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Principal (B. Ed. Division)

Name

Email

Contact No.

Prof. Abha Sharma

sharmaabha123[at]gmail[dot]com

011-24336818

B.Ed Division Faculty Information

DATE OF
JOINING

CATEGORY

DESIGNATION

EDUCATIONAL QUALIFICATION

Exam passed

Board/ University

%

4/3/2022

General

Principal,
Professor

B. Sc. Biology

Vikram University,
Ujjain

61.20%

B.Ed

Devi Ahilya
University

92.10%

M.Ed.

Devi Ahilya
University

90.92%

M Sc (Organic
Chemistry)Devi Ahilya
University

73.30%

NET

UGC

N.



Dr. Gaurav Sharma

10/12/2020 GENERAL

Assistant
Professor

Ph.D. in
Education

Devi Ahilya
University

NA

B.SC. GEN GR
A

UNIVERSITY OF
DELHI

71

B.Ed

UNIVERSITY OF
DELHI

69.7

M.A.

CCS UNIVERSITY

62

M.Ed.

UNIVERSITY OF
DELHI

70

NET

UGC

NA

Ph.D. in
Education

JAMIA MILLIA
ISLAMIA

NA

Dr. Tapsa Arora

10/12/2020 GENERAL

Assistant
Professor

B.SC.GENERAL
GROUP A

DELHI UNIV.

6

B.Ed

MDU

64

M.A. ENGLISH

B.R.AMBEDKAR
UNIVERSITY

56

M.Ed.

CIE DELHI
UNIVERSITY

69

NET

UGC

NA

Ph.D. in
Education

JAMIA MILLIA
ISLAMIA

NA

Dr. Nasruddin

11/12/2020 OBC

Assistant
Professor

B.A. (Hons.)
Pol. Science

University of Delhi

45

B.Ed

IGNOU

64.54

M.Ed.

University of Delhi

62 ↑

Dr. Sanjay Kumar

12/13/2011

GENERAL

Assistant
professor

Mr. Sanjay Ahirwar

4/1/2016

SC

Assistant
Professor

M.A. HISTORY	CCS UNIVERSITY MEERUT	57.7
NET	UGC	NA
Ph.D. in Education	University of Delhi	NA
B.Sc.	MDU ROHTAK	53.51
B.Ed	MDU ROHTAK	54.73
M.Ed.	JMI DELHI	63.5
M.SC. APPLIED PSYCHOLOGY	ANNAMALAI TAMIL NADU	59
NET	UGC	NA
PhD in Education	JMI DELHI	NA
B.A.	Allahabad University, Uttar Pradesh	52.89
B.Ed	Bundelkhand University Jhansi (Uttar Pradesh)	62.5
M.Ed.	Bundelkhand University Jhansi (Uttar Pradesh)	64.86
M.A. (Hindi)	IGNOU, Delhi	61
NET Education & Hindi	UGC	NA
PhD in Education	Jiwaji University, Gwalior (M.P.)	NA



11/14/2013

General

Assistant
Professor

B.Sc.	CCSU, Meerut	62.3
B.Ed	MDU, Rohtak	69
M.Ed.	MDU, Rohtak	69
M.Sc.	CCSU, Meerut	73.3
NET	UGC	NA

PhD in
education Jamia milia
islamia NA

Mr. Raman

1/22/2013

General

Assistant
Professor

<u>B.Com</u>	Panjab University	54
B.Ed	IGNOU	71
M.A. (Education)	IGNOU	67
M.Com.	Himachal Pradesh University	58
NET in Commerce & Education	UGC	NA

Dr. Apsara Ansari

10/20/2017

OBC

Assistant
professor

BSc Life Sciences	University of Delhi	54.8
B.Ed	Jamia Millia Islamia	66.14
M.Ed.	Jamia Millia Islamia	72.8
MSc Biotechnology	SHOBHIT UNIVERSITY	57.57
NET	UGC	NA



Dr. Seema Yadav

2/8/2010

OBC

Assistant
Professor

PhD in
education

AL FALAH
UNIVERSITY

NA

B. A

University of
Allahabad

55

B.Ed

Lucknow
University

61%-
Theory,
75% -
Practice
of
Teaching

M.Ed.

Lucknow
University

66

M.A

University of
Allahabad

59

NET

UGC

NA

Ph.D. in
Education

Dr. Ram Manohar
Lohia Avadh
University
Faizabad,UP

NA

Dr. Ritisha Bhatia

2/8/2010

General

Senior
Lecturer

B.El.Ed

Delhi University

58%

M.Ed.

Jamia Millia
Islamia

60%

MA (Eng)

IGNOU

53%

NET

UGC

NA

Ph.D in
Education

GGSIIP University

NA

Dr. Sapna Yadav

2/8/2010

General

Assistant
Professor

B.Tech

IETE

70%

B.Ed

Guru Gobind Singh
Indraprastha
University

89.5%



Dr. Bibo Singh Rawat

11/12/2020

GENERAL

Assistant
Professor (C
& P of
Physics)

M.A.
(Education)

Sarn Higginbottom
Institute of
Agriculture,
Technology &
Sciences 80%

Diploma in
Computer
Application

Kalinga University 67%

Ph.D in
Education

SHRI
VENKATESHWARA
UNIVERSITY NA

B. Sc.

MDU ROHTAK 56.63

B.Ed

MDU ROHTAK 59

M.Ed.

MDU ROHTAK 65.17

M. Sc.

MDU ROHTAK 61.9

NET

UGC NA

Docto of
Philosophy in
Physics

MDU ROHTAK NA

Dr. Bindu Saxena

5

12/12/2012

General

Assistant
Professor

B.Sc.

Dr. B. R. Ambedkar
University, Agra 70.9

B.Ed

Dr. B. R. Ambedkar
University, Agra 72.6

M.Ed.

Dr. B. R. Ambedkar
University, Agra 69.7

M.Sc. Zoology
(Spec-
Environmental
Biology)

Dr. B. R. Ambedkar
University, Agra 74.1

NET

UGC NA



Dr. Manisha Teneja
4/1/2016 General Assistant
Professor

Ph.D. in Education	Dr. B. R. Ambedkar University, Agra	NA
B.A. (Hons) Sanskrit	University of Delhi	55.87
B.Ed	Rashtriya Sanskrit Sansthan (now Central Sanskrit University)	69.8
M.Ed.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (now Shri Lal Bahadur Shastri National Sanskrit University)	65.8
Acharya	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (now Shri Lal Bahadur Shastri National Sanskrit University)	78.4
NET	UGC	NA
Vidyavaridhi	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (now Shri Lal Bahadur Shastri National Sanskrit University)	NA
B.Sc.	CCSU, MEERUT	61
B.Ed	CCSU, MEERUT	64

Mr. Armit Kumar
11/8/2010 OBC Asst.Prof.



M.A. (Education)	CCSU, MEERUT	60
M.Sc.	CCSU, MEERUT	55
NET	UGC	

S. No.	Name
1	Ms. Ruby Sand, BRP
2	Sh. Jitender, BRP
3	Ms. Harpreet Kaur, BRP

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INDIAN COUNCIL OF SOCIAL SCIENCES
(RESEARCH PROJECT DIVISION)

File No.46/2024-25/ICSSR/RP/MN/GEN

Dated: 07.03.2025

Subject: Provisional Award Letter for ICSSR Minor Research Project (2024-25)

Dear Dr. Abha Sharma,

With reference to your application, the selection is made on the basis of recommendations of the Expert Committee with following details:

Approved Title by the Expert Committee	Study of the Challenges of Teaching Learning Practices of Language in the Foundational Years under NEP 2020 in Delhi Government Schools
Budget Approved	Rs.1000000/- (Ten lakh Rupees Only)
Approved Duration of the Project (Months)	12 Months
First Instalment (50% of the awarded grant)	Rs.500000/- (Five lakh Rupees Only)

Please note that this proposal is approved provisionally by the Competent Authority on the recommendations of the Expert Committee. Upon receipt, verification and acceptance of the below mentioned original documents, ICSSR will issue a final award letter and sanction order along with detailed budget containing breakup of expenditure:

1.	Duly notarized undertaking by the Project Coordinator on non-judicial stamp paper of Rs.100/-
2.	Duly notarized declaration by the project Coordinator on non-judicial stamp paper of Rs.100/-
3.	Original forwarding Letter duly signed/ stamped by statutory authority of the institute
4.	Grant-in-aid bill (Pre-receipt) duly filled in for the first instalment
5.	Letter/ certificate regarding 12 B/2F status of the affiliating Institute and a proof of institution's eligibility to receive the public grant (If applicable as per the guidelines of ICSSR Research Projects)
6.	Duly filled PFMS form
7.	Self-attested Photocopy of Ph.D. Degree certificate of both Project Director and Co-Project Director
8.	Self-attested Photocopy of Appointment Order / Employment Letter of Project Director

9. **Self-attested Photocopy of Memorandum of Appointment / Appointment Order / Employment Letter / Proceedings copy of the Appointment in case of Applicants (Project Director / Co-PD) those who are working in private institutions and other than Govt. Institutions**

You are requested to upload scanned copies of the required documents to the ICSSR Portal (<https://app.icssr.org>) against the submitted application no later than **12th March 2025** and send all the above mentioned original documents (Checklist enclosed) to the undersigned on or before **17.03.2025**.

If you have been awarded a project under any other programme of ICSSR, and the Sanction Letter for that project has been issued, you are requested to inform us immediately. In this situation, the current award will not be considered operational. If you have already been awarded a project, and the sanction letter has not been issued yet, you may choose between the two awards and clearly inform us which project you would like to proceed with.

- a. All the Payments and Transfers are to be done through EAT module of Public Financial Management System (PFMS)/ RBI Account, hence the institution has to open a dedicated account as per the notification of ICSSR for those that have not yet done so. (https://icssr.org/sites/default/files/2019-PFMS-Notification_New.pdf)
- b. In case of any issues / problems in execution of PFMS/ RBI Account, you may go through the video tutorial at <https://www.icssr.org/sites/default/files/pfms.pdf>
- c. Those Institutions' Bank Account registered under PFMS/ RBI Account must ensure that your account is linked with ICSSR Scheme - 0877 at PFMS portal. Those who have already registered and have the dedicated account or may have multiple accounts must ensure to provide the exact one so that the confusion can be avoided and faster transaction can be done.
- d. The date of commencement for ICSSR Major/Minor Research Projects (2024-25) will be issued by ICSSR at the time of issuing the final award letter along with sanction order.
- e. Please note that title of this proposal has been approved by the Expert Committee(s) and any inquiries regarding these projects will be addressed only at the time of issuing Sanction Order.
- f. **It is further informed that the ICSSR reserves the right to cancel the award at any time during the course of project if any document submitted by you regarding eligibility criteria or otherwise is found to be false/incorrect or any ICSSR guideline is violated.**

With Best Regards

Dr. Sili Rout
Dy. Director
In-charge, Research Project Division
ICSSR

 **9717900612**

Note: Any changes in the format of Forwarding Letter in the attached checklist will not be considered.



