



List of Courses which focuses on Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework


Department : Education

Programme Name : B.Ed.

Academic Year : 2024-2025

Courses which focuses on Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework:

Sr. No.	Course Code	Name of the Course
01.	EDBATT2	Contemporary India & Education
02.	EDBATD1	Value Education
03.	EDBATD2	Physical & Health Education
04.	EDBATD3	Guidance and Counselling
05.	EDBCTT2	Knowledge and Curriculum
06.	EDBCTT3	Language across the Curriculum
07.	EDBCGA2	Drama & Art in Education
08.	EDBCGA1	Reading & Reflecting on Text
09.	EDBBTT2	Creating an inclusive school
10.	EDBCTT4	Gender, School and Society
11.	EDBBGA1	Understanding the self


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5. Dissertation: Data Collection
The following courses integrates cross-cutting issues relevant to Professional Ethics, ...
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Rajeshwar
25/7/24

Human Values, Environment & Sustainability and other value framework in the B.Ed. programme:

1. Contemporary India & education
2. Value education
3. Physical and health education
4. Guidance and counseling
5. Knowledge and curriculum
6. Language across the curriculum
7. Drama & Art in Education
8. Reading & reflecting on text
9. Creating an inclusive school
10. Gender, school and society
11. Understanding the self



Scheme and Syllabus

B.Ed.-DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL MARKS	EXTERNAL MARKS	MINIMUM PASS MARKS
Group-I Core courses	Childhood & growing up	EDBATT1	4	100	30	70	50
	Contemporary India & Education	EDBATT2	4	100	30	70	50
	School management & leadership	EDBATT3	2	50	15	35	25
Group-II Pedagogy courses	Understanding the discipline-A Physical Science Social Science	EDBATY1 EDBATY2	2	50	15	35	25
	Understanding the discipline-B Biology Mathematics English Hindi	EDBATY3 EDBATY4 EDBATY5 EDBATY6	2	50	15	35	25
Group-III Optional courses	<i>Any one from –</i> Value education OR Physical and health education OR Guidance and counseling OR MOOCs	EDBATD1 EDBATD2 EDBATD3	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Teaching & Learning in Digital Age	EDBAGA1	2	50	50		25
Group –V Engagement with Field	School visit-I (Upper Primary to Higher Secondary)	EDBAEF1	1	50	50		25
TOTAL			19	500	220	280	250
<p>Co- Curricular Activities (CCA) Any one from the following - Subject Club- EDBAGS1 (Internal 100 marks) Campus Development- EDBAGS2 (Internal 100 marks) Organizing Cultural Programmes- EDBAGS3 (Internal 100 marks)</p>							



SEMESTER II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Learning and teaching	EDBTT1	4	100	30	70	50
	Creating an inclusive school	EDBTT2	2	50	15	35	25
Group-II Pedagogy courses	Pedagogy- (A) Physical Science Social Science	EDBBTY1 EDBBTY2	4	100	30	70	50
	Pedagogy-(B) Biology Mathematics English Hindi	EDBBTY3 EDBBTY4 EDBBTY5 EDBBTY6	4	100	30	70	50
Group -IV Enhancing Professional Capacities courses	Understanding the self	EDBBGA1	2	50	50		25
Group -V Engagement with Field	School visit-II (Upper Primary to Higher Secondary)	EDBBEF1	3	50	50		25
	Practicing teaching skills	EDBBGF2	2	100	100		50
TOTAL			21	550	305	245	275
SEMESTER III							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Assessment and evaluation	EDBCTT1	4	100	30	70	50
	Knowledge and curriculum	EDBCTT2	4	100	30	70	50
	Language across the curriculum	EDBCTT3	2	50	15	35	25
	Gender, school and society	EDBCTT4	2	50	15	35	25
Group -IV Enhancing Professional Capacities courses	Reading & reflecting on text	EDBCGA1	2	50	50		25
	Drama & Art in Education	EDBCGA2	2	50	50		25
Group -V	Psychological testing	EDBCEF1	2	50	50		25
	School internship-I (Upper Primary to Higher Secondary)	EDBCEF2	2	100	100		50



COURSEEDBATT2: CONTEMPORARY INDIA AND EDUCATION

COURSE OUTCOME

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. First Semester Students will be able to:

- CO 1. Interpret the meaning of CIE
- CO 2. Construct understanding about the Nature of CIE
- CO 3. Develop understanding about the nature of different disciplines under CIE
- CO 4. Construct CIE curriculum
- CO 5. Develop and apply concepts, generalization and hypothesis
- CO 6. Connect CIE teaching with life outside class
- CO 7. Became aware of the social responsibilities of a CIE Structure

