

B.Ed Two-Year ODL 1st Year –Subjects, Blocks and Units

1	CHILDHOOD AND GROWING UP
	<p>BLOCK-1 GROWTH AND DEVELOPMENT OF CHILDREN</p> <p>Unit-1 Understanding Children and Childhood: Different Perspective</p> <p>Unit-2 Growth and Development</p> <p>Unit-3 Principles of Development</p> <p>Unit-4 Growth and Development of Children</p> <p>BLOCK-2 GROWTH AND DEVELOPMENT OF ADOLESCENTS</p> <p>Unit-1 Understanding Adolescents: Different Perspectives</p> <p>Unit-2 Growth and Development During Adolescence</p> <p>Unit-3 Adolescents in Socio-Cultural Contexts</p> <p>BLOCK-3 THEORETICAL PERSPECTIVES ON LEARNING AND CROSS- CULTURAL ASPECTS</p> <p>Unit-1 Behaviouristic Perspective of Learning</p> <p>Unit-2 Erickson’s Stages of Psychosocial Development</p> <p>Unit-3 Cognitive Development</p> <p>Unit-4 Kohlberg’s Theory of Moral Development</p> <p>Unit-5 Vygotsky’s Social Constructivist Approach to Learning</p> <p>BLOCK-4 INDIVIDUAL DIFFERENCES METHODS OF STUDY AND INCLUSIVE EDUCATION</p> <p>Unit-1 Methods of Studying Individual Differences</p> <p>Unit-2 Introduction to Differently Abled Children</p> <p>Unit-3 The Visually Impaired Child and Inclusive Education</p> <p>Unit-4 The Orthopaedically Handicapped Child</p>
2	CONTEMPORARY INDIA AND EDUCATION
	<p>BLOCK- 1 UNDERSTANDING INDIAN SOCIETY</p> <p>Unit-1 India: The Historical Evolution</p> <p>Unit-2 India as a Society</p> <p>Unit-3 India: Essential Properties</p> <p>Unit-4 India as Evolving Nation State</p> <p>BLOCK-2: INDIA AND DEVELOPMENT</p> <p>Unit-1 India as Developing Economy: Salient Features and Paradoxes</p> <p>Unit-2 Indian Economy and Education</p> <p>Unit-3 Modern Indian Society</p> <p>Unit-4 Education on the move</p>

	<p>BLOCK-3 NORMATIVE VISION OF MODERN INDIA AND EDUCATION:</p> <p>CONSTITUTION OF INDIA</p> <p>Unit-1 Making of the Constitution of India</p> <p>Unit-2 Constitution of India: Basic Philosophy and Features</p> <p>Unit-3 Education in India: Privilege to Right</p> <p>Unit-4 Child Rights: Education</p> <p>BLOCK-4 POLICY FRAMEWORKS FOR PUBLIC EDUCATION IN INDIA: COMPETING DEMANDS AND POLICIES</p> <p>Unit-1 Educational Policy Frameworks in India: A Brief Historical Account</p> <p>Unit-2 Education Policy Frameworks in Independent India</p> <p>Unit-3 Indian Education: Concerns and Issues</p> <p>Unit-4 Curriculum Frameworks: Schooling Policies</p>
3	<p>LEARNING AND TEACHING</p>
	<p>BLOCK- 1 LEARNING AND KNOWLEDGE</p> <p>Unit- 1 Concept of Learning</p> <p>Unit-2 Socio-cultural differences in cognition</p> <p>Unit-3 Knowledge Bases of Teaching and Learning</p> <p>BLOCK-2 APPROACHES TO LEARNING</p> <p>Unit-1 Cognitive and Behaviouristic views of learning. Insight learning theory and its implications.</p> <p>Unit-2 Constructivist approach of Piaget ‘knowledge comes from actions’. Vigostky’s social constructivism’s implications for learning.</p> <p>Unit-3 Bruner and Gane’s ideas about learning.</p> <p>Unit-4 Retention, forgetting, theories of forgetting, long and short term memory.</p> <p>BLOCK-3 MOTIVATION CONVERGENT AND DIVERGENT LEARNING</p> <p>Unit-1 Concept of motivation: Intrinsic and extrinsic; Learner’s needs and enhancing motivation; role of cooperation and competition in leaning.</p> <p>Unit- 2 Concept of intelligence, multiple abilities, assessment and implications for teaching learning.</p> <p>Unit- 3 Concept of Creativity, strategies of promoting creativity in learners</p> <p>BLOCK-4 LEARNING DIVERSITY AND TEACHING</p> <p>Unit- 1 Individual differences within classroom and informal settings. Differences in learners based on socio-cultural context, Home languages of learners and language of instructions.</p> <p>Unit- 2 Complex role of teacher in the context of teaching styles and learning styles of students.</p> <p>Unit- 3 Teacher centered teaching and learner centered approaches of teaching</p>