अधिगन्तृणां मानसिकस्वास्थ्यसंवर्धने श्रीमद्भगवद्गीतायाः उपादेयता

डॉ. सुमित कुमार शर्मा

सहायक-आचार्यः

राज्य-शैक्षिक-अनुसन्धान एवं प्रशिक्षण-परिषद्, नवदेहली

Accepted : 02/03/2026. Published: 30/03/2026

* Corresponding author

प्रस्तावना-

मानवजीवनस्य सम्यक् विकासाय शारीरिकस्वास्थ्यं, सामाजिकजीवनम्, आध्यात्मिकचिन्तनञ्च आवश्यकं भवति, किन्तु एतेषु मानसिकस्वास्थ्यं सर्वाधिकं महत्त्वपूर्णं वर्तते। यदि मनः स्वस्थं नास्ति, तर्हि किमपि सुखं वा शान्तिः वा अनुभवितुं न शक्यते। आधुनिकसमाजे व्यक्तीनां मानसिकदौर्बल्यं, चिन्ता, भयः, अवसादः इत्यादयः अत्यधिकं वर्धमानाः दृश्यन्ते। एतस्मिन् सन्दर्भे श्रीमद्भगवद्गीता इत्यं ग्रन्थः केवलं धार्मिकग्रन्थरूपेण न, अपि तु एकम् उत्तमं मनोवैज्ञानिकोपदेशात्मकग्रन्थरूपेण स्वीक्रीयते अर्थात् भारतीयदर्शनशास्त्रे भगवद्गीता एकः महानग्रन्थः अस्ति यः केवलम् आध्यात्मिकं मार्गमेव न प्रदर्शयति, अपि तु मानवजीवनस्य विविधानां समस्यानां समाधानं अपि प्रददाति। आधुनिकतायुगे जीवने मानवः प्रायः श्रान्तिं क्लान्तिञ्च (Stress) अनुभवति। अस्याः समस्यायाः समाधानं भगवद्गीतायां स्पष्टतया दृश्यते। श्रीमद्भगवद्गीता महाभारते भीष्मपर्वणि उल्लिखितम् एकम् अष्टादश-अध्याययुक्तः ग्रन्थः अस्ति। संवादात्मकग्रन्थः अयम् अर्जुनस्य विषादात् आरभ्य श्रीकृष्णस्य ज्ञानोपदेशपर्यन्तं विस्तरितः अस्ति। अस्मिन् ग्रन्थे आत्मज्ञानं, कर्मयोगः, ध्यानयोगः, भक्ति योगश्च विषये सम्यक् रूपेण चर्चा कृता अस्ति।

मानसिकस्वास्थ्यस्वरूपम् (Nature of Stress) –

मानसिकस्वास्थ्यस्वरूपम् नाम कस्यचित् व्यक्तेः मानसिक-भावनात्मक-सामाजिकस्थितिः यस्यां मानवः स्वविचारान् भावान् च सम्यक् अवगन्तुं नियन्त्रयितुं च शक्नोति। सन्निर्णयं कर्तुं शक्नोति। अन्यैः सह स्वस्थसम्बन्धं निर्मातुम् अर्हति तथा जीवनस्य सामान्यकार्याणि सन्तुलितरूपेण कर्तुं शक्नोति। प्रायः चिन्ता, भयः, असमर्थता, अहं इत्यस्य भावः, फलासक्तिः इत्यादिभिः मानसिकस्वास्थ्यं प्रभावितं भवति। आधुनिकयुगे जनाः फलनिष्पत्तौ अतीव आसक्ताः सन्ति, येन मानसिक-अस्थिरता जायते। प्रसन्नता, भावनात्मकं संतुलनम्, समुचितनिर्णयः, अन्यान् प्रति सहानुभूतिः, आत्मविश्वासः इत्यादिभिः सकारात्मकमानसिकस्वास्थ्यस्य लक्षणानि सन्ति। अतिक्रोधः, चिन्ता, अवसादः, अनिद्रा, भोजनविकारः, आत्महननविचाराः, सामाजिकजीवनात् पृथक्त्वम्, अत्यन्तं श्रान्तिः इत्यादिनि दुर्बलमानसिकस्वास्थ्यस्य लक्षणानि भवन्ति।

मानसिकस्वास्थ्यं प्रभावितं कुर्वन्ती प्रमुखानि कारकाणि-

- जैविककारकाणि - मस्तिष्कस्य रसायनशास्त्रम्, आनुवंशिकविकारः, हार्मोनल इति असंतुलनम्।
- मनोवैज्ञानिककारकाणि- बाल्यकालस्य आघातः, आत्मविश्वासस्य अभावः, अत्यन्तं भयं चिन्ता वा नैराश्रयभावः।
- सामाजिककारकाणि- पारिवारिकविवादः, एकाकीजीवनम्, सामाजिकपृथक्त्वं, आजीविकाविहीनजीवनम्, आर्थिकअस्थिरता, समाजात् समुदायात् वा बहिष्कारः।
- पर्यावरणीयकारकाणि - भौतिकपर्यावरणम् (उदा. - कोलाहलम्, प्रदूषणम्), असुरक्षितजीवनशैली, प्राकृतिक-आपदा युद्धं वा।
- आध्यात्मिक आधारस्य अभावः- जीवनस्य प्रयोजनबोधस्य अभाजः, व्यर्थतायाः भावः, आध्यात्मिकदर्शनस्य अभावः।



OPEN ACCESS



श्रीमद्भगवद्गीतायाः मनोवैज्ञानिकदृष्टिः –

कर्तव्यबोधः- श्रीमद्भगवद्गीता अर्जुनस्य विषादभावरूपेण प्रारभ्यते । सः अर्जुनः युद्धे स्वबन्धु-बान्धवानां हननं दृष्ट्वा मोहवशात् मानसिक-अस्थिरताम् अप्राप्नोत् ।

क्लैब्यं मा स्म गमः पार्थ नैतत्त्वय्युपपद्यते।

क्षुद्रं हृदयदौर्बल्यं त्यक्त्वोत्तिष्ठ परन्तप॥ (भगवद्गीता 2.3)

अत्र भगवान् श्रीकृष्णः अर्जुनं प्रोत्साहयति – "हे पार्थ ! एतादृशः व्यवहारः भवताङ्कृते उपयुक्तो नास्ति । अतः

शत्रुसंहारकः अर्जुनः तव हृदयदौर्बल्यं परित्यज्य उत्तिष्ठ ।

कर्तव्यनिष्ठा – मानवैः स्वकर्मसु एव एकाग्रता कर्तव्या, परिणामस्य चिन्ता न कृत्वा यदा मानवः परिणामकामना सह कर्म करोति तदा सः कर्मणा बद्धः भवति । कार्यमेव मम कर्तव्यम् इति विचिन्त्य स्व दायित्वानि वोढव्यानि ।

कर्मण्येवाधिकारस्ते मा फलेषु कदाचना।

मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि॥ (भगवद्गीता 2.47)

अर्थात् भगवता श्रीकृष्णेन उक्तं यत् भगवान् क्रीयमाणं कर्म पवित्रं कर्तव्यं भवति । फले आसक्तिं त्यक्त्वा कार्यं साधनीयं यतो हि फलासक्तिः मानसिक-अस्थिरतायाः मूलम् अस्ति ।

स्थितप्रज्ञता – मानवः स्वजीवने सर्वं सौविध्यं प्राप्तुमिच्छति । यावत् पर्यन्तं सफलो भवति तावत् सः प्रसन्नो अपि भवति किन्तु यदा असफलो भवति तदा दुःखमनुभवति । एतदेव मानसिक-अस्वास्थ्यस्य कारणमस्ति ।

दुःखेष्वनुद्विग्नमनाः सुखेषु विगतस्पृहः।

वीतरागभयक्रोधः स्थितधीर्मुनिरुच्यते॥ (भगवद्गीता 2.56)

अर्थात् यो मानवः दुःखेषु न उद्विग्नो भवति, सुखेषु न आसक्तो अपि न भवति सः स्थितप्रज्ञः इति कथ्यते । यदा एतादृशी स्थिति भवति तदा मानवशान्तचित्तं भूत्वा सर्वाण्यपि कार्याणि साधयति ।

योगः – चित्तवृत्तिनिरोधः – योगः शरीरस्य, मनसः, आत्मनः च सम्यक् समन्वयः अस्ति । योगाभ्यासेन शरीरं सुदृढं, लावण्यमयं, रोगरहितं च भवति । ध्यानं, प्राणायामः च योगस्य अवयवौ, मनसः स्थैर्यं, भावनात्मकसन्तुलनं च जनयतः ।

योगस्थः कुरु कर्माणि सङ्गं त्यक्त्वा धनञ्जय।

सिद्ध्यसिद्ध्योः समो भूत्वा समत्वं योग उच्यते॥ (भगवद्गीता 2.48)

अर्थात् योगः चित्तस्य समत्वं शिक्षयति । तत्र न जयस्य हर्षः, न पराजयस्य शोकः । अयं भावः मानसिक-अस्वास्थ्यं निवारयति । योगः केवलं व्यायामरूपेण न द्रष्टव्यः, अपितु सः एकः **समग्र-जीवनपद्धतिः** अस्ति, यः शरीर-मन-आत्मनः सुसंवादं स्थापयति । एषः मानवजीवनस्य सर्वपक्षीयम् उन्नयनं करोति । योगः आयुर्वेदस्य सहचरः अस्ति । आसन-प्राणायाम-ध्यानादिना रक्तचापः, मधुमेहः, चिन्ता, अनिद्रा च नियन्त्र्यन्ते । योगाभ्यासेन मनः शुद्धिः, विकारपरित्यागः, अन्तःकरणशुद्धिः च सम्पद्यते ।

आत्मज्ञानम् – मानवस्य जीवनं चिरं नास्ति इति प्रायः सामान्यचिन्तनं भवति । अनेन कारणेन मानवः मृत्युभयात् भयाकुलो भवति सः न जानाति यद् एषः आत्मा कदाचित् अपि न जन्मं प्राप्नोति, न च मृत्युं प्राप्नोति । सः न कदाचित् उत्पन्नः, न पुनः भविष्यति एषः आत्मा जन्मरहितः, नित्यः, शाश्वतः, चिरपुरातनः च अस्ति । शरीरस्य नाशे अपि एषः आत्मा न नश्यति ।

न जायते म्रियते वा कदाचित्, नायं भूत्वा भविता वा न भूयः।

अजो नित्यः शाश्वतोऽयं पुराणो, न हन्यते हन्यमाने शरीरे॥ (भगवद्गीता 2.20)



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श्रीकृष्णः अत्र आत्मनः अमरत्वं, अविनाशित्वं च प्रतिपादयति। आत्मा शरीरात् भिन्नः अस्ति। शरीरं नश्यति, किन्तु आत्मा नित्यम् अस्ति। आत्मा समयातीतः (कालातीतः) अस्ति — सः न उत्पद्यते, न प्रियते, न परिवर्तनं प्राप्नोति। अतः दुःखं, मोहः, भीतः च यः शरीरनाशे भवति, सः आत्मज्ञानाभावात् उद्भवति। एषः श्लोकः भगवद्गीतायाः आत्मज्ञानशिक्षायाः मूलश्लोकः अस्ति। अस्य ज्ञानस्य लाभेन व्यक्तिः मृत्युभयात्, दुःखात्, मोहात् च विमुक्तः भवति। मानसिकस्वास्थ्ये अपि अयम् अत्यन्तम् उपयोगी अस्ति।

समत्वबुद्धिः - योगस्य मूलं, ज्ञानस्य लक्ष्यम्, चित्तस्य विशुद्धिः च अस्ति। आत्मा बुद्धिः द्वन्द्वदृष्टिं त्यक्त्वा समं सर्वत्र पश्यति, सा एव मोक्षमार्गस्य आधारः। एषा बुद्धिः गीता उपदेशेषु पुनः पुनः प्रतिपादिता

विद्याविनयसंपन्ने ब्राह्मणे गवि हस्तिनि

शुनि चैव श्वपाके च पण्डिताः समदर्शिनः॥(भगवद्गीता 5.18)

अयं दृष्टिकोणः मनसः विषमतां निवारयति। समदृष्टिः समत्वं जनयति, समत्वं मानसिक-अस्वास्थ्यं हन्ति। समत्वबुद्धिः इति तु सा बुद्धिः या सुखे-दुःखे, लाभे-हानौ, जय-पराजययोः, मान-अपमाने च समं व्यवहारं करोति। अर्थात् - सुखदुःखादिषु द्वन्द्वेषु वैराग्यपूर्वकं समदृष्टिं यः धारयति, तस्य बुद्धिः समत्वबुद्धिः इत्युच्यते।

भक्तियोगः - समर्पणेन शान्तिः - भक्तियोगेन मनः एकतत्त्वे लभं भवति। भगवन्नामस्मरणं, जपः, कीर्तनं च मनसः विक्षेपं हन्ति। आत्मनः उन्नतिः भक्तिपूर्वकं चित्तनियमनं च मानसिकशान्तिं जनयति। भक्तः सर्वं भगवतः प्रसादरूपेण पश्यति। दुःखे अपि समबुद्धिः भविष्यति।

अनन्याश्चिन्तयन्तो मां ये जनाः पर्युपासते।

तेषां नित्याभियुक्तानां योगक्षेमं वहाम्यहम्॥(भगवद्गीता 9.22)

भक्तियोगः केवलं आध्यात्मिकमार्गः न, अपि तु मानसिकस्वास्थ्यस्य संवर्धनाय अपि एकः प्रभावशाली उपायः अस्ति। भगवतः प्रति एकनिष्ठा, प्रेमः, विश्वासः च मनःशुद्धिं, दुःखनिवारणं, हर्षवृद्धिं च जनयन्ति। अतः, मानसिकस्वास्थ्यस्य रक्षणाय भक्तियोगः अतीव उपकारी मार्गः इति स्वीकर्तव्यम्।