UNIT I: UNDERSTANDING EDUCATION

- Meaning and the nature of Education
- Types of education and their relevance
- Different Aims of Education
- Evolution aims of education in India
- Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)

UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM

- Nature of Indian Society: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT

- The British education system and The National Education movement
- The Indian constitution and Education
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- Universalization v/s Quality of education
- PPP and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common school)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc. and their educational prospects.
- Surveys of study condition of different kinds of schools and teachers and other staff working in them
- Status report of a village of Bilaspur
- Comparative report of learning style of students from different communities



COURSE EDBATD1: VALUE EDUCATION

COURSE OUTCOMES

MARKS: 50 CREDITS: 2 | 2 Hrs./wk

B.Ed. First Semester students will be able to:

- CO 1. explain the nature, and the concept of values.
- CO 2. classify values under different types.
- CO 3. appreciate the educational values like democratic, secular, and socialist.
- CO 4. apply different teaching strategies for value education

UNIT I: UNDERSTANDING VALUE

- Value: concept and classification
- Morality and value – difference
- Value Education: concept and need.

UNIT II: VIEWS OF VALUE DEVELOPMENT

- Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value
- Views of Vivekananda in inculcating values and developing Man of Character

UNIT III: DEVELOPING VALUES

- Role of school, family, society and mass media on development and erosion of values.
- Role of syllabi of different subjects and co-curricular activities in inculcating values

UNIT IV: METHODS

- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
- Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.

PRACTICUM

- Designing activities to inculcate various kinds of values
- Story telling & discussion
- Planning for a Cleanliness programme: self, class-room, campus.
- Preparation of a measure of value: Rating Scale

MODE OF TRANSACTION:

Lecture, Discussion, field work, Observation & rating.

Suggested Readings/Learning References:

- Harsh,R.N.,Miller,J.P.,&Eielding,G.B. Model of Moral Education:AnAppraisal,LongMan:NewYork
- PassiB.K.& Singh. Value Education, National Psychological Corporation, Agra.
- Rooths, I.E.Mearill Value and Teaching, McGraw-Hill, co.
- Rockeach, M.The nature of human values collier McMillan Publishers,London.
- Frankel, J.R How to teach value in analytical approach,PrenticeHall,New Jersey
- Pandey, Ramshukh Value Education, R.Lall Book, Meerut.
- Fraenkel, J.R How to teach about values.
- Gupta, N.L.Value Education



COURSE EDBATD3: GUIDANCE AND COUNSELLING

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

The B.Ed. First semester students will be able to:

- CO 1. explain theoretical background of guidance and counseling.
- CO 2. implement the concept of guidance and counseling.
- CO 3. draw the significance of vocational guidance.
- CO 4. analyze the counseling and its process.
- CO 5. implement the therapeutic techniques helpful in student's guidance & counseling.

UNIT I: CONCEPT AND NEED OF GUIDANCE & COUNSELING

- Guidance: Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

UNIT II: TOOLS AND APPROACHES

- Tools for collecting information for Guidance and Counseling: records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling; Psycho-analytical, Client-centered, and Behavioral.

UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

UNIT IV: GUIDANCE AND COUNSELING PROCESSES

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
- Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase & Terminal Phase; Role of a Counsellor

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes or for job selection in future. Or
- Planning for a counseling process for reducing Examination anxiety. Or
- Study of the guidance and counseling services by various boards and presenting a report.
- Preparing a tool for collecting information on a given issue

MODE OF TRANSACTION: Lecture, Discussion, Demonstration, School visit.

Suggested Readings/Learning References:

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.



COURSE EDBATD2: PHYSICAL AND HEALTH EDUCATION

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

B.Ed. first semester students will be able to:-

- CO 1. analyze the concept and role of physical and health education
- CO 2. implement various types of Health Services particularly in schools
- CO 3. evaluate various issues related to health problems particularly among school children
- CO 4. create ways for maintaining safety and physical fitness

UNIT – I: HEALTH & PHYSICAL EDUCATION

- Health: its Concept, Dimensions and Determinants.
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

UNIT – II: HEALTH SERVICES IN SCHOOLS

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc.
- Health service, Nutritional service, Health appraisal, Health record, Healthful school environment.

UNIT – III: DISEASES AND SAFETY ISSUES

- Communicable and Non-Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: Common Injuries and their Management.
- First Aid kit and Emergency Care services.

UNIT – IV: HEALTH AND LIFESTYLE

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
- Issues of Malnutrition, Adulteration in food, and Environmental pollution.
- Management of lifestyle and Prevention of disease and disorders.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Study and group presentation on the health statistics of the school going children of India
- Study of the school environment in the perspective of health and hygiene
- Assessing awareness of personal safety/hygiene among students
- Quiz/Games/Aids on health issues
- Preparing journal on lifestyle diseases from newspaper/online news reports

MODE OF TRANSACTION:

Lecture, Discussion, Group presentation, audio-visuals, poster presentation, community work and field experience.