	Unit-4 Developing familiarity with the existing educational and psychological tests; positive use of entrance tests.
4	LANGUAGE ACROSS THE CURRICULUM
	<p>BLOCK -1 THE ROLE OF LANGUAGE</p> <p>UNIT-1 Nature and Use of Language</p> <p>UNIT-2 Strategies for Language Development</p> <p>UNIT-3 Using and Teaching Language Through Integrated Approach</p> <p>UNIT-4 Use of Learning Resources in Language</p> <p>BLOCK-2 THE PEDAGOGY OF READING AND WRITING</p> <p>UNIT-1 Textbooks, Curriculum and Syllabus</p> <p>UNIT-2 Developing Study Skills</p> <p>UNIT-3 Evaluation of Language Skills</p> <p>UNIT-4 Use of Language Across Curriculum Areas</p>
5	UNDERSTANDING DISCIPLINES AND SUBJECTS
	<p>BLOCK:1 ACADEMIC DISCIPLINES: NATURE, EVOLUTION, CHARACTERISTICS</p> <p>Unit-1 Understanding Discipline and Disciplinary Knowledge</p> <p>Unit-2 Evolution of Disciplinary Knowledge: Socio-political Analysis</p> <p>Unit-3 Disciplinary Knowledge: Characteristics</p> <p>Unit-4 Disciplinary Knowledge and School Curriculum</p> <p>BLOCK-2 KNOWLEDGE: ITS ORGANISATION IN SCHOOL SUBJECTS, TYPES AND CURRICULUM FRAMEWORKS</p> <p>Unit-1 Knowledge Organization in School Subjects: Disciplinary Orientation</p> <p>Unit-2 Paradigm Shift in Knowledge Nature</p> <p>Unit-3 Changing Notions of Knowledge and Their Organization: Emerging Trends</p> <p>Unit-4 School Subject Knowledge Selection Process and Purpose</p>
6	TEACHING OF ENGLISH
	<p>BLOCK-1 UNDERSTANDING LANGUAGE, PLACE OF ENGLISH MULTI-LINGUAL SOCIETY AND ITS TEACHING</p> <p>Unit-1 Language: Concept, its Nature and Characteristics.</p> <p>Unit-2 Place of English in Indian Multi-lingual Society, its aims and objectives</p> <p>Unit-3 Principles and Maxims of Language Teaching, Teaching and Learning English as a Second Language</p> <p>Unit-4 Writing Objectives in Behavioural Terms, Teaching of Prose, Poetry, Grammar, Composition and Narratives of Events/Issues.</p>

	<p>BLOCK-2 METHODS AND APPROACHES</p> <p>Unit-1 Method and Approach: Meaning, Importance and Difference between method and approach</p> <p>Unit-2 Major methods of Teaching English: Grammar-Translation Method, Direct Method, Bilingual Method and Audio-Lingual Method</p> <p>Unit-3 Major Approaches Teaching English: Structural Approach, Situational Approach, Communicative Approach and Constructive Approach</p> <p>Unit-4 Methods of teaching Words, Consultation & Uses of Dictionary and Encyclopedia and Journals</p> <p>BLOCK-3 FOUR BASIC LANGUAGE SKILLS AND LESSON PLANNING</p> <p>Unit-1 Listening and Speaking: Concept, Significance and activities to develop listening and Speaking</p> <p>Unit-2 Reading: Concept and Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Key word Reading).</p> <p>Unit-3 Writing: Types of Composition (Guided, Free and Creative), Paragraph Writing, Letter Writing (Formal, Informal) Evaluating Compositions</p> <p>Unit-4 Lesson Plans: Meaning and Importance</p> <p>BLOCK-4 LEARNING ENGLISH AND THROUGH INSTRUCTIONAL MATERIAL, DIFFERENT AIDS, MEDIA AND ICT</p> <p>Unit-1 Instructional Material: Meaning and Importance, Principles of selecting appropriate Material</p> <p>Unit-2 Uses of Chalk Board, Television, Taperecorder, Radio, Linguaphone, OHP Computer and Language Laboratory</p> <p>Unit-3 Evaluation: Concept, Difference between evaluation and measurement, CCE and its significance, Basic principles of Evaluation</p> <p>Unit 4 Development of Good Test Item, Oral and Written Test, Development of Blue-print and Achievement Test</p>
7	<p>हिन्दी शिक्षण</p>
	<p>खण्ड - 1. प्रकृति एवं इतिहास</p> <p>(i) भाषा का अर्थ एवं हिन्दी भाषा की उत्पत्ति</p> <p>(ii) हिन्दी भाषा शिक्षण का महत्व, उपयोग, चुनौतियाँ एवं समाधान</p> <p>(iii) हिन्दी भाषा शिक्षण का सामान्य इतिहास</p> <p>(iv) विद्यालयीन पाठ्यचर्चा में हिन्दी : एक सामान्य परिचय</p>