ध्यानयोगः मानसिकदृढता निमित्तम् - ध्यानयोगः योगशास्त्रेषु अत्यन्तं महत्त्वपूर्णः अङ्गः अस्ति। अष्टाङ्गयोगे

पतञ्जलिमुनिना उक्तं — “योगश्चित्तवृत्तिनिरोधः” इति। अस्य ध्यानस्य अभ्यासेन चित्तस्य चञ्चलता नश्यति, मनः शान्तिं, स्थैर्यं च लभते। ध्यानयोगः केवलं आत्मसाक्षात्कारस्य साधनं न, अपितु मानसिकस्वास्थ्यस्य रक्षणाय सशक्तमार्गः अपि अस्ति।

युञ्जन्नेवं सदा आत्मानं योगी नियतमानसः।

शान्तिं निर्वाणपरमां मत्संस्थामधिगच्छति॥ (भगवद्गीता 6.15)

ध्यानयोगः मानसिकस्वास्थ्यस्य पोषणाय अत्यन्तं प्रभावशाली साधनम् अस्ति। मनसः स्थिरता, शान्तिः, सन्तुलनं, स्मृतिशक्तिः च ध्यानेन वर्धते। आधुनिकवैज्ञानिकाः अपि मनसिकरोगाणाम् उपचाराय ध्यानस्य महत्त्वं स्वीकुर्वन्ति। अतः ध्यानयोगः न केवलं आत्मज्ञानाय, अपितु मानसिकस्वास्थ्यस्य संवर्धनाय अपि अतीव उपयोगी उपायः अस्ति।

उत्तममानसिकस्वास्थ्यस्य लाभाः-

● सम्बन्धेषु सौहृदता -

स्वस्थं मनः जनानां सह सम्पर्कं सुदृढं करोति।

"सुस्वस्थमनसः सम्बन्धाः दीर्घकालिकाः भवन्ति।"

● रचनात्मकता

स्वस्थमस्तिष्कं नवविचारान्, नवकल्पनाशक्तिं च



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	उत्पादयति "शुद्धचित्तात् उत्तमा विचाराः उत्पद्यन्ते"
शारीरिकस्वास्थ्ये सहायकः – मनसः स्वास्थ्यं शरीरस्य आरोग्यं अपि रक्षति "मनः प्रसन्नं शरीरस्य पोषकं भवति"	कार्यक्षमता – मानसिकशक्तिसम्पन्नः जनः स्वकर्मसु एकाग्रः, कुशलः च भवति "मनसः स्वास्थ्येन कर्मसु सिद्धिः लभ्यते"
निद्रायाः गुणवृद्धिः – उत्तमं मानसिकस्वास्थ्यं सुप्ती शान्तिं, विश्रान्तिं च यच्छति "शान्तचित्तस्य निद्रा सुखदा भवति"	दुःखे अपि समता – मानसिकस्वस्थः जनः दुःखेषु अपि आत्मसंयमं न त्यजति "दुःखेऽपि न विकम्पते मनसः स्थैर्यम्"

निष्कर्षः- मानसिकस्वास्थ्यस्य संवर्धनं वर्तमानयुगे अत्यन्तं महत्वपूर्णं विषयः अस्ति। अतिव्यस्तजीवनप्रणाली, स्पर्धायुक्तवातावरणं, भौतिकवादप्रवृत्तयः च मनसः शान्तिं हरन्ति। भगवद्गीता न केवलं आध्यात्मिकग्रन्थः अपि तु एकः समग्रः मनोविज्ञानात्मकदर्शनः वर्तते। आधुनिकजीवने श्रीमद्भगवद्गीता सिद्धान्तान्, आत्मबलं, धैर्यं, समत्वबुद्धिं कर्तव्यपरायणताञ्च वर्धयति। अतः श्रीमद्भगवद्गीतायाः उपदेशाः अद्यतनजीवने अपि अतीवोपयोगिनः सन्ति। विशेषतः द्वितीये अध्याये स्थितप्रज्ञलक्षणानि, षष्ठे ध्यानयोगविधिः, द्वादशे भक्तियोगवर्णनं, चतुर्दशे गुणत्रयविवेचनं च मानसिकदृष्ट्या उत्तमम् मार्गदर्शनं ददाति। श्रीमद्भगवद्गीतायाः श्लोकाः आत्मनि श्रद्धां, जीवनदृष्टौ समत्वं, कर्मणि समर्पणभावं च सञ्चारयन्ति। अनेन बुद्ध्या युक्तः पुरुषः मानसिकरोगेभ्यः दूरं गत्वा आत्मसन्तोषं, शान्तिञ्च प्राप्नोति।

संदर्भग्रन्थसूचिः

प्रमुखग्रन्थाः

1. श्रीमद्भगवद्गीता

- मूलः ग्रन्थः, सर्वाधिकप्रमुखः।
- विशेषतः अध्यायः 2 (सांख्ययोगः), 6 (आत्मसंयमयोगः), 12 (भक्तियोगः), 14 (गुणत्रयविभागयोगः) इत्यादयः मानसिकस्वास्थ्यविषये अत्यन्तम् उपादेयाः।

प्राचीनटिप्पणीकाराः (प्राचीनटीकाकाराणां कृतयः)

- शंकराचार्यकृतं गीता-भाष्यम्
 - अध्यात्मिकदृष्ट्या मानसिकसंवेदनानां विश्लेषणम्।
- रामानुजाचार्यकृतं गीता-भाष्यम्
 - भक्तियोगस्य महत्त्वं चित्तशुद्धेः सन्दर्भे।
- मध्वाचार्यकृतं भाष्यम्
- श्रीधरस्वामिकृतं गीता-टीकाग्रन्थम्



मानसिकस्वास्थ्य/योग/मनोविज्ञानविषयकाः साहित्यसम्बद्धाः ग्रन्थाः

6. पतञ्जलियोगसूत्राणि (योगदर्शनम्) –

- विशेषतः "चित्तवृत्तिनिरोधः", "अभ्यासवैराग्याभ्यां तन्निरोधः" इत्यादिसूत्रद्वारा मानसिकदृष्टिः स्पष्टा।

7. मनुस्मृतिः –

- मानसिकशुद्धेः नियमाः, आत्मसंयमः च।
- भक्त्या चित्तनिश्चलता, मनःस्वास्थ्यं च।

8. उपनिषदः (विशेषतः – कठ, ईश, मुण्डक, तैत्तिरीय) –

- आत्मविद्या, मनसः स्थैर्यं, शान्तिपाठाः च उपयोग्याः।

आधुनिकसंस्कृतवाङ्मये प्रकाशितग्रन्थाः अनुसन्धानपत्रिका च

10. "गीता और मानसिक स्वास्थ्य" – डॉ. रामचंद्र शुक्ल

11. "Mental Health and the Gita" – Dr. A. K. Saran / Dr. Radhakrishnan's Commentary

12. "श्रीमद्भगवद्गीता – एक मनोवैज्ञानिक विश्लेषणम्" – प्रकाशितम् भारतीयविद्यामन्दिरम्

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- www.sanskritdocuments.org
- www.gitapress.org (गीताग्रन्थस्य विविधसंस्करणानि)
- www.archive.org – शोधग्रन्थाः, टीकाः, भाष्यप्राचीनपुस्तकानि च।





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डॉ. सुमितकुमारशर्मा

सहायक-आचार्यः,

राज्य-शैक्षिक-अनुसन्धान एवं प्रशिक्षण-

परिषद्, नवदेहली



संस्कृतवाङ्मये मानवाधिकारचिन्तनम्

डॉ. सुमितकुमारशर्मा

१. प्रस्तावना

आधुनिकयुगे 'मानवाधिकारः' (Human Rights) इति शब्दः वैश्विकस्तरे बहुचर्चितः अस्ति। १९४८ तमे वर्षे संयुक्तराष्ट्रसङ्घेन (UN) मानवाधिकाराणां घोषणा कृता। किन्तु भारतीयपरम्परायाम्, विशेषतः संस्कृतकाव्येषु, एषा अवधारणा नूतना नास्ति। अस्माकं ऋषिभिः कविभिश्च 'वमुश्चैव कुटुम्बकम्' इति भावमङ्गीकृत्य सर्वेषां सुखाय स्वातन्त्र्याय च आदिकालादेव चिन्तनं कृतम्। भारतीयवाङ्मयस्य, विशेषतः संस्कृतकाव्यानां गभीरपरिशीलनेन ज्ञायते यत् मानवाधिकारस्य बीजानि अस्माकं प्राचीनेषु ग्रन्थेषु 'अधिकार' शब्दस्य स्थाने 'धर्म' तथा 'कर्तव्य' रूपेण सुदृढानि आसन्। संस्कृतसाहित्ये मानवाधिकारस्य मूलाधारः 'धर्मः' अस्ति। धर्मः न केवलं पूजापद्धतिः, अपि तु लोककल्याणस्य, न्यायस्य, कर्तव्यपालनस्य च मार्गः अस्ति। भारतीयमनीषिणां मतम् आसीत् यत् यत्र धर्मस्य (कर्तव्यस्य) पालनं भवति, तत्र अधिकारस्य हननं स्वतः एव असम्भवं भवति।

१.२ मानवाधिकारः 'धर्मः' च (Intersection of Rights and Dharma): संस्कृतसाहित्ये 'अधिकार' शब्दस्य प्रयोगः योग्यता-सामर्थ्य-अर्थे च अधिकः अभवत्। अत्र अधिकाराणां रक्षणस्य उत्तरदायित्वं 'राजधर्मे' तथा 'समाजधर्मे' निहितम् आसीत्। संस्कृतकाव्येषु वर्णितः **"आत्मनः प्रतिकूलानि परेषां न समाचरेत्"** इति सिद्धान्तः एव आधुनिकमानवाधिकारस्य प्राणभूतः तत्त्वम् अस्ति। एषा केवला कानूनी व्यवस्था नासीत्, अपि तु सा एका नैतिक-संहिता आसीत्, या प्रत्येकं मानवं सम्मानपूर्वकं जीवनाय अधिकारं ददाति स्म।

वर्तमाने वैश्विकपरिवेशे यत्र हिंसा, विषमता, शोषणं च वर्धमानं वर्तते, तत्र संस्कृतमहाकाव्यानां—यथा रामायणम्, महाभारतम्, रघुवंशम्, अभिज्ञानशाकुन्तलम् इत्यादीनां—मानवीयमूल्यानां पुनरावलोकनं महते प्रयोजनाय कल्पते। अयं शोधलेखः एतं तथ्यं रेखाङ्कितं करोति यत् संस्कृतमहाकवयः केवलं रस-सृजनं न कृतवन्तः, अपि तु तादृशस्य समाजस्य स्वप्नं दृष्टवन्तः यत्र प्राणिमात्रस्य अधिकाराणां सुरक्षा निश्चिता स्यात्।

२. समानतायाः अधिकारः -

वेदाः संस्कृतसाहित्यस्य आधारभूतग्रन्थाः सन्ति। अतः सर्वप्रथमं मानवाधिकाराणां विषये बीजरूपेण वेदानां चिन्तनं ज्ञातव्यम्। ऋग्वेदे समानतायाः उद्घोषः अस्ति:

समानो मन्त्रः समितिः समानी समानं मनः सह चित्तमेषाम्।

समानं मन्त्रमभि मन्त्रये वः समानेन वो हविषा जुहोमि॥ (ऋग्वेद १०.१९१.३)

अर्थात्, सर्वेषां विचाराः समाना स्युः, सभा समाना स्यात्, सर्वेषां मनसि च ऐक्यं स्यात्। अतः अयं समानतायाः अधिकारः (Right to Equality) अस्माकं प्राचीनतमः विचारः। संस्कृतकाव्येषु जन्मना न

Correspondence:

डॉ. सुमितकुमारशर्मा

सहायक-आचार्यः,

राज्य-शैक्षिक-अनुसन्धान एवं प्रशिक्षण-

परिषद्, नवदेहली

तु कर्मणा श्रेष्ठतायाः सिद्धान्तः बहुत्र खण्डितः अस्ति। मानवाधिका-
रस्य प्रमुखः स्तम्भः अस्ति—गौरवपूर्ण जीवनम् (Right to Dignity)।

1. महाभारते यदा भृगु-भारद्वाजसंवादे वर्णव्यवस्थायाः प्रश्नः
उत्तिष्ठति, तदा भृगुः वदति-