COURSE EDBCTT2: KNOWLEDGE & CURRICULUM

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Third semester students will be able to:

- CO 1. explain the concept, types and facets of knowledge and their nature
- CO 2. differentiate between facts, belief, information, knowledge and understanding
- CO 3. classify various types of curriculum
- CO 4. plan curriculum for their respective schools

UNIT-1: UNDERSTANDING KNOWLEDGE

- Meaning and concept of knowledge
- Sources of knowledge
- Types of Knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge
- Facets of knowledge- Local and Universal, Concrete and Abstract, Theoretical and practical, Contextual and textual, School and Out of school, and Scientific and Religious,

UNIT-2: KNOWLEDGE CONSTRUCTION

- Concepts of facts, belief, information, knowledge and understanding
- Theories of knowledge Construction – Jean Piaget and Lev Vygotsky
- Methods promoting knowledge construction
- Role of culture in knowing
- Validation of knowledge

UNIT-3: UNDERSTANDING CURRICULUM

- Meaning and Concept of curriculum
- Components of curriculum
- Types of curriculum
- Principle of Curriculum development
- Philosophical, Psychological and Sociological foundations of curriculum development

UNIT-4: CONCERNS IN CURRICULUM

- Curriculum as a Contested Terrain
- Ideology and Curriculum
- Implications of curricular divisions for learner centered pedagogy
- Models of curriculum development- Ralph Taylor and Hilda Taba

PRACTICUM

- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
- Students will identify co-curricular components of some given topics in different subjects
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COURSE EDBCTT3: LANGUAGE ACROSS THE CURRICULUM

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

B.Ed. Third Semester students will be able to:

- CO 1. Exemplify the meaning and importance of language and language skills.
- CO 2. Describe and appraise the importance language background of the learner.
- CO 3. Practice and assess the importance of multilingualism in the school and society.
- CO 4. Arrange the classroom practices for better development of linguistic skills.
- CO 5. Inspect linguistic errors in the language use of students.
- CO 6. Schedule various activities to develop good language habits among student.

UNIT I: LANGUAGE BACKGROUD OF THE LEARNER

- Language and Language skills
- Characteristics of first language and second language learning and teaching
- Need to understand the language background of the learners

UNIT II: CONCEPT OF MULTILINGUALISM

- Sensitivity towards the language diversity in the classrooms: Identification
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects';
- Language and culture

UNIT III: CLASSROOM PRACTICES AND READING COMPREHENSION

- The nature of classroom discourse
- Strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Expository texts vs. narrative texts; schema theory

UNIT IV: WRITING ASPECTS

- Activities to develop language skills
- Note-making, summarizing; making reading-writing connections; process writing: Components

PRACTICUM

- School Visit to Find out Communication Problem/Apprehension in Students
- Prepare a report on multilingualism
- Prepare a news of your departmental activity
- Prepare presentation on language diversity through the use of ICT
- Workshop on reading activities
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions



COURSE EDBCGA2: DRAMA & ART IN EDUCATION

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. Third Semester students will be able to -

- CO 1. Compare different forms of art in given situation
- CO 2. Summarize the role of art in human life and teaching learning process.
- CO 3. Plan creative initiatives for better learning in the given content/subject.
- CO 4. Implement learned art and drama techniques in the teaching of content/subject allotted.
- CO 5. Organize different curricular and co-curricular events for developing critical thinking of the learner.
- CO 6. Infer Art as a medium of expression.
- CO 7. Attribute the role of Art as a medium of perception and reflection in teaching learning process.
- CO 8. Produce Art as an alternative language to experience and communicate concepts in teaching-learning for the given content/subject.

WORKSHOP-I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art (Aesthetic, Visual and Performing Art)
- Building imagination, memory, associative thinking by Designing games and conducting intra-inter group games involving
- Interconnecting different forms of art like music, dance, fine arts, performing arts
- Interconnecting Indian festivals and their artistic significance.

WORKSHOP-II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–

Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

WORKSHOP-III: ART AND CRAFT–Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any **four** of the following activities focusing on color, textures, form, composition and thematic content: Poster making, origami and paper crafts, drawing comic strips or books, screen painting (pat chitra), pottery, terracotta, carving, collage, Local folk paintings, mehndi, cone painting/murals/etc., candle/diya making, paper mechhe, low cost and innovative teaching learning material.



