology

**Reference Books**

Lopez, Pedrotti, & Snyder: Positive Psychology - The Scientific and Practical Explorations of Human Strengths (2019) Compton, & Hoffman : Positive Psychology - The Science of Happiness and Flourishing (2019)

Snyder, Lopez, Edwards, & Marques (Eds.): Oxford Handbook of Positive Psychology (2017)

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| **Course Title/Code** | **Enhancing Linguistic Competencies – Grade 1 (VAC EDU 103)** |
| **Course Type** | **Core** |
| **Course Nature** | **Value Added** |
| **Objectives** | * **Identify the components of Language systems**
* **Carry out Error Analysis in Early Linguistic Skills**
* **Develop educational/intervention plan for teaching phonics**
 |

**SECTION A**

**INTRODUCTION**

**Introduction to Phonology & Morphology**

**Phonic Awareness & Language of Sound**

**Phonics and Word Recognition Skill**

**Phoneme, Morpheme & Grapheme**

**Blending of Sounds**

**SECTION B**

**Teaching Phonics**

**Deficits in Components of Language, Error Analysis**

**Approaches to Language Acquisition**

**Phonics Approach – Synthetic, Analytic, Analogy, Embedded, Phonics through Spelling**

**Methods of teaching phonics**

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| **Course Title/Code** | **Enhancing Linguistic Competencies – Grade 2 (VAC EDU 108 )** |
| **Course Type** | **Core** |
| **Course Nature** | **Value Added** |
| **Objectives** | * **Identify the components of Language systems**
* **Carry out Error Analysis in Early Linguistic Skills**
* **Develop educational/intervention plan for teaching phonics**
 |

**SECTION A**

**INTRODUCTION**

**Introduction to Syntax & Semantics**

**Vocabulary- Understanding words, building vocabulary**

**Fluency and Word automaticity**

**Deficit in Semantics and Syntax**

**SECTION B**

**TEACHING OF SYNTAX AND SEMANTICS**

**Strategies for developing vocabulary**

**Strategies for developing word automaticity**

**Strategies for developing teaching of spelling**

**Strategies for developing listening comprehension**

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| **Course Title/Code** | **Enhancing Linguistic Competencies – III** |
| **Course Type** | **Core** |
|  | **VACEDU109** |
| **Course Nature** | **Value Added** |
| **Objectives** | * **Identify the components of Language systems**
* **Carry out Error Analysis in Early Linguistic Skills**
* **Develop educational/intervention plan for teaching Semantics and Syntax**
 |

**SECTION A**

**INTRODUCTION**

**Introduction to Pragmatics**

**Oral Language**

**-Stages Of Oral Language Development**

**-Babbling**

**-Jargons**

**One word, Two Word, Three Word, Phrases, Sentences**

**Language Acquisition and Application**

**Deficits in Use of language in social context**

**SECTION B**

**Language Stimulation- Expansion of Parallel talk, self-talk**

**Building Speaking Vocabulary**

**Learning Language Pattern**

**Formulating Sentences**

**Practicing Oral Language Skills**

**Activities for improving the oral language of Adolescence**

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| Course Title/Code | APPLIED BEHAVIORAL ANALYSIS |
| Course Code | VAC-EDU209 |
| Course Developer | Dr. Bushra Sumaiya |
| Course Coordinator | Dr Arvinder Kaur |
| Course Duration | 30 Hours (2 Hrs Per week) |
| Term Offered | Even Semester |
| Course Objective | The course is designed to develop an understanding about Applied Behavioral Analysis. It is also formulated in a way that the learners will know the principals and assumptions of Applied Behavioral Analysis. The learners will also know the role of suitable strategies for managing challenging behavior. |

**Topics to be covered**

**Unit I**

Behavior- Definition and Features, Principles of Behavioral Approach, ABA - Concept and Definition

Assumptions of ABA - Classical and Operant Conditioning Behavior, Behavior Recording Assignments / Case study etc Selection of Behavioral Goals, Reinforcement

**Unit II**

Leadership role of teacher in promoting, positive behavior, Differential Reinforcements of Behavior, Extinction and Time Out, Response Cost and Overcorrection, Maintenance, Generalization and fading

Assignments /case study etc.