न विशेषोऽस्ति वर्णानां सर्वे ब्राह्ममिदं जगत्।

ब्रह्मणा पूर्वसृष्टं हि कर्मभिर्वर्णतां गतम्॥ (महाभारत, शान्तिपर्व
१८८.१०)

अर्थात् सर्वे मानवाः मूलतः समानाः सन्ति, कर्मानुसारं विभागः
जातः। अयं विचारः 'Universal Equality' इत्यस्य समर्थनं करोति।

२. वाक्-स्वातन्त्र्यम् (Freedom of Speech and Expression)

आधुनिकलोकतान्त्रिकव्यवहारस्य आधारः अस्ति वाक्-स्वातन्त्र्यम्।
संस्कृतमहाकाव्येषु नीतिवाक्येषु च राजानं प्रति सत्यवचनस्य
अधिकारः मन्त्रिणां प्रजानां च आसीत्।

1. किरातार्जुनीये कविः भारविः वदति यत् हितैषिणः जनाः प्रियं न
तु असत्यं वदन्ति:

हितं मनोहारि च दुर्लभं वचः। (किरातार्जुनीयम् १.४)

अत्र निर्भयतापूर्वकं सत्यकथनस्य अधिकारः सूचितः।

2. नीतिशतके भर्तृहरिः वदति यत् विद्वान् सः एव यः तस्य निन्दा
भवतु वा स्तुतिः न्यायात् न विचलति।

निन्दन्तु नीतिनिपुणा यदि वा स्तुवन्तु लक्ष्मीः समाविशतु गच्छतु वा
यथेष्टम्।

अद्यैव वा मरणमस्तु युगान्तरे वा न्यायात्पथः प्रविचलन्ति पदं न
धीराः॥

एतत् विचारस्वातन्त्र्यस्य (Freedom of Thought) पराकाष्ठा
अस्ति।

३. आर्थिक-अधिकारः एवं कर-नीतिः (Economic Rights and
Taxation)

मानवाधिकारस्य एकः पक्षः अस्ति यत् राज्यं प्रजानां शोषणं न
कुर्यात्। संस्कृतकाव्येषु कर-सङ्ग्रहस्य विषये अतीव मानवीया दृष्टिः
दृश्यते।

1. कालिदासस्य 'रघुवंशे' करचर्चा। यथा- राजा प्रजाभ्यः करं
गृह्णाति स्म, किन्तु केवलं तासां हितायः न तु पीडितुम्-

प्रजानामेव भूत्यर्थं स ताम्यो बलिमग्रहीत्।

सहस्रगुणमुत्सृष्टमादत्ते हि रसं रविः॥ (रघुवंश १.१८)

यथा सूर्यः पृथिव्याः जलं गृह्णाति सहस्रगुणं वृष्टिरूपेण दातुम्, तथा
एव राजा करं गृह्णीयात्। अयं प्रजानां कल्याणकारी आर्थिक-
अधिकारः अस्ति।

४. न्यायरक्षणम्-

वाल्मीकिरामायणे रामः 'विग्रहवान् धर्मः' इति कथ्यते। तत्र
मानवाधिकारस्य द्वौ पक्षौ प्रमुखा—शरणार्थानां संरक्षणम् तथा
प्रजानां स्वातन्त्र्यम्।

क) शरणागतवत्सलता (Right to Asylum/Protection):

यदा विभीषणः रावणं त्यक्त्वा रामस्य शरणम् आगच्छति, तदा
सुग्रीवादयः तं शत्रुं मन्यन्ते, किन्तु रामः मानवाधिकारस्य महतीं
घोषणां करोति-

सकृदेव प्रपन्नाय तवास्मीति च याचते।

अभयं सर्वभूतेभ्यो ददाम्येतद्व्रतं मम॥ (रामायण ६.१८.३३)

अत्र 'सर्वभूतेभ्यो' इति शब्दः महत्त्वपूर्णः। न केवलं मित्राय, अपि तु

शत्रवे अपि यदि सः शरणम् इच्छति, तर्हि तस्य जीवनस्य रक्षणं

(Right to Life) रामस्य व्रतम् अस्ति। न्यायालयस्य निष्पक्षता
मानवाधिकारस्य अनिवार्यं तत्त्वम् अस्ति। युद्धकाले अपि
मानवाधिकाराणां रक्षणं भवेत् इति भारतीयसंस्कृतेः वैशिष्ट्यं वर्तते।

यथा युद्धनीतिः विषये वर्णनं कृतम् अस्ति-

**सुप्तं न हन्यात् (न तु निद्रितं मारयेत्)। निरायुधं न हन्यात् (न तु
शस्त्रहीनं मारयेत्)। शरणागतं रक्षेत्।**

एते नियमाः आधुनिक 'Geneva Convention' इत्यस्य प्राचीनाः

रूपाः सन्ति। मृच्छकटिकम्- अस्मिन् नाटके 'न्यायालयस्य' दृश्यं (९

अङ्के) अतीव महत्त्वपूर्णम् अस्ति। यद्यपि चारुदत्तः मिथ्याभियोगे
बद्धः, तथापि न्यायाधीशः न्यायप्रक्रियायां विचारं करोति। 'व्यवहारः'

(Judicial Procedure) इत्यस्य विषये नारदस्मृतौ उक्तम्- "धर्मशास्त्रं

पुरस्कृत्य प्राड्विवाकमते स्थितः।" अर्थात् राजा वैयक्तिकरागात् परः

भूत्वा धर्मशास्त्रानुसारं निर्णयं कुर्यात्।

ख) सामाजिकन्यायः-

रामराज्ये कोऽपि दरिद्रः, रोगी वा नासीत्। सर्वेषां कृते
आरोग्याधिकारः, जीवनाधिकारः च सुरक्षितः आसीत्-

न चैव विधवाः काश्चिद् न च व्यालकृतं भयम्।

न व्याधिर्जं भयं चापि रामे राज्यं प्रशासति॥ (रामायण १.१.९०)

५. आत्मौपम्यदृष्टिः-

महाभारते शान्तिपर्वणि भीष्मः युधिष्ठिरं प्रति मानवाधिकारस्य
मूलमन्त्रं वदति।

1. अहिंसा परमः धर्मः इति भावेन महाभारते मानवानां
शारीरिकाखण्डतायाः (Right to Personal Integrity) समर्थनं
कृतम्।

2. आत्मनः प्रतिकूलानि परेषां न समाचरेत्। यत् अस्माकं कृते दुःखदं
तत् अन्येभ्यः अपि न दातव्यम्। अयं 'स्वर्णनियमः' (Golden Rule)
एव मानवाधिकारस्य प्राणः।

3. मानवतायाः श्रेष्ठतायै - मानवे मानवतायाः संरक्षणमेव सर्वश्रेष्ठं
कार्यम् अस्ति। महाभारते स्पष्टमुक्तं यत् मनुष्यात् श्रेष्ठं किञ्चिदपि
नास्ति। यथा-

गुह्यं ब्रह्म तदिदं ब्रवीमि न मानुषाच्छ्रेष्ठतरं हि किञ्चित्। (महाभारत,
शान्तिपर्व २९९.२०)

५. प्रजानां शिक्षणम् रक्षणं च इति मानवाधिकारः-

महाकविः कालिदासः रघुवंशे आदर्शराजकार्यस्य लक्षणानि वर्णयति।

राजा तादृशः भवेत् यः प्रजानां हिते रतः स्यात्। 'रघुवंशे' राजा
दिलीपस्य वर्णनं कुर्वन् कालिदासः लिखति -

प्रजानां विनयाधानाद्रक्षणान्दूरणादपि।

स पिता पितरस्तासां केवलं जन्महेतवः॥ (रघुवंश १.२४)

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अध्यापक शिक्षा विभाग

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प्रो. विनोद कुमार शनवाल
अकादमिक संपादक

दिनांक: 29 अक्तूबर, 2025

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महोदय,

आपके लेख "संस्कृति कक्षा : सीखने का एक प्रभावी माध्यम" का राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली की त्रैमासिक पत्रिका "भारतीय आधुनिक शिक्षा" के जुलाई, 2025 अंक हेतु चयन किया गया है। लेख के प्रकाशन के पश्चात् पत्रिका की एक प्रति आपको भेज दी जाएगी।

आशा है कि आप भविष्य में भी हमें अपने मौलिक तथा प्रभावी लेख, शोध पत्र, आलोचनात्मक समीक्षाएँ, श्रेष्ठ अभ्यास (Best Practices), पुस्तक समीक्षाएँ, नवाचार एवं प्रयोग, क्षेत्र अनुभव (Field Experiences) आदि प्रकाशन हेतु ई-मेल journals.ncert.dte@gmail.com पर या हमारे पते विभागाध्यक्ष, अध्यापक शिक्षा विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, श्री अरविन्द मार्ग, नई दिल्ली-110016 पर भेजते रहेंगे तथा इस लेखन कार्य के लिए अपने विद्यार्थियों एवं साथियों को भी प्रेरित करेंगे।

सादर,

भवदीय

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(विनोद कुमार शनवाल)

डॉ. नरेश कुमार, असिस्टेंट प्रोफेसर, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, वरुण मार्ग, डिफेंस कॉलोनी, नई दिल्ली-110024

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Editor-in-Chief

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A handwritten signature in blue ink.

Continuous Professional Development of Teachers

In the context of NEP-2020

Editors

Jasim Ahmad

Jessy Abraham

Dori Lal

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CHAPTER- 24

EXPLORING PROLONGED GRIEF AS A STRESSOR DURING AND AFTER PANDEMIC

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Student, Kasturba Medical college, Mangalore, Karnataka

Ch.Id:- KAAV/BSGWSRIG/EB/A-24

ABSTRACT

Pandemic has really brought the world upside down. From constant news of people passing away to grief surrounding everyone it hasn't fallen short in anything else. Pandemic has made us realise the value of our loved ones. Talking more about grief, the intensive yearning and remembering of the loved one after death or separation has led to severe depressive and anxious symptoms. Grief can be explained through several models with a step wise approach and how it is different from depression and stress. The recognition of prolonged grief as a stressor, resulting in prolonged grief disorder (PGD). Grief also affects our psychoneuroimmunology involving the immune system, nervous system, and the mind, resulting in decrease in resilience (the ability to bounce back) and increase in exhaustion of physiological and psychological resources of the individual. Though possible treatments and methods of recovery have been found, more effective options are being researched upon. Presented here is the discussion on exploring prolonged grief as a stressor during and after pandemic.

Keywords: *grief, stressor, prolonged grief disorder, resilience.*

INTRODUCTION

Right from the beginning of the pandemic, daily news headlines have highlighted many unexpected and compelling situations during its regime. As stated by Weir (2020), many people have gone through the pain to lose or get separated from their loved ones. Many people are reckoning with individual losses, including illness and death due to the novel coronavirus, or loss of employment as a result of economic upheaval. But even people who haven't lost anything so concrete as a job or a loved one are affected. "There is a communal grief as we watch our work, health-care, education and economic systems — all of these systems we depend on — destabilise," (Weir, 2020). This growing evidence of the passing of a loved one can precipitate the development of various forms of psychopathology and psychotherapies, which includes



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Varun Marg, Defence Colony, New Delhi -110024

STATUS PAPER	YEAR: 2025
	Semester: I 2025

Name of the Faculty : Arun Kumar Sethi
Course : School Organisation and Management
Course Code : BED 111
Programme : B.Ed. Programme
Target

C
4

- a) Percentage Pass :
b) Percentage I class(Grade Point 7.0 i.e., B or above) :

Course Plan

Course Objectives

The course will enable the student-teachers to:

1. To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
2. To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
3. To develop an understanding of the concept of quality enhancement & management in schools.
4. To acquaint the students with specific problems of school management.

Course Introduction

This course, titled "School Organization and Management," is designed to provide an introduction to the fundamental principles and practices involved in effectively managing and administering educational institutions. It aims to equip learners with the knowledge and skills necessary to navigate the complexities of school operations, resource allocation, and creating a positive learning environment. The course will cover various aspects, including the structure and functions of school management committees, the importance of total quality management, and the role of health and physical education.