खण्ड - 2. हिन्दी शिक्षण के उद्देश्य एवं उपागम

- (i) प्रारंभिक शिक्षा स्तर पर हिन्दी शिक्षण के उद्देश्य
- (ii) उच्चतर माध्यमिक शिक्षा स्तर पर हिन्दी शिक्षण के उद्देश्य
- (iii) प्रारंभिक शिक्षा में प्रयुक्त उपागम :
- (iv) उच्चतर माध्यमिक स्तर पर प्रयुक्त उपागम

खण्ड - 3. सामाजिक परिवेश में हिन्दी की संरचना

- (i) हिन्दी शिक्षण का अन्य विषयों एवं समाज में प्रचलित बोलियों से सहसंबंध
- (ii) हिन्दी शिक्षण द्वारा ज्ञानात्मक संरचना का विकास
- (iii) हिन्दी शिक्षण अनुप्रयोग
- (iv) हिन्दी शिक्षण में सहायक शिक्षण सामग्री (T.L.M.) का प्रयोग

खण्ड - 4. हिन्दी भाषा शिक्षण में शिक्षाशास्त्रीय अध्ययन

- (i) भाषा शिक्षण के प्रचलित सिद्धान्तों का अध्ययन
- (ii) नवीन शिक्षा शास्त्रीय सिद्धान्त का अध्ययन एवं विश्लेषण
- (iii) हिन्दी विधाओं का शिक्षण-
- (iv) हिन्दी भाषा शिक्षण एवं मूल्यांकन

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संस्कृतशिक्षणम्

प्रथमखण्ड: (Block-1)

संस्कृतस्य अवधारणा, शिक्षणेतिहासः, प्रचारप्रयत्नाश्च

एककम् 1 अनुशासनात्मकावधारणा महत्त्वं च -

एककम् 2 संस्कृतशिक्षणेतिहास

एककम् 3 भारतीयपाश्चात्यविदुषां भाषाशिक्षणसम्बद्धविचारा

एककम् 4 संस्कृतप्रचाराय शासकीयाशासकीयप्रयत्ना

द्वितीय खण्ड: (Block-2)

संस्कृतशिक्षणस्य सिद्धान्ताः, उद्देश्यानि, उपागमाश्च

	<p>एककम् :1 संस्कृतशिक्षणस्य सिद्धान्ताः एककम् :2 विविधस्तरेषु संस्कृतशिक्षणस्य उद्देश्यानि एककम् :3 संस्कृतशिक्षणोपागमा एककम् :4 संस्कृतशिक्षणसूत्राणि उपकरणानि च</p> <p>तृतीय खण्डः (Block-3) संस्कृतभाषाकौशलानि एककम् :1 श्रवणकौशलम् एककम् :2 सम्भाषणकौशलम् एककम् :3 पठनकौशलम् एककम् :4 लेखनकौशलम्</p> <p>चतुर्थ खण्डः (Block-4) संस्कृत शिक्षणस्य विषयः, मूल्यांकनम् एककम् :1 गद्यशिक्षणम् एककम् :2 पद्यशिक्षणम् एककम् :3 व्याकरण शिक्षणम् एककम् :4 संस्कृतशिक्षणे मूल्यांकनम्</p>
9	TEACHING OF SCIENCE
	<p>BLOCK-1 SCIENCE- NATURE AND ITS LEARNING Unit-1 Nature of Science Unit-2 Objectives of Teaching Science Unit-3 How do children learn science Unit-4 Science in School curriculum</p> <p>BLOCK-2 TEACHING OF SCIENCE Unit-1 Tools for Effective Teaching Unit-2 Resources for Learning Unit-3 Methods of Teaching-I Unit-4 Methods of Teaching-II</p> <p>BLOCK-3 MAKING INSTRUCTIONS MEANINGFUL Unit-1 Role of Project work in Teaching Unit-2 Assessment and evaluation Unit-3 Planning for teaching Unit-4 Exemplars of teaching using different approaches and methods</p> <p>BLOCK-4 TEACHING IN 21ST CENTURY Unit-1 Education of students with different abilities Unit-2 Environmental concerns Unit-3 Teacher and society Unit-4 Professional development of the teacher</p>