**Suggested Readings:**

Bailey, J., & Burch, M. (2011). Ethics for Behavior Analysts. Routledge, New York.

Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). Applied Behavior Analysis. Pearson Publications.

Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behavior

Kearney, A. J. (2007). Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia.

Lewis, P. (2006). Achieving Best Behavior for Children with Developmental Disabilities. Jessica Kingsley Publishers London.

Aune, B., Burt, B., & Gennaro, P. (2013). Behavior Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.

Moyes, R.A. (2002). Addressing the Challenging Behavior of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers London.

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| **Course Title** | **Mindfulness and Emotional Wellbeing** |
| **Course Code** | **VAC-EDU204** |
| **Course Coordinator****/Instructor(s):** | **Dr. Savita Sharma** |
| **Objective** | Develop an understanding and Appreciation for the importance of Mindfulness in enhancing Emotional Wellbeing |
| **Course Outcomes (COs)** | Students will be able to:* To acquire the basic understanding of the concept of Mindfulness.
* To acquire the basic understanding of the concept of Emotional Wellbeing.
* To appreciate the importance of Mindfulness in enhancing Emotional Wellbeing.
* To learn mindfulness through various formal and informal practices.
 |

**Topics to be Covered**

* Basic Concept of Mindfulness
* Core Dimension of Mindfulness
* Necessity of Mindfulness in modern times
* Demystifying myths related to Mindfulness.
* Concept of Psychological Well-being, Dimensions of Emotional Wellbeing
* How Psychological well-being is nurtured with Mindfulness.
* Introduction to formal and informal mindfulness-based practices
* Hands on Session on various mindfulness practices
* Practical Strategies to integrate mindfulness in daily life, Mindfulness as a way of life.

**REFERENCES**

1. Gandhi, M. (1953). Towards New Education. B. Kumarappa (Ed.). Navajivan Publishing House.
2. Low, J. (2016, April). Mindfulness in s A Research Symposium, Singapore

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| **Course Title/Code** | **Professional Ethics for Teachers** |
| **Course Code** | VAC- EDU 210 |
| **Course Cordinator** | Dr Arvinder Kaur |
| **Course Duration** | 30 Hours (2 Hrs Per week) |
| **Term Offered** | Even Semester |
| **Course Objective** | The main objective of the course to make the student-teacher aware about professional ethics of the teaching profession. The maintenance of ethical standards is the collective concern of the institute as well as all members of the profession |

The Course is divided into two sections:

**Unit 1- Understanding Teaching As A Profession**

* Teaching As a Profession,
* Evolving Roles of Teachers and Teacher Education,
* Challenges Faced By Teachers Today,
* Meaning and Importance of Professional Standards

**Unit 2- Professional Ethics for Teachers**

* Meaning of Ethics and Professional Ethics,
* Teacher Professional Standards- Core Values & Ethics, Professional Knowledge & Understanding, Professional Practice & Competence, Professional Development & Growth,
* National Professional Standards For Teachers (NPST)
* Relevance of NPST: NEP, 2020

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| **Course Title/Code** | **Traditional Knowledge through Indian Scriptures (VACEDU205)** |
| **Course Duration** | **30 Hours** |
| **Course** **Co-coordinator** | **Dr. Ritu Sharma** |
| **Course Objectives** | **-The learner will learn about the structure of the basic texts called the Vedas****-The learner will know the importance of each component of the Vedas****-The learner will get to know the structure of Katha Upanishad and its importance****-The learner will get to know the structure of Ishavasya Upanishad and its importance.****-The learner will appreciate the knowledge acquired through the****course.** |

### SECTION A

Introduction to Traditional knowledge, Parts of Vedas: Brahmana, Samhita, Aranyaka, Upanishad

### SECTION B

Introduction to Upanishads, Katha Upanishad: Structure, meaning and importance Ishavasya Upanishad: Structure meaning and importance

**References**

* **Aggarwal, J.C. (2002), Theory & Principles of Education (P.150-155) Vikas Pub. House**
* **Aggarwal, J.C. and S. Gupta (2006) Great philosophers and thinkers on Education(P. 30-50), Shipra Publication, New Delhi. 3)**
* **Aurobindo (2010) Essay son the Gita, Sri Aurobindo Ashram, Pondicherry, India**
* **Brubacher, J.S. (2007) Modern Philosophies of Education (P. 140-148), Surjeet Pub.**
* **Chauhan, C.P.S. (2004) Modern Indian Education (P. 78-85) Kaniska Pub.**
* **Dash, M. (2004) Education in India, (P. 112- 118) Atlantic Publications.**
* **Hiriyanna, M (1993) Outlines of Indian Philosophy, MLBD, New Delhi, India**
* **Radhakrishnan, S (2020). Indian Philosophy Vol 1, Oxford India Paperbacks**
* **Radhakrishnan, S (2020). Indian Philosophy Vol 2, Oxford India Paperbacks**
* **Radhakrishnan, S (2020).The Principal Upanishads, Harper Collins Publications, India**
* **Ravi, S.S. (2011) a comprehensive study of Education (P. 260-282), PHI Learning Pvt. Ltd., New Delhi**

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| **Course Title/Code** | **Enhancing Linguistic Competencies – II(VACEDU108)** |
| **Course Duration** | **30 Hours** |
| **Course Coordinator** | **Mr. Sharv Dutt Anand**  |
| **Course Objectives** | * **Identify the components of Language systems**
* **Carry out Error Analysis in Early Linguistic Skills**
* **Develop educational/intervention plan for teaching Semantics an Syntax**
 |

### SECTION A

**INTRODUCTION**

Introduction to Semantics & Syntax

Vocabulary- Understanding Words, Building Vocabulary Listening Comprehension, Critical listening, listening to stories Fluency and Word Automaticity

Deficits in Semantics and Syntax

### SECTION B

Strategies for Developing Vocabulary

Strategies for Developing Word Automaticity Strategies for Teaching of Spellings

Strategies for developing listening Comprehension Methods of teaching Semantics & Syntax

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| **Course Title/Code** | **Enhancing Linguistic Competencies – III****VACEDU109** |
| **Course Duration** | **30 Hours** |
| **Course Cordinator** | **Mr. Chndraprakash Singh**  |
| **Course Objectives** | * **Identify the components of Language systems**
* **Carry out Error Analysis in Early Linguistic Skills**
* **Develop educational/intervention plan for teaching Semantics an Syntax**
 |

### SECTION A

**INTRODUCTION**

Introduction to Pragmatics Oral Language

-Stages of Oral Language Development

-Babbling

-Jargons

One word, Two Word, Three Word, Phrases, Sentences Language Acquisition and Application

Deficits in Use of language in social context

### SECTION B

Language Stimulation- Expansion of Parallel talk, self-talk Building Speaking Vocabulary

Learning Language Pattern Formulating Sentences Practicing Oral Language Skills

Activities for improving the oral language of Adolescence

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| **Course Title** | **Mindfulness and Emotional Well Being (VACEDU204)** |
| **Course Duration:** | **34 Hours** |
| **Course Coordinator** | **Dr. Savita Sharma** |
| **Course Nature** | **Value Added** |
| **Course Objective** | **To enable the learners to apply the knowledge of Mindfulness in****enhancing one’s Emotional Well Being** |

### SECTION- A

Concept of Mindfulness, Core components of Mindfulness, Mindfulness Techniques, Applying Mindfulness in daily life, Mindfulness as an Attitude, Spirituality and Mindfulness

### SECTION – B

Concept of Emotional Well Being, Nature and Character of Emotional Well Being, Importance of Sound Emotional Well Being in life, Enhancing Emotional Well Being through various Mindfulness Techniques

### REFERENCES

* Davis, D., & Hayes, J. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. Psychotherapy, 48(2), 198–208. doi:10.1037/ a0022062
* Kabat-Zinn, J. (1991). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. New York: Delacorte
* Kabat-Zinn, J. (2005). Wherever you go, there you are: Mindfulness meditation in everyday life. New York, NY: Hyperion.
* Shapiro,S. L. & Carlson, L. E. (2009). The art and science of mindfulness: Integrating mindfulness into psychology and the helping professions. Washington, DC: APA

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| **Course Title/Code** | **Holistic Education in the Light of NEP 2020 (VACEDU203)** |
| **Course Duration** | **30 Hours** |
| **Course Coordinator** | **Dr. Kiran Gupta** |
| **Course Objectives** | * **To familiarize learners with basics of Holistic Education and Holistic learning**
* **To familiarize learners with the different strategies of Holistic Education**
* **To impart knowledge of integrating holistic education in curriculum.**
 |

**Section A**

Concept of Holistic Education, Goals of Holistic Education, Features of Holistic Education, Principles of Holistic Education,

**Section B**

Role of various Policies to develop Holistic Education with main focus on NEP-2020 guidelines regarding Holistic Education with regards to the learners, curriculum, Pedagogy, Inclusive Education and Skill building.

References:

NEP-2020

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| **Course Title** | **Translation & Literature (VACEDU206)** |
| **Course Duration:** | **30 Hours** |
| **Course Coordinator** | **Dr. Akhilesh Kumar** |
| **Course Objectives** | **To exposure learners about some basic concepts related to Translation****and its application in professional life** |

### SECTION- A:

Concept of Translation & its Relevance, Origin and Development of Translation in Global perspective, Basics of Translation and Translation Studies – An introduction, Correlation between Translation & literature, Origin and Development of Translation in Hindi and its Present Scenario. Importance of Translation in Professional life, Role of Translation for Career Development.

### SECTION – B:

Shatranj ke Khiladi (The Chess Players) by Munshi Premchand

### REFERENCES

* Landers, Clifford. Literary translation: A practical guide. Multilingual Matters, 2001.
* Boase-Beier, Jean. Translating the Poetry of the Holocaust: Translation, Style and the Reader, Bloomsbury Publishing Plc, 2015.
* Xu, Jun, and Lin Zhu. Dialogues on the Theory and Practice of Literary Translation. Routledge, 2020.
* Apter, Ronnie, and Herman Mark. Translating for Singing. The Theory, Art and Craft of Translating Lyrics, Bloomsbury Publishing Plc, 2015.

Premchand, Mushi. Shatranj ke Khiladi (The Chess Players). पेंगुइन बुक्स इंडिया. 2020·

**Academic Year 2023-24**

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| **Course Title/ Code** | **Social and Emotional Learning/VACEDU212** |
| **Course Coordinator****/Instructor(s):** | **Dr. Savita Sharma** |
| **Term Offered:** | **Odd Semester (2023-2024)** |
| **Course Schedule:** | **30 hours** |
| **Course Objectives** | The objective of the course is to develop social and emotional awareness in students and initiate them towards better personal and social well-being.  |
| **Course Outcomes****(COs)** | After completing the course, learners will be able toCO1: The Learning Outcomes of this course are as follows: CO2 Students will be able to become aware of oneself and the society. CO3 Develop empathy, compassion, connects with nature and evolve emotionally to create a more harmonious society. CO4 Cultivate sensitivity towards discriminatory practices and explore possible solutions.  |

**Course Contents:**

 **Section – A**

* Introduction to Social Emotional learning
* The Importance to Social and Emotional Learning in the Classroom
* Social and Emotional Learning Core Competencies
* Design for Social and Emotional Learning Standards

  **Section – B**

* 4C’s of Social Emotional Learning
* Identity, Self-Image, Status, Self-Worth
* A conceptual model of SEL in educational settings
* Social-Emotional Learning Theory

**Suggested Reading:**

1. Harvard University, EASEL LAB (2020) About Explore SEL. <http://exploresel.gse.harvard.edu/about/>
2. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). What is SEL?. Retrieved from: https://casel.org/what-is-sel/
3. Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. New York: Center for Benefit-Cost Studies in Education.
4. Durlak, J., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions
5. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). What is SEL?. Retrieved from: https://casel.org/what-is-sel/

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| **Course Title** | **Phonetics** |
| **Course Coordinator****/Instructor(s):** | **Mr. Sharv Dutt Anand** |
| **Term Offered:** | **Odd Semester (2023-2024)** |
| **Course Schedule:** | **32 hours** |
| **Course Objectives** | The students will be able to understand the English sound system and its application in their day-to-day life. |
| **Course Outcomes****(COs)** | Students will have the ability to:CO1: The learner will develop knowledge and awareness of English phonetics. CO2: The learner will be able to read and write phonemic transcriptions. CO3: The learner will be able to articulate the correct pronunciation with proper intonation.CO4: The learner will use R.P. in their day-to-day life. |

 **Course Contents:**

 **Section – A**

Importance of Speech Sounds, Organs of speech, Consonant sounds, Vowel sounds, IPA Symbols, Phonetic Transcription, Intonation, Weak Forms, and Sentence Stress.

**Section – B**

 Practice of speech sounds, Practice writing Transcription, JAM, Group Discussion, Extempore, Debate, Telephonic Conversation, and Mock Interviews.

**Suggested Text Book Reading:**

Bolinger Dwight (ed), 1972, Intonation, Harmondsworth: Penguin Books Ltd.

Catford J.C., 1988, A Practical Introduction to Phonetics, Oxford: Clarendon Press.

Davenport & Hannahs, 2005, Introducing Phonetics and Phonology, London: Hodder Arnold.

Fromkin Victoria et al (eds), 2000, Linguistics: An Introduction to Linguistics, Cambridge: Blackwell

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| **Course Title/ Code** | **Essentials of Life Skills****/ VACEDU211** |
| **Course Coordinator****/Instructor(s):** | **Dr Arvinder Kaur** |
| **Term Offered:** | **ODD Semester (2023-2024)** |
| **Course Schedule:** | **32 hours** |
| **Course Objectives** | To enable the learners to apply the various critical thinking skills in their learning process The objective of this course is to familiarize students with basic aspects of life skills and its conceptual treatment, theoretical perspectives and practical strategies of life skills education |
| **Course Outcomes****(COs)** | CO1: To explore the concept of life skills in day-to-day life.CO2: To develop interpersonal skills and adopt good leadership behavior for empowerment of self and others.CO3: To provide opportunity for realizing one’s potential through practical experience.CO4: Gain Self Competency and Confidence |

**Course Contents:**

 **Section – A**

* Concept of Life Skill,
* Scope and Role Main Components of Life Skills,
* Criteria for using Life Skills,
* Strategies of Life skills,
* Evolution and Development of the Concept of Life Skill Education

**Section – B**

* Methods and Strategies for nurturing Self-Awareness,
* Interpersonal Relationship: Definition, Factors Affecting Relationships
* Thinking Skills: Critical Thinking: Analytical Thinking, Strategies to enhance Critical Thinking
* Problem Solving: Definition, Steps in Problem Solving
* Decision Making: Definition, Informed Decision Making, Consequences of Decision Making

**Suggested Reading:**

1.Stella Cottrell, (2008), The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York

2. UNESCO and Indian National Commission for Co-operation with UNESCO(2001): Life Skills in Non-formal Education: A Review

3. Wallace R. Masters, (2001) Personal Development for Life and Work: UK, South Western.

4.YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

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| **Course Title/ Code** | **Environment and Sustainability / VACEDU215** |
| **Course Coordinator****/Instructor(s):** | **Dr. Pooja Parmar** |
| **Term Offered:** | **ODD Semester (2023-2024)** |
| **Course Schedule:** | **30 hours** |
| **Course Objectives** | -To develop sense of awareness about the environmental pollution, and possible hazards and its causes and advance remedial technologies. -To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.  -To enable the students to understand about sustainable environment, development goals, status and problems in achieving the goals, methods to rectify the hurdles in attaining. |
| **Course Outcomes****(COs)** | CO1: The learner will become aware about environmental pollution and status in India through national repositories and methods adopted to reduce the same.CO2: The learner will be made aware of the latest projects run by government for conservation of environment and reclamation of natural resources.CO3: The learner will increase knowledge about importance of sustainable development, global and national status. |

**Couse Content**

Section A

Definition, scope and importance of environment, Pollution (air, water, soil, noise) and its status in different cities of India (CPCB and other websites), Government cleanup projects and their analysis (Namami Gange etc.), Biodiversity and its conservation

Section B

Sustainability- concept, needs and challenges-economic, social and aspects of
sustainability-from unsustainability to sustainability- Sustainable Development Goals-targets, indicators, SDG attainment status and report India and world, Concept of Carbon Credit, Carbon Footprint.

Activities

* Plantation Drive
* Study of model projects for reclamation of natural resources worldwide.

References

[Environmental Science, 8ed, ISV](https://www.amazon.in/sspa/click?ie=UTF8&spc=MTo0NzU2OTU4NzE4MzA4NTY5OjE2ODQ5ODYwNDU6c3BfYXRmOjIwMDI0MTIzMzQ1OTA2OjowOjo&url=%2FEnvironmental-Science-ISV-Botkin%2Fdp%2F8126534141%2Fref%3Dsr_1_1_sspa%3Fkeywords%3Denvironmental%2Bscience%26qid%3D1684986045%26sprefix%3Denvironmental%2Bscie%252Caps%252C254%26sr%3D8-1-spons%26sp_csd%3Dd2lkZ2V0TmFtZT1zcF9hdGY%26psc%3D1) by Botkin and Keller, ‎ Wiley

Central pollution control board, <https://cpcb.nic.in/>

Environment and Sustainability, Peter Lang AG, United Kingdom

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| **Course Title/ Code** | **Global Citizenship Education / VACEDU213** |
| **Course Coordinator****/Instructor(s):** | **Dr. Ritu Sharma** |
| **Term Offered:** | **ODD Semester (2023-2024)** |
| **Course Schedule:** | **30 hours** |
| **Course Objectives** | The prime objective of the course is helping learners become responsible and active global citizens, nurturing respect for all and building a sense of belonging to a common humanity.  |
| **Course Outcomes****(COs)** | CO1: The learner will be equipped with a deep knowledge of global issues and universal values        such as justice, equality, dignity and respect.CO2: The learner will develop a comprehensive knowledge and coherent understanding of the different learning areas/ themes related to GCED, their linkages with different global issues, and current and emerging developments associated with the chosen themes of learning.CO3: The learner will demonstrate skills in areas related to the chosen learning themes relating to GCED in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to one’s chosen themes of learning.CO4: The learner will develop capacity to extrapolate from what one has learned, and apply acquired competencies in new/unfamiliar contexts, to generate solutions to specific problems/issues relating to GCED |

**Couse Content**

**Section A**

* The concept of Citizenship and Citizenship Education
* Concept of Global Citizenship and Global Citizenship education and attributes of a global citizen
* Aims of Global Citizenship Education
* Need and Importance of global citizenship education

**Section B**

* Dimensions and scope of Global citizenship education
* Approaches to inculcate global citizenship education
* Global citizenship education: issues and challenges

**Suggested Text Book Readings**:

Ashok Acharya, (2022), Citizenship in a Globalizing World, 2nd edition: Pearson Education

Hancock, Robin Elizabeth, (2022), Global Citizenship Education for Young Children,1st Edition: Taylor and Francis Ltd.

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| --- | --- |
| **Course Title/ Code** | **Comparative Educations/ VACEDU221** |
| **Course Coordinator****/Instructor(s):** | **Dr. Kiran Gupta** |
| **Term Offered:** | **Even Semester (2023-34)** |
| **Course Schedule:** | **32 hours** |
| **Course Objectives** | To enable the students to:* Describe the factors that influence the Education System.
* Spell the Salient features of Education system of U.S.A., U.K. Finland & India
* Infer the Concept of of elementary education in U.K.,U.S.A.,Finland and India
* Illustrate the Vocalization of Secondary Education in U.K., U.S.A.,Finland &India
 |
| **Course Outcomes****(COs)** | Students will have the ability to:* After undergoing and understanding the course content of this paper:
* the students will Comprehend and analyse Comparative Education at the global level.
 |

**Course Content:**

**Unit 1:** **Basics of Comparative Education**

Concept and aims of comparative Education

Need and scope of Comparative Education

Factors influencing Education System

### Unit II

### Comparative Study of Different Types of Education

Pre-Primary Education in U.S.A., U.K,Finland &India (Aims, Content, Methods of Instruction and Evaluation system)

Primary Education in U.S.A., U.K.,Finland & India (Aims, Content, Methods of Instruction and Evaluation system)

Secondary Education in U.K., U.S.A. ,Finland &India (Aims, Content, Methods of Instruction and Evaluation system)

Vocalization of Secondary Education in U.K., U.S.A. ,Finland &India (Aims, Content, Methods of Instruction and Evaluation system)

**Reference Books**

Barricade, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH PublishingCo.

Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace &Company.

Dent, H.C. (1981). Educational system of England. London: George Allen andUnwon.

Denis, L. (1986). School curriculum planning. London: Hodder adStoughton.

Hans, N. (1961). Comparative education. London: Routledgeand Kegan Paul.

Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities,IGNOU.

Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.

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| **Course Title/ Code** | **Critical Thinking Skills/ VACEDU217** |
| **Course Coordinator****/Instructor(s):** | **Mr. Sharv Dutt Anand** |
| **Term Offered:** | **Even Semester (2023-2024)** |
| **Course Schedule:** | **32 hours** |
| **Course Objectives** | * To enable the learners to realize the importance of critical thinking.
* To enable the learners to apply the various critical thinking skills in their learning process.
 |
| **Course Outcomes****(COs)** | Students will have the ability to:* Understand the meaning of skills.
* Conceptualize critical thinking skills
* Apply various critical thinking skills in their life.
 |

**Unit 1:**

Introduction to the concept of critical thinking skills.

Importance of critical thinking skills.

**Unit 2:**

Types of critical thinking skills.

Various models of critical thinking skills.

**Unit 3:**

Practical application of various critical thinking skills.

**Reference Books**

* [Critical Thinking: A Beginner’s Guide to Critical Thinking, Better Decision Making, and Problem Solving – Jennifer Wilson](https://www.amazon.com/dp/1542966140?tag=upjourney-20).
* [Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills – Michael Kallet](https://www.amazon.com/dp/1118729838?tag=upjourney-20).
* [The Organized Mind: Thinking Straight in the Age of Information Overload – Daniel J. Levitin](https://www.amazon.com/dp/0147516315?tag=upjourney-20).
* Frameworks for Thinking: A Handbook for Teaching and Learning David Moseley, Vivienne Baumfield, Julian Elliott, Maggie Gregson, Steven Higgins, Jennifer Miller and Douglas Newton.
* Fahim, Mansoor & Eslamdoost, Samaneh. (2014). Critical Thinking: Frameworks and Models for Teaching. English Language Teaching. 7. 10.5539/elt.v7n7p141.

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| **Course Title** | **Basics of Bioinformatics** |
| **Course Code** | **VACEDU222** |
| **Course Coordinator****/Instructor(s):** | **Dr. Pooja Parmar** |
| **Term Offered:** | **Even Semester (2023-2024)** |
| **Course Schedule:** | **30 hours** |
| **Course Objectives** | * To enable the learners to apply bioinformatics tools
* To enable learners to analyze data and apply the informatics tools
* To enable learners to understand phylogenetic relationship and importance
 |
| **Course Outcomes****(COs)** | Students will have the ability to:* Understand the scope of bioinformatics.
* Analyse the data of nucleotides and proteins of unknown or known organisms.
* Understand Phylogenetic analysis and phylogenetic trees.
 |

**Topics to be covered**

* Bioinformatics applications
* Expression analysis, Biological Databases (Nucleotide, Protein)
* Next Gen Sequencing techniques (Nanopore, Roche 454)
* PFam
* CRISPR CAS
* Sequence alignment
* CLUSTALW and BLOSUM
* Phylogenetic analysis (MEGA)

**Reference Books**

Jean-Michel Claverie & Cedric Notredame, Bioinformatics for Dummies, Wiley Publishing.

Smith, T. F. and Waterman, M. S. (1981). Identification of common molecular subsequences.

Smith, T. F. and Waterman, M. S. (1981). Identification of common molecular subsequences.

Smith, T. F. and Waterman, M. S. (1981). Identification of common molecular subsequences.

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| **Course Title/ Course Code** | **Development of Subject specific Open Educational Resources/ (VACEDU219)** |
| **Course Coordinator****/Instructor(s):** | **Mr. Chandra Prakash Singh** |
| **Term Offered:** | **Even Semester (2023-2024)** |
| **Course Schedule:** | **32 hours** |
| **Course Objectives** | * To enable the learners to realize the significance of critical thinking.
* To enable the learners to develop subject specific Open educational resources.
 |
| **Course Outcomes****(COs)** | Students will have the ability to:* Understand the meaning of Open Education Resources.
* Develop open education resources specific to the respective pedagogy
 |

**Unit 1:**

Introduction to the concept of open educational resources

Open Education Resources Initiatives in India

**Unit 2:**

Types of OER

Introduction to the basic technicalities of OER

**Unit 3:**

Development of a Subject specific Open Education Resources.

**References**

References: Atkins, D, E.; Brown, J, S. and Hammond, A, L. (2007), A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges and

New Opportunities, http://tinyurl.com/2swqsg Downes, S. (2006) Models for Sustainable Open Educational Resources, National Research Council Canada, [www.oecd.org/document/32/0,2340,en\_2649\_33723\_36224352\_1\_1\_1\_1,00.html](http://www.oecd.org/document/32/0%2C2340%2Cen_2649_33723_36224352_1_1_1_1%2C00.html).

 Geser, G (2007), Open Educational Practices and Resources - OLCOS Roadmap 2012, http://www.olcos.org/cms/upload/docs/olcos\_roadmap.pdf MIT

Open Courseware (2006), 2005 Program Evaluation Findings Report, http://ocw.mit.edu/ans7870/global/05\_Prog\_Eval\_Report\_Final.pdf OECD (2007)

Giving Knowledge for Free: the Emergence of Open Educational Resources, http://tinyurl.com/62hjx6. UNESCO (2005), Open Content for Higher Education

<http://www.unesco.org/iiep/virtualuniversity/media/forum/oer_forum_session_2_note.pdf>

Wiley, D. (2006a) The Current State of Open Educational Resources,

www.oecd.org/document/32/0,2340,en\_2649\_33723\_36224352\_1\_1\_1\_1,00.html. Wiley, D. (2006b) On the Sustainability of Open Educational Resource Initiatives in Higher Education, www.oecd.org/edu/oer

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| **Course Title** | **Sports Integrated Education** |
| **Course Coordinator****/Instructor(s):** | **Dr. Savita Sharma** |
| **Term Offered:** | **Even Semester (2023-2024)** |
| **Course Schedule:** | **32 hours** |
| **Course Objectives** | 1. To enable the learners to realize the importance of sports integrated education.
2. To enable the learners to apply various strategies to for integrating sport in teaching of different school subjects.
 |
| **Course Outcomes****(COs)** | After completing the course, learners will be able to1. Develop the basic understanding of the pedagogical practices for sports-integrated learning across various subjects to achieve the goal of holistic development.2. Cultivate essential skills and competencies like collaboration, self-discipline, critical thinking as part of holistic development of learners by way of sports integration.3. Adopt Sports integrated education to promote experiential, engaging and effective learning in the classroom |

**Syllabus**

Unit 1- Introduction

Basic concept of sports integrated education, sports Integration as part of holistic and interdisciplinary education, National Education Policy 2020 and key recommendations in the area of sports integration.

Unit 2 - Practical Strategies for Sports integration

Application of sports integrated education in teaching learning process, preparation of lesson plan across various Pedagogical areas, role of teacher and overall organizational culture in effective sports integration

**References**

* Li B. Reconsideration of the integration of sports and education in the new era [J]. Physical Education Research, 2020 (5): 31-40.
* Wang D F. The goal of the integration of sports and education in the new era and the reform direction of school physical education [J]. Journal of Shanghai Sport University, 2020 (10): 1-4.
* Bailey, R. (2006). ‘Physical Education and Sport in Schools: A review of benefits and outcomes’. Journal of School Health, Vol. 76, No. 8.
* UNESCO (2012). EFA Global Monitoring Report – Youth and Skills: Putting education to work. Paris: UNESCO.