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Varun Marg, Defence Colony, New Delhi -110024

STATUS PAPER	YEAR: 2025
	Semester: I 2025

Name of the Faculty : Mr. Ajay Kumar
Course : Understanding Disciplines and Subjects
Course Code : BED107
Programme : B.Ed. Programme
Target

C
4

- a) Percentage Pass :
b) Percentage I class (Grade Point 7.0 i.e., B or above) :

Course Plan

Course Objectives

The course will enable the student-teachers to:

- To understand the concept of discipline and subjects
- To explain the process of concept formation.
- To reflect upon the pedagogic practices and process of learning.
- To identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

Course Introduction

This paper deals with the comprehensive overview of discipline, subject and curriculum their need and Importance. Traditional and innovative Pedagogical practices and the Process of Learning. The candidates will identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

Timeline: 04 Lectures per week(tentative)

Introduction patterns: Previous Knowledge, Usage of real-life examples

Learning Style/Methodology used: Lecture cum Discussion, Demonstration, Problem Solving, presentation.

Method of Evaluation

- 1.1. Presentations
- 1.2. Assignments
- 1.3. Viva Voce
- 1.4. Mid Semester Examination (MSE)

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Varun Marg, Defence Colony, New Delhi -110024

STATUS PAPER	YEAR: 2025
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This paper deals with the comprehensive overview of discipline, subject and curriculum their need and Importance. Traditional and innovative Pedagogical practices and the Process of Learning. The candidates will identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

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Learning Style/Methodology used: Lecture cum Discussion, Demonstration, Problem Solving, presentation.

Method of Evaluation

- 1.1. Presentations
- 1.2. Assignments
- 1.3. Viva Voce
- 1.4. Mid Semester Examination (MSE)

Name of Faculty: Krishna Kumar (A.P)

Paper Title: Learning and Teaching

Class/Year: B.Ed.1st Year

Paper Code: BED 102

Semester: I

Academic Session: 2025-26

Objectives of the Course

- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural contexts.
- To understand various processes that facilitate the construction of knowledge.
- To examine the concept, nature and theories of intelligence and motivation.
- To reflect on the theories of personality and methods of adjustment.

S. No.	Duration	Unit	Topic to be Covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	Unit 1	Development and Learning: Learning and Teaching – Nature, Relevance and Relationship; Nature and Nurture; Relationship between Development and Learning; Developmental Influences (Physical, Socio-Cultural, Economic, Ecological and Technological); Fleming's VARK Model of Learning Styles; Concept of Teaching, Models of Teaching, Organizing Learning Experiences, Teaching-Learning Resources; ODL (Open and Distance	• Concept Mapping and Mind Mapping • Think-Pair-Share Activities • Reflective Journaling • Learning Style Inventories (VARK) • Multimedia-based Learning • Collaborative Discussions	• Explain the relationship between development, learning and teaching. • Analyse the influence of biological, psychological, social and cultural factors on learner development. • Examine the role of heredity and environment in shaping learning experiences.

B.Ed. Course Plan

Learning and Teaching (BED102 – 2nd Semester)

Teacher- Ms. SANA AKORA

Month	Unit	Objectives of the Unit	Contents to be Covered	No. of Lectures	Methodology
January	Unit I – Development and Learning	• To create awareness about the nature and relationship of learning and teaching. • To understand the role of development in learning. • To familiarize student-teachers with cognitive processes involved in learning.	• Learning and Teaching – Nature, Relevance and Relationship • Nature and Nurture, Growth and Maturation • Relationship between Development and Learning • Developmental Influences: Physical, socio-cultural, economic, ecological and technological factors • Key Cognitive Processes: Perception, Attention, Memory, Language, Thinking, Problem Solving, Emotions and Motivation	05	Discussion, Mind Mapping, Brainstorming, PPT Presentation, Study Notes
February	Unit II – Cognition and Learning	• To develop understanding of different approaches and theories of learning. • To understand cognition and knowledge construction processes. • To acquaint student-teachers with the role of teacher in teaching-learning situations.	• Approaches to Learning: Behaviorist, Cognitivist, Humanist, Information Processing and Social Constructivist • Theories of Learning: Thorndike, Pavlov, Skinner, Kohler, Rogers, Bandura and Vygotsky • Learning as Construction of Knowledge and Transmission of Knowledge • Meaning of Cognition and socio-cultural factors affecting cognition • Experiential Learning, Reflection, Social Mediation, Situated Learning, Metacognition • Role of Teacher as Facilitator, Negotiator, Model and Learner	08	Group Discussion and presentations, Video lessons, Flip Teaching
March	Unit III – Intelligence and	• To familiarize students with the concept and theories of	• Meaning and Nature of Intelligence • Role of Heredity and Environment	05	Demonstration of

(Signature)

Course Plan

Name of Faculty: Dr. Shiwani

Paper Title: Teaching of Mathematics

Class/Year: B.Ed.

Semester: II

Paper Code: BED 126

Academic Session: 2025-26

Objectives of the Course:

- To understand the nature and value of mathematics and its place in curriculum.
- To understand the historical developments leading to concepts in modern Mathematics.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To apply appropriate, method, strategies and evaluation techniques in teaching of Mathematics

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Unit I: Nature and scope of mathematics, nature of mathematical proposition, mathematical proof, structure and logic. • Meaning & building block of mathematics: undefined terms, definitions, axioms, postulates, theorems, propositions, logically valid conclusion, use of quantifiers, implications. • Value of mathematic, Need and importance of Mathematics at secondary stage. • Critical evaluation of the curriculum in use in Mathematics at the secondary stage. • Correlation of Mathematics with other subjects • Contributions of Indian & Western Mathematicians (Ramanujan, Aryabhatta, Bhaskaracharya, Shakuntala Devi, Pythagorus, Rene Descarte, Euclid). • Vedic Mathematics. • General and specific objectives of teaching mathematics (bloom's taxonomy with Anderson's revision), Specification of objectives in terms of learning outcomes	Lecture cum Discussion, Presentations Activities	1 Explain the nature, scope, and logical structure of mathematics, including mathematical propositions, proofs, and the building blocks such as undefined terms, axioms, postulates, theorems, and propositions. 2 Analyze the value, need, and importance of mathematics at the secondary stage and examine its correlation with other school subjects.
2	14	2	Instructional Planning, Designing and	Lecture	1. Plan and

B.Ed. Course Plan 2026

Subject: 128-Teaching of Social Science (2nd Semester)

Objectives of the course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To acquire knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To identify, prepare and collect different teaching Aids & use them effectively in the classroom.

Month	Unit	Objectives of the unit	Contents to be covered	No. of lectures	Methodology
January	1	After studying these topics, the learner will be able to: 1. Explain the nature, scope and importance of Social Science in school education. 2. Differentiate between Social Science and Social Studies with suitable examples. 3. Formulate aims and objectives of teaching Social Science in behavioural terms. 4. Analyze the Social Science curriculum at the school level and establish its correlation with other subjects. 5. Evaluate Social Science	• Nature, Scope & Importance of Social Science • Difference between Social Science and Social Studies • Aims and objectives of teaching Social Sciences, formulation of objectives in behavioural terms with special reference to Social Science • Social Science curriculum at School level - correlation with other subjects • Critical appraisal of a Social Science Text - Book • Development of Values through Social Science Teaching • Importance of Democratic inclusive class room for Social	6	Lecture, Case Studies, Debates, Discussion, Role Play, Quiz etc.

पाठयोजना

कार्मिकस्य नाम- डॉ. सुमित कुमार शर्मा
शैक्षणिकसत्रम्-2025-26
कक्षा/वर्षम्- शिक्षास्नातकः/प्रथमम्

प्रश्नपत्रम् - संस्कृतशिक्षणम्
प्रश्नपत्रस्य कूटसंख्या- 118
षाण्मासिकसत्रम्- द्वितीयम्

शैक्षिकोद्देश्यम् -1	महत्त्वं संवादकौशलं च	संस्कृतभाषायाः आवश्यकतां महत्त्वं च अवगन्तुं, भाषाकौशलेषु (LSRW) प्रवीणतां विकसितुं तथा च सम्भाषणात्मक-प्रयोजनेभ्यः तेषाम् एकीकरणं कर्तुम्।
शैक्षिकोद्देश्यम् -2	शिक्षणविधिः व्याकरणं च	शिक्षण-अधिगमस्य विविध-पद्धतिभिः भाषा-अधिगमाय व्याकरण-नियमैः च परिचयं प्राप्तुम्।
शैक्षिकोद्देश्यम् -3	मूल्याङ्कन-उपकरणानि	मूल्याङ्कनस्य साधनानां तन्त्राणां च प्रयोगस्य संरचनां कर्तुं तथा च तेषां क्रियान्वयनं कर्तुम्।
शैक्षिकोद्देश्यम् -4	अभ्यासः अनुवादश्च	भाषा-अधिगमे पठनस्य, लेखनस्य अभ्यासस्य च महत्त्वं उपयोगितां च प्रमाणीकर्तुं तथा च संस्कृत-अनुवादस्य आवश्यकतां बोधयितुम्।

क्र. सं	अवधिः	ईकाई	पाठ्यक्रमस्य विन्दवः	सिक्खणविधयः	अधिगमप्रतिफलानि
1	द्वादशघण्टाः	1	प्रथमम् (Unit I): भाषाविज्ञानस्य सैद्धान्तिक-पक्षाः - भाषायाः उत्पत्तिः भाषिक-संरचना चः स्वराः, व्यञ्जनानि, उच्चारणस्थानानि, वर्गाः (कु-चु-टु-तु-पु) इत्यादयः। - संस्कृतभाषायाः व्याकरणस्य च संक्षिप्तः परिचयः। - भाषायाः स्वरूपं, प्रकाराः, लक्षणानि च। - भाषा-कौशलानां परिचयः: श्रवण-भाषण-लेखन-पठनानि। - विद्यालयी-शिक्षायां संस्कृतभाषायाः आवश्यकता महत्त्वं चः विभिन्नानां समितीनां संस्तुतयः (Recommendations)। - नूतन-शिक्षा-नीतौ (NEP) संस्कृतभाषायाः क्षेत्रं विस्तारश्च।	व्याख्यानम्, प्रत्यक्षविधिः	भाषाकौशलानां विकासः
2	चतुर्दशघण्टाः	2	द्वितीयम् (Unit II): भाषा-कौशलानां शिक्षणम् - श्रवण-कौशलम्: महत्त्वं, शिक्षण-विधिः, शिक्षण-व्यूहरचना (Strategy), सीमाः, पाठ-योजनायाः निर्माणं च। - भाषण-कौशलम्: आवश्यकता, पद्धतिः, भाषण-कौशलस्य व्यावहारिकाः समस्याः च। - पाठ-योजना-निर्माणम्: पाठ-योजनायाः निर्माणाय साधनानां	वाद-विवादविधिः, चर्चाविधिः	भाषायाः विकासाय कौशलानां प्रयोगः

LESSON PLAN

Name of Faculty: Rajesh Kumar Nirala

Class/Year: B.Ed.

Semester: II

Paper Title: Experiential Learning

Paper Code: BED 108

Academic Session: 2025-26

Objectives of the Subject:

- To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning,
- To enable them to identify experiential activities at the different levels of school education, and
- To enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NEP-2020.

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Fundamentals of Experiential Learning : • Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations, Teaching Non-projectable topics through Experiential mode. • Experiential Learning and Indian Thinkers without special needs.	Lecture cum Discussion, Presentations. Activities	Describe experiential learning and reflect positively on its philosophy as a means to comprehend the process of learning by doing.
2	14 Hours	2	Theories of Experiential Learning: • Kolb's Theory of Experiential Learning, His Model and Styles of Experiential Learning, His Learning Style Inventory, Implications of his Theory, Criticism. • Features and process of learning of the following models: o Kiser's Integrative Processing Model o ORID Model o Clayton's DEAL Model o Content-based Experiential Learning Model • Compatibility and Appraisal of the different models	Lecture cum Discussion, PPTs, Group Activity	To gain deeper insights of different philosophies put up different thinkers and emanate the lucidity of concepts and how they can help classroom settings.
3	12 Hours	3	Types of Experience-based Methods and Techniques : Method in Use-Transforming the Traditional Methods into Experiential Learning Modes-	Lecture cum Discussion, PPTs	Comprehend the different types of methodology

B.Ed Course Plan 2026

110-Entrepreneurship in Education (2nd Semester)

Month	Unit	Objectives of the unit	Contents to be covered	No. of lectures	Methodology
January	I	- Students will be able to explain the concept of entrepreneurship in education. - Students will be able to Describe the role of entrepreneurs in economic development. - Students will be able to Analyze the significance of entrepreneurs in improving innovation, employment, and productivity. - Students will be able to Identify key entrepreneurial qualities such as leadership, creativity, and risk-taking.	- Definition and importance of an Entrepreneur, Entrepreneurship in Education - Role and significance of entrepreneurs in the Economy and in Education - Developing entrepreneurial qualities through Education. - Key traits, skills and Characteristics of successful Educational Entrepreneurs - Myths of Entrepreneurship - Challenges for Entrepreneurship Education in India.	6	Lecture, Case Studies, Debates, Discussion, Role Play, Quiz etc.
February	II	Students will be able to explain how education can	Entrepreneur and Edupreneur: Meaning &	8	Lecture, Case Studies,

2

LESSON PLAN

Name of Faculty: Ajay Kumar

Paper Title: Experiential Learning

Class/Year: B.Ed.

Paper Code: BED 108

Semester: II

Academic Session: 2025-26

Objectives of the Subject:

- To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning,
- To enable them to identify experiential activities at the different levels of school education, and
- To enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NPE-2020.

S. No.	Duration	Unit	Topics/ Sub – Topics to be covered	Transactional Strategies	Learning Outcomes
1	05 Hours	1	Fundamentals of Experiential Learning: • Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations, Teaching Non-projectable topics through Experiential mode. • Experiential Learning and Indian Thinkers	Lecture cum Discussion, Presentations, Activities	understand the fundamental concept and components of Experiential Learning.
2	10 Hours	2	Theories of Experiential Learning: • Kolb's Theory of Experiential Learning, His Model and Styles of Experiential Learning, His Learning Style Inventory, Implications of his Theory, Criticism. • Features and process of learning of the following models: ○ Kiser's Integrative Processing Model ○ ORID Model ○ Clayton's DEAL Model ○ Content-based Experiential Learning Model Compatibility and Appraisal of the different models	Lecture cum Discussion, PPTs, Group Activity	reflect on various theories and models of Experiential Learning

AN

LESSON PLAN

Name of Faculty: Dr. Sumit Kumar Sharma

Paper Title: Contemporary perspectives in Education

Class/Year: B.Ed.

Semester: II

Paper Code: BED 104

Academic Session: 2025-26

Objectives of the Course:

To understand the contemporary development of Indian Education.

To explain the concept of Globalization, Liberalization and Privatization.

To understand the socio-cultural context of Indian Education.

To reflect upon the social issues in education.

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Unit I: Contemporary development of Indian Education • System of Indian Education • 5+3+3+4 (NEP2020, 4.1-4.5) • ECCE (NEP2020, 1.1-1.5) o UEE o USE (RMSA) o Higher Education (RUSA) - Issues of Indian Education • Vocational Education (NEP 2020 16.1 – 16.8)	Lecture cum Discussion, Presentations Activities	CEO1 explain the system, issues and agencies of contemporary Indian Education System.
2	14 Hours	2	Unit II: Issues and debates on Globalization, Liberalization and privatization • Decentralization of Educational Administration (Administrative Hierarchy) Autonomy & Accountability in Higher Education • Student Unrest (Special reference to Lingdoh Committee Report) • Agencies of Indian Education o UGC NCERT, NCTE, NAAC, CBSE, RCI (Rehabilitation Council of India)	Lecture cum Discussion, PPTs, Group Activity	CEO2 analyse various global issues of education and role of agencies of Indian Education
3	12 Hours	3	Unit III: Education & Socio-Cultural Context • Constitutional provisions on Education (Different Articles), Right to Education Act and its provisions. • Fundamental duties (article 51A) as recommended by NEP2020 • Universalization of School Education • Issues of equity, equality and quality of education (NEP2020) o Sustainable development Goals (SDG4) of 2030 Agenda	Lecture cum Discussion, PPTs	CEO3 evaluate the role of education in socio-cultural context as well as value inculcation in schools

LESSON PLAN

Name of Faculty: Dr. Amit Kumar
Class/Year: B.Ed.
Semester: II

Paper Title: Assessment of Learning
Paper Code: BED 106
Academic Session: 2025-26

Objectives of the Subject:

- To understand The Nature, Purpose & Types of Educational Assessment & Evaluation.
- To comprehend various Tools & Techniques of Evaluation.
- To analyze & Interpret result of the Assessment qualitatively and by using Elementary Statistical Methods
- To analyze the recent Trends & Issues in Learning Assessment

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Concept of Evaluation: • Concept of Measurement, Assessment and Evaluation • Need and Scope of Evaluation • Distinction among-Measurement, Assessment and Evaluation. • Evaluation Approaches: Formative - Summative • Difference between Assessment of learning, Assessment for learning and Assessment as Learning • Continuous and Comprehensive Assessment: Need, Implementation Procedure • Types of evaluation: Norm referenced and Criterion referenced interpretations of test results	Lecture cum Discussion, Presentations. Activities	Understand The Nature, Purpose & Types of Educational Assessment & Evaluation.
2	14 Hours	2	Tools and Techniques of Evaluation • Characteristics of good measuring instruments and factors affecting them. • Reliability and Validity of Tools • Tools of evaluation: - Quantitative – Written, Oral and Practical (Types of Questions: covering all three domains of Learning Cognitive, Affective and Psychomotor) • Qualitative – Observation, Introspection, Projection and Sociometry. • Planning and Preparation of test (including blue print, item analysis, try out) • Alternative Assessment Techniques: Portfolios, Rubrics, Focus Group Discussion, Peer and Self-Assessment	Lecture cum Discussion, PPTs, Group Activity	Comprehend various Tools & Techniques of Evaluation.



Course Objectives

Objectives of the course:

- To understand the need & importance of English language and develop proficiency in the language.
- To extend awareness of the pedagogical practices of teaching English.
- To facilitate the effective use of learning resources.
- To understand the process of language assessment and continuous professional development
- To develop activities and tasks for learners including audio-video materials, ICT and internet

Semester-wise Course Design

Month	Unit & Objectives	Contents	Lectures	Methodology
January	Unit I: Fundamentals of Language Learners will be able to: Analyze the multi-dimensional nature of language by distinguishing between its phonological, morphological, syntactic, and semantic structures. Differentiate between language acquisition and language learning while justifying the use of multilingualism as a strategic resource in the Indian classroom. Evaluate the historical shift of English in India to formulate clear instructional aims for secondary and senior secondary students	*Nature, Scope and Functions of Language *Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic *Psycholinguistic and Sociolinguistic perspectives of language *Role of Language in Life: Intellectual, Emotional, Social and Cultural Development *Language Acquisition vs. Language Learning *Multilingualism as resource to Second Language Teaching-Learning *Language across Curriculum *Principles and Maxims of Language Teaching *History and status of English language in India – aims and objectives of teaching	10	Lecture, Discussion, PPT
February	Unit II: Language Development Skills: Listening, Speaking, Reading and Writing Skill Learners will be able to: Demonstrate mastery over the mechanics of connected speech, including stress, intonation, and rhythm, to model effective oral communication.	*Listening: Concept, Types, Importance, Role and Significance, Factors affecting listening, Activities to develop Listening and its evaluation *Speaking: Concept, features of connected speech: Stress, pronunciation, rhythm and rhyme, intonation and modulation, Factors affecting Speaking, Significance and	12	Practice, Role Play, AV Aids

Course File

Name of Faculty: Krishna Kumar (A.P)

Paper Title: Creating an Inclusive School

Class/Year: B.Ed.IInd Year

Paper Code: BED 218

Semester: IV

Academic Session: 2025-26

Objectives of the Course

- To familiarize student-teachers with the concept of Inclusive Education and appreciate its philosophy in the context of Education for All.
- To identify and address the diverse needs of all learners.
- To acquaint student-teachers with the trends and issues in Inclusive Education.
- To develop the capacity of student-teachers for creating an inclusive school environment.
- To appreciate various inclusive practices that promote inclusion in classrooms.

S. No.	Duration	Unit	Topic to be Covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	Unit I	Inclusive Education: Concept of Social Exclusion and Inclusion; Understanding Diversities – Linguistic, Socio-Cultural, Economic, Gender and Disability; Philosophical and Social Basis of Inclusive Education; Benefits of Inclusive Education; Historical and Contemporary Perspectives to Disability and Inclusion.	Interactive Lectures • Concept Mapping • Think-Pair-Share • Reflective Journaling • Case Analysis on Diversity and Inclusion • Multimedia Presentations • Group Reflection Activities • Collaborative Learning	• Explain the concept, philosophy, principles and significance of Inclusive Education. • Appreciate learner diversity and recognize individual differences in educational settings. • Analyse the social, cultural, economic and educational factors contributing to exclusion and inclusion. • Demonstrate sensitivity towards issues of equity, equality and social

COURSE PLAN

Name of Faculty: Dr. Seema Yadav, Assistant Professor, SCERT

Course Title: Guidance and Counselling

Paper Code: BED 214

Semester: IV

Credits: 4

Class/Year: B.Ed.2024-26

Academic Session: 2025-26

Objectives of the Course:

- To appreciate the nature, need, principles for guidance and counselling;
- To familiarize the responsibilities and moral obligation of teacher as a guide and Counsellor;
- To develop capacity of applying the techniques and procedures of guidance and Counselling;
- To facilitate career development of all the different types of students

S. No	Unit & Duration	Topic to be covered as per Syllabus	Transactional Strategies
1	Unit I: Understanding Guidance (12 hours)	- Guidance: Concept, aims, objectives, functions, principles and ethics - Role of Guidance in human development and adjustment - Need & Procedure for (Educational, Psychological and Social) guidance - Group Guidance: Concept, Need, Significance and Principles - Role of Teacher in providing guidance and organization of guidance programs in schools.	Interactive lecture using PPT, Brainstorming on concepts. Class discussion, Real-life examples, Case studies, Group discussion, School-based examples Discussion on teacher's responsibilities,
2	Unit II: Understanding Counselling (14 hours)	- Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), - Types (Individual, Group) - Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action) - Counseling Services for Students: Face to Face and Online - Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating). - Differences between Guidance and Counselling - Professional ethics and code of conduct of Teacher as a Counsellor. - Role of Guidance and Counselling in Distance Education	PPT, Lecture-cum-discussion, Discussion on counselling skills Real-life examples

Course Plan

Name of Faculty: Dr. Shiwani

Paper Title: Knowledge and Curriculum Perspectives in Education

Class/Year: B.Ed.

Paper Code: BED 212

Semester: IV

Academic Session: 2025-26

Objectives of the Course:

- To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- To explore the role of School as an organization and its culture along with the teachers in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.
- To gain insight about Knowledge and Construction of Knowledge wellbeing

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Unit I: Introduction Understanding the Meaning and Nature of Curriculum • Foundations of Curriculum: Philosophical, Psychological and Sociological • Components and Principles of Curriculum, Need and Importance • Facets of Curriculum: Significance in Indian context • Core curriculum & Hidden Curriculum • Centralized & Decentralized Curriculum • Significance of Curriculum in School Education with reference to- (a) Curriculum Framework (b) Curriculum & Syllabus • Interrelationship between Curriculum, Society and Learner. • Recommendations for curriculum and schooling (According to NCF 2005 and NPE 2020)	Lecture cum Discussion, Presentations Activities, discussion with case based studies	1. Explain the meaning and nature of curriculum and differentiate it from related concepts such as syllabus and course content. 2. Describe the foundations of curriculum including philosophical, psychological, and sociological bases and analyze their influence on curriculum development. 3. Identify the components and principles of curriculum and explain their need

B.Ed. Course Plan 2026

Subject: 212 -Knowledge and Curriculum Perspectives in Education (4th Semester)

Month	Unit	Objectives of the unit	Content to be covered	No. of lectures	Methodology
January	I	- To enable student teachers to understand the meaning of the term Knowledge and Curriculum. - To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.	- Understanding the Meaning and Nature of Curriculum - Foundations of Curriculum: Philosophical, Psychological and Sociological - Components and Principles of Curriculum, Need and Importance - Facets of Curriculum: Significance in Indian context • Core curriculum & Hidden Curriculum • Centralized & Decentralized Curriculum - Significance of Curriculum in School Education with reference to- (a) Curriculum Framework (b) Curriculum & Syllabus - Interrelationship between Curriculum, Society and Learner. - Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020)	6	Lecture, Case Studies, Debates, Discussion, Role Play, Quiz etc.

LESSON PLAN

Name of Faculty: Dr. Sumit Kumar Sharma

Paper Title: Life skills

Class/Year: B.Ed.

Semester: IV

Paper Code: BED232

Academic Session: 2025-26

Objectives of the Course:

- To familiarize student-teachers in the theoretical foundations of Life Skills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- To foster the spirit of social responsibility in students and enhance social and emotional wellbeing

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Unit I: Introduction • Life Skills & Life Skills Education: Concept, need and importance of Life Skills & its education for human beings (especially teachers). • Difference between Livelihood Skills and Life Skills. • Core Life Skills prescribed by World Health Organization. • Key Issues and Concerns of Adolescent students in emerging Indian context.	Lecture cum Discussion, Presentations Activities	describe the theoretical foundations of Life Skills and Life Skills Education.
2	14 Hours	2	Unit II: Process and Methods Enhancing the Life Skills • Classroom Discussions • Brainstorming and Role-plays • Demonstration and Guided Practice • Audio and Visual activities, e.g. Arts, Music, Theatre, Dance • Small Groups discussions followed by a presentation of group reports. • Educational Games and Simulation • Case Studies, Storytelling, Debates • Decision making and mapping of using problem trees.	Lecture cum Discussion, PPTs, Group Activity	apply various methods of nurturing life skills among the learners.
3	12 Hours	3	Unit III: Core Life Skills (I) • Skills of Self-awareness and Empathy: Concept, Importance for Teachers in Particular, Integration with the teaching learning process, learning to live Together with other living beings. Acceptance of diversity in perspectives of Different societies and cultures. Acceptance and importance of all living beings as along ecological and psychological social structures. • Skills of Coping with Stress and Emotion: Concept, importance for Teachers In particular	Lecture cum Discussion, PPTs	practice core life skills of self-awareness, empathy, coping with stress and emotion and effective communication & building

LESSON PLAN

Name of Faculty: **Rajesh Kumar Nirala**
 Class/Year: **B.Ed.**
 Semester: **IV**

Paper Title: **Environmental Education**
 Paper Code: **BED 216**
 Academic Session: **2025-26**

Objectives of the Subject:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems.
- To develop critical insights about the environment, through the environment and for the environment.
- To develop awareness about sustainable development goals.

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Nature and scope of environmental education • Nature, need and scope of environmental education and its conservation • Present status of environmental education at various levels • Role of individual and community in conservation of natural resources: energy and minerals • Role of individual in prevention of pollution: air and water • Equitable uses of resources for sustainable livelihoods • Role of information technology, media and ecotourism in environment Awareness/consciousness	Lecture cum Discussion, Presentations, Activities	Describe Inclusive Education and reflect positively on its philosophy as a means to achieve Education for All.
2	14 Hours	2	Community Participation and Environment • Community participation in natural resource management – water, forests, etc. • Change in forest cover overtime and deforestation in the context of tribal life • Sustainable land use management • India as a mega biodiversity Nation, Different ecosystems at national and global level. • Traditional knowledge and biodiversity conservation • Sustainable development goals given by UNDP for environmental protection • Issues of Sustainable Development: Need and challenges to sustainable Development, Study of alternative approaches to sustainable development • Notion of development as continued Social, Political and Economic progress, significance of Well-being of the global community • Shifting cultivation and its impact on environment	Lecture cum Discussion, PPTs, Group Activity	Identify the diverse learning needs of all learners and apply appropriate strategies to address them in inclusive classroom settings.



B.Ed Course Plan

216 – Environmental Education (4th Semester)

Month	Unit	Objectives of the unit	Contents to be covered	No. of lectures	Methodology
January	I	- To understand and reflect on the concept and characteristics of environmental education from various aspects. - To enable students to appreciate the concept of Environmental Education	† Nature, need and scope of environmental education and its conservation † Present status of environmental education at various levels † Role of individual and community in conservation of natural resources: energy and minerals † Role of individual in prevention of pollution: air and water † Equitable uses of resources for sustainable livelihoods † Role of information technology, media and ecotourism in environment † Awareness/consciousness	6	Lecture, Study Notes, Power Point Presentations, Internet, Questioning
February	II	- To develop critical insights about the environment, through the environment and for the environment. - To develop awareness about sustainable development goals	† Community participation in natural resource management – water, forests etc. † Change in forest cover overtime and deforestation in the context of tribal life † Sustainable land use management † India as a mega biodiversity Nation, Different ecosystems at national and global level. † Traditional knowledge and biodiversity conservation † Sustainable development goals given by UNDP for environmental protection † Issues of Sustainable Development, Study of challenges to sustainable development † alternative approaches to sustainable development † Notion of development as continued Social, Political and Economic progress, significance of	12	Lecture, Study Notes, Power Point Presentations, Internet, Questioning

LESSON PLAN

Name of Faculty: Ajay Kumar

Class/Year: B.Ed.

Semester: 1

Paper Title: Creating an Inclusive School

Paper Code: BED 218

Academic Session: 2025-26

Objectives of the Subject:

- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactiona I Strategies	Learning Outcomes
1	12 Hours	1	Inclusive Education: • Concept of social Exclusion and Inclusion • Understanding Diversities: Linguistic, socio-cultural, Economic, Gender and Disability • Philosophical and social basis of Inclusive Education. • Benefits of Inclusive Education to children without special needs. Historical and contemporary perspectives to disability and inclusion	Lecture cum Discussion, Presentations. Activities	describe Inclusive Education and reflect positively on its philosophy as a means to achieve Education for All.
2	14 Hours	2	Children with Special Needs : • Range of learning problems across various disabilities • Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups. • Assessment of learning problems in children with various disabilities. • Assistive devices, equipment's and technologies for different disabilities. Constitutional Provisions, Provisions, Policies, Programmes and Acts and international instruments like UNCRPD	Lecture cum Discussion, PPTs, Group Activity	identify the diverse learning needs of all learners and apply appropriate strategies to address them in inclusive classroom settings.
3	12 Hours	3	School's Preparedness for Inclusion: • Addressing the diverse needs of children with disabilities with reference to Pedagogical,	Lecture cum Discussion, PPTs	develop and demonstrate the capacity to plan, create, and sustain an

LESSON PLAN

Name of Faculty: Dr. Amit Kumar

Paper Title: Guidance and Counselling

Class/Year: B.Ed.

Semester: IV

Paper Code: BED 214

Academic Session: 2025-26

Objectives of the Course:

- To appreciate the nature, need, principles for guidance and counselling;
- To familiarize the responsibilities and moral obligation of teacher as a guide and counsellor;
- To develop capacity of applying the techniques and procedures of guidance and counselling;
- To facilitate career development of all the different types of students;
- To understand the facilities at governmental and non-governmental level; and ethical and legal guidelines for differently-abled, special needs, and deprived group students.

S. No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1	12 Hours	1	Unit-I: Understanding Guidance • Guidance: Concept, aims, objectives, functions, principles and ethics • Role of Guidance in human development and adjustment • Need & Procedure for (Educational, Psychological and Social) guidance • Group Guidance: Concept, Need, Significance and Principles • Role of Teacher: in providing guidance and organization of guidance programs in schools. .	Lecture cum Discussion, Presentations Activities	describe the theoretical foundations of Guidance and Counselling in Education.
2	14 Hours	2	Unit-II: Understanding Counselling • Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), Types (Individual, Group) • Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action) • Counseling Services for Students: Face to Face and Online • Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating) • Differences between Guidance and Counselling • Role of Teacher as a Counsellor	Lecture cum Discussion, PPTs, Group Activity	apply various methods of Guidance and Counselling in education.
3	12 Hours	3	Unit-III: Major Concerns in Guidance and Counselling • Emotions: Meaning, Emotional Intelligence, Managing Emotions, Role of Teacher • Skills: Self Discovery, Decision Making, Problem Solving 56 Guru Gobind Singh Indraprastha University Sector-16 C,	Lecture cum Discussion, PPTs	practice Guidance and Counselling regarding coping with stress and

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New announcement

Repost



Manya Baweja
4 May

Topic : Content based experiential learning

Presented by :

1. Manya Baweja (06518102125)

2. Priya (06618102125)

3. Prachi Singh (04918102125)

4. Neelam (05718102125)

Upcoming

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4G



School Leadership 2026

A & B

 New announcement

 Repost



Ajay

12:08 PM



Topic

• NCERT Roles and Responsibilities

submitted by

• Ajay (05318102124)

Kundan Kumar (50218102124)



Roles and Responsibilities of NCERT.pdf

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Harsh Raj

Yesterday



Assignment on SCERT. Presented by Harsh Raj
(00418102124) and Vaibhav Tyagi (01418102124)



SCERT.pdf

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 shiwani Maggu
3:23 PM

Good Afternoon All

Plz find the attachments for unit I.

Thanks

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AND INSTRUCTION
Dr. Stewart

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shiwani Maggu
3:25 PM



Good Afternoon All

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[TOMP unit ...](#)

Microsoft Powe

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especially true in the case of the information contained in the
assignments which is to be used for the purpose of the
assignment. The information contained in the assignments
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People

Health and Physical...



combine



New announcement

Repost



Harpreet Kaur

3:05 PM



upload your presentation till 23 april 2026

Add comment



Prof. Abha Sharma posted a new ass...



Posted Mar 3

All students are required to upload their PPTs on or before 08/03/2026.

Indya

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May 15

Some Important Documents

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12:11 PM
6/2/2026

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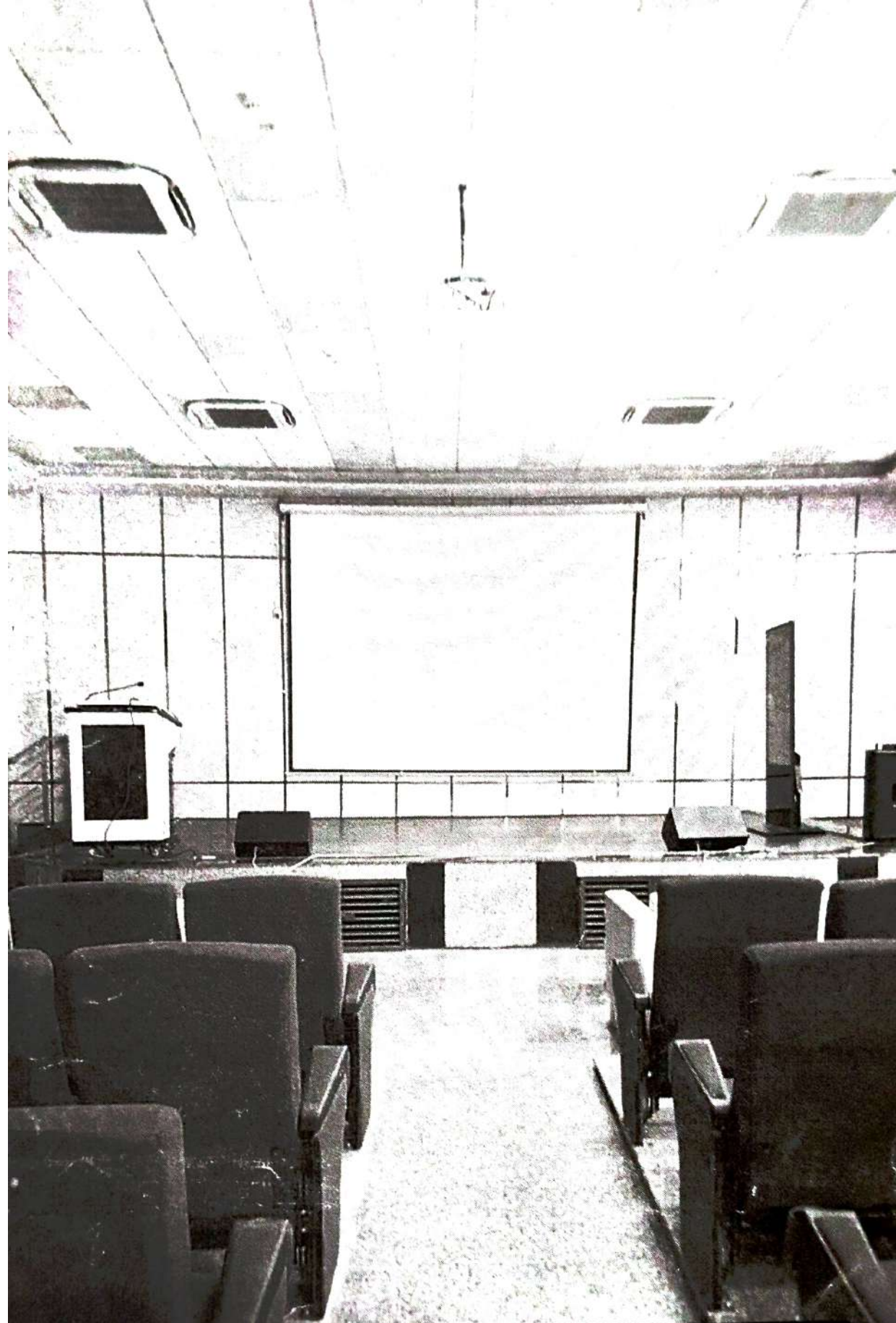
Deepali Suryvanshi
Apr 19

Audio Assignment
Deepali (00918102124)

2 class comments

Deepali Suryvanshi • Apr 28
Good Afternoon Sir,

As a Facilitator , I believe both of the experiences should be balanced in a way neither academics get compromised and at the end of the term students shouldn't feel that ma'am didn't taught full syllabus or won't able to cover up those concepts because she push us into many co - curricular activities. As at the end , keeping aside the rights and wrongs - marks matter , passing exam by each students matter to all of them and many of them also has aspirations to pass them with flying colours



Google

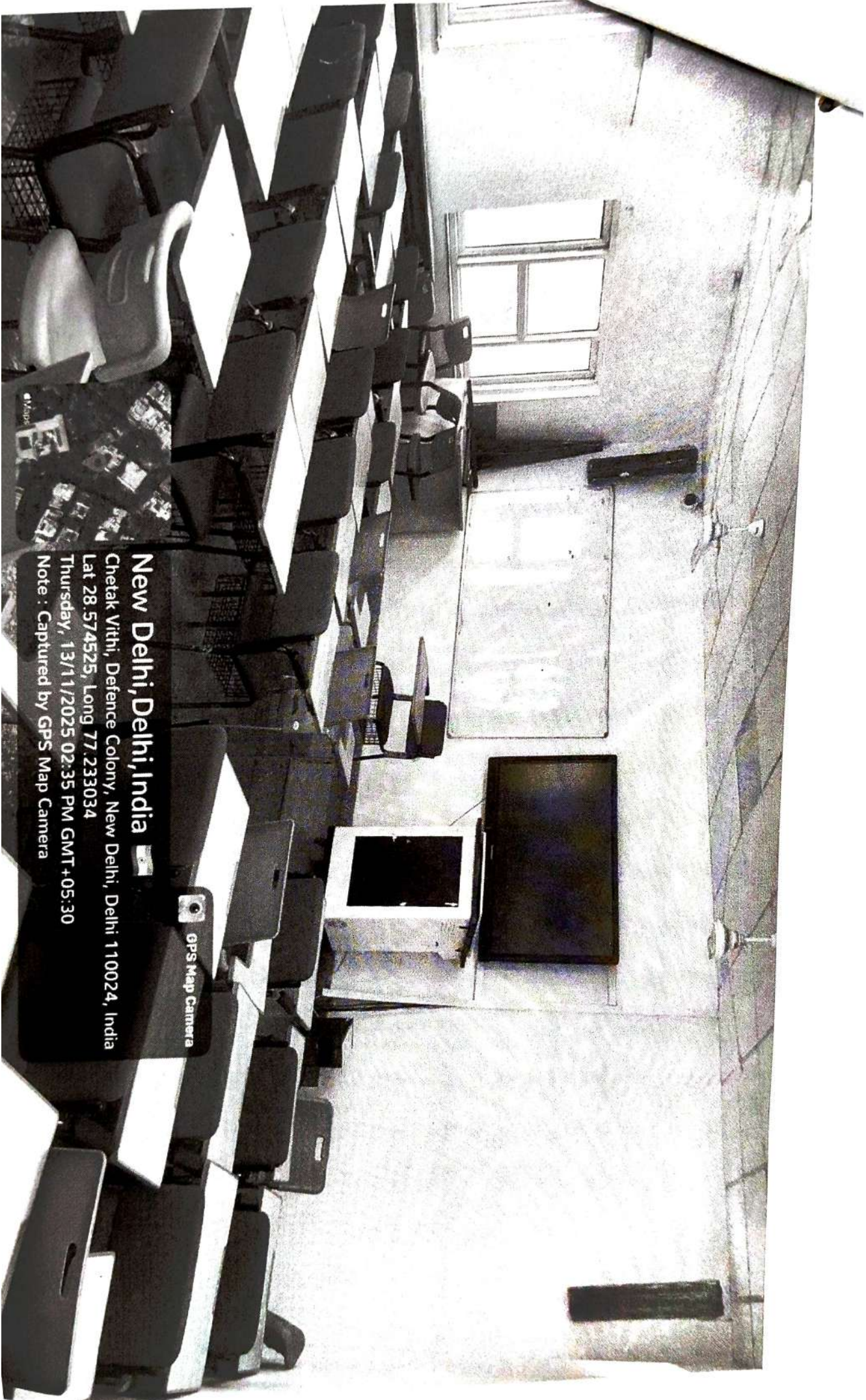
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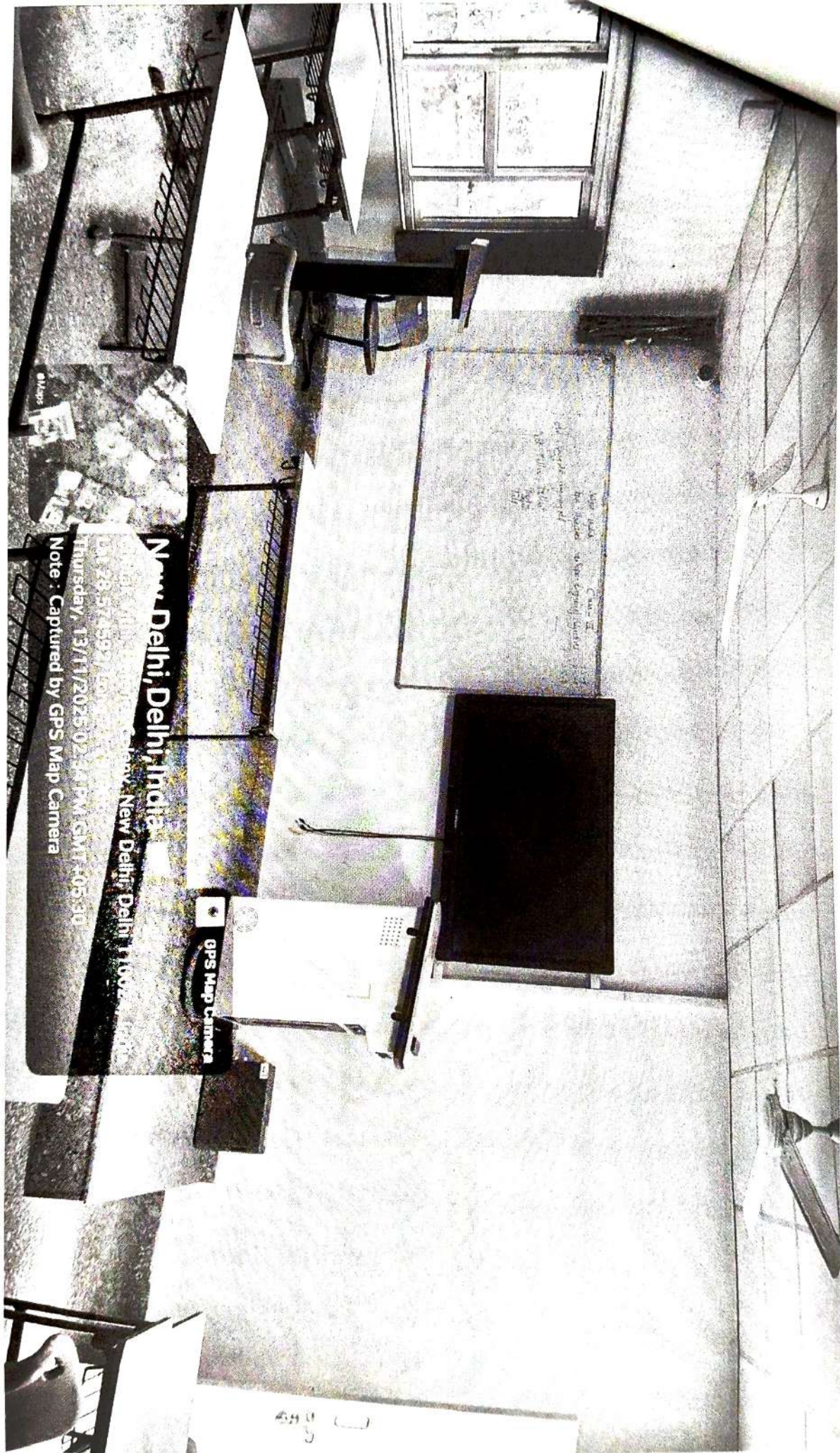
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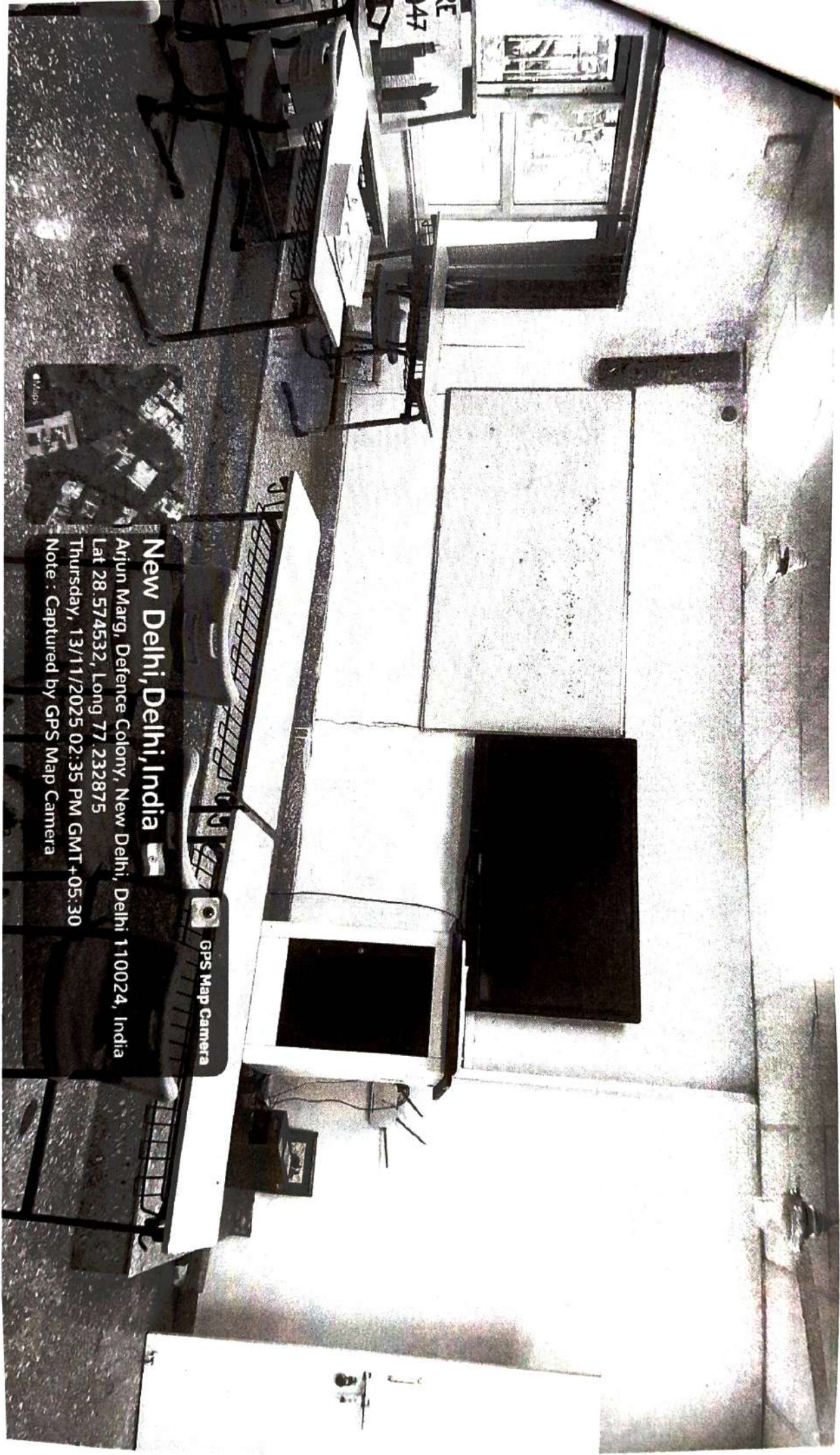
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