10	TEACHING OF MATHEMATICS
	<p>BLOCK 1 NATURE, AIMS AND APPROACHES TO PEDAGOGY OF MATHEMATICS</p> <p>Unit 1: Nature, Need, Importance and Place of Mathematics in School Curriculum Unit 2: Mathematics Curriculum for School Unit 3: Approaches and Strategies for Learning Mathematics Unit 4: Planning of Effective Teaching Learning of Mathematics</p> <p>BLOCK 2 MEASURES FOR PROVIDING IMPETUS TO MATHEMATICS EDUCATION</p> <p>Unit 1: Encouraging learning mathematics Unit 2: Learning Resources and ICT in mathematics Unit 3: Evaluation in Mathematics Unit 4: Professional Development of Mathematics Teacher</p> <p>BLOCK 3 TEACHING –LEARNING ARITHMETIC AND COMMERCIAL MATHEMATICS</p> <p>Unit 1: Number system, Number theory , Exponents and Logarithms Unit 2: Percent: Use of percent in everyday and commercial activities Unit 3: Statistics and Probability Unit 4: Geometry and Mensuration and Geometry</p> <p>BLOCK 4 TEACHING OF ALGEBRA</p> <p>Unit 1: Polynomials: Basic Concepts and Factoring Unit 2: Linear Equation, Inequation and Quadric equation Unit 3: Set, Relation and Function Unit 4: Coordinate Geometry</p> <p>Unit 1: Parallel Lines, congruence and construction of triangle Unit 2: Mensuration: Area and Volume</p>
11	TEACHING OF SOCIAL STUDIES
	<p>BLOCK-1 FOUNDATION OF SOCIAL STUDIES</p> <p>UNIT-1 NATURE OF SOCIAL STUDIES UNIT-2 PLACE OF SOCIAL STUDIES IN THE SCHOOL CURRICULUM UNIT-3 STUDYING SOCIETY UNIT-4 HOW DO STUDENTS LEARN SOCIAL STUDIES</p> <p>BLOCK-2 AIMS, OBJECTIVES, METHOD AND EVALUATION</p> <p>UNIT-1 AIMS AND OBJECTIVES OF TEACHING SOCIAL STUDIES</p>

	<p>UNIT-2 TEACHING LEARNING RESOURCES (TLR)</p> <p>UNIT –3 PEDAGOGICAL APPROACHES/METHODS OF TEACHING SOCIAL STUDIES.</p> <p>UNIT 4 EVALUATION FOR LEARNING SOCIAL STUDIES</p> <p>BLOCK -3 CURRICULUM CONSTRUCTION, TOOLS FOR TEACHING AND TEACHING OF STUDENTS WITH DIFFERENT ABILITIES</p> <p>Unit-1 CURRICULUM CONSTRUCTION</p> <p>Unit-2 TOOLS FOR TEACHING SOCIAL STUDIES</p> <p>Unit-3 TEACHING OF STUDENTS WITH DIFFERENT ABILITIES</p> <p>BLOCK -4 ISSUES RELATED WITH TEACHING OF SOCIAL STUDIES</p> <p>UNIT-1 INCULCATION OF VALUES THROUGH TEACHING OF SOCIAL STUDIES</p> <p>UNIT-2 SOCIAL ISSUES</p> <p>UNIT-3 ENVIRONMENTAL ISSUES</p>
12	READING AND REFLECTING ON TEXTS
	<p>BLOCK -1 READING SKILLS</p> <p>Unit-1 Different Types of Reading Skills and Strategies</p> <p>Unit -2 Reading for Comprehension</p> <p>Unit -3 Role of Language and the Pedagogy of Reading across other Subjects</p> <p>Unit -4 Problems of Reading and Methods of Teaching Reading</p> <p>BLOCK -2 WRITING SKILLS</p> <p>Unit -1 Mechanics of Writing and Elements of Good Writing</p> <p>Unit -2 Writing –Words</p> <p>Unit -3 Writing messages</p> <p>Unit- 4 Writing Composition</p>
13	DRAMA AND ART IN EDUCATION
	<p>BLOCK-