COURSE EDBDTT2: CREATING AN INCLUSIVE SCHOOL

B.Ed. Second Semester Students will be able to:

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

- CO 1. create the inclusive environment in the class and development of Inclusive Education.
- CO 2. critically analyze the Education Policy for Disabled Children.
- CO 3. create the Curriculum for differently able children
- CO 4. draw the Inclusive Classroom setting and teaching strategies.
- CO 5. evaluate the recent program for Inclusive Education.

UNIT- I: PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

UNIT- II: EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

UNIT- III: CURRICULUM FOR DIFFERENTLY ABLE CHILDREN

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

UNIT- IV: INCLUSIVE CLASSROOM AND TEACHING STRATEGIES

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitude of teachers.
- Classroom setting- Management for differently able children.
- Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
- Recent trend of Evaluation- CCE Pattern

Practicum:

Understanding classroom diversity and reporting the same.
Preparation of model to Use ICT for teaching in inclusive situation
Preparation of a diagnostic test for inclusive Classroom.
Collection of data regarding children with special needs from Municipal records.



COURSE EDBCGA1: READING & REFLECTING ON TEXT

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. Third Semester students will be able to:

- CO-1 Develop reading comprehension
- CO-2 Examine the pedagogy of reading and writing
- CO-3 Analyze variety of texts for reading.
- CO-4 Synthesize the relation of reading and writing
- CO-5 Apply the best practices and strategies in their reading.

ACTIVITY- I: READING COMPREHENSION

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading: Intensive and Extensive reading, Loud and Silent reading

ACTIVITY- II: PEDAGOGY OF READING

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

ACTIVITY-III: READING VARIETY OF TEXTS

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES

- Different types of reading skills and strategies
- Combining reading and writing leads to the development of critical skills
- Analyze of various text structures: these contribute to the comprehension of a text
- Writing with sense of purpose and audience; writing within the context of other's ideas

PRACTICUM

- Workshop on reading variety of texts
- Prepare a report on best practices in reading/writing texts with the help of ICT
- Prepare a field note
- Prepare pedagogical aspects of reading/writing
- Draft a report on entire activities
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance vocabulary



COURSE EDBCCT4: GENDER, SCHOOL AND SOCIETY

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

B.Ed. Third Semester students will be able to:

- CO 1. differentiate the sex and gender.
- CO 2. interpret the concept of Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping etc. in the current situation.
- CO 3. critique the concept history, and theories of feminism in the present context.
- CO 4. critique the concept, history, and theories of masculinity in the present context.
- CO 5. check awareness about violence against women in the given situation.
- CO 6. comparing inequality based on gender in the curriculum, textbooks, classroom, and management of the school,
- CO 7. plan gender-inclusive classroom teaching strategy.
- CO 8. implement learned strategies to remove the gender inequality and violence against women in the given context.

UNIT I: GENDER: KEY CONCEPTS

- Difference between Sex and Gender
- Social construction of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping, and its consequences.

UNIT II: GENDER AND SCHOOL

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)
- Gender issues in curriculum, textbooks, classroom and management of the school.
- Creating Gender Inclusive Classroom.

UNIT III: GENDER AND SOCIETY

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

UNIT IV: SEXUALITY AND POWER

- Sexuality: meaning, its relation with power
- Violence against women: Empirical Examples, Impact on the Lives of Women
- Strategies for Change: Policy and management in the school, Women's action groups and Mass media.
- Laws related to women, National women commission and other national and international agencies related to women.



COURSE EDBBGA1: UNDERSTANDING THE SELF

COURSE OUTCOMES

MARKS: 50| CREDITS: 2 |4Hrs./wk

B.Ed. Second Semester Students will be able to:

- CO 1. develop an understanding of their own 'self' and 'identity' through a critical introspection
- CO 2. develop an alert and sensitive personality capable of faithful rapport
- CO 3. explore their creative 'self' and develop appreciation in creative pursuance for self-development
- CO 4. appreciate yoga in converging body-mind-soul and in creating a fully functioning self

WORKSHOP I: SELF AND IDENTITY

Basic idea of Self and identity: multiple identity, discovering personal 'self' and understanding the 'identity' as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background; Self-concept, self-esteem, self-efficacy, particularly in the role of a school teacher; fully functional self

Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing

WORKSHOP II: UNDERSTANDING OTHERS

Listening and observing 'Self': Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature

WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT

Exploration and Engagement in creative Expression of 'self': Understanding Creativity and its importance for human mind; Discovering the creative 'self' within in any form of creative endeavor; Putting persistent effort for adding novelty to the chosen form of creative task;

Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression


WORKSHOP IV: YOGA FOR SELF DEVELOPMENT

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga

Suggested Readings/Learning References:

You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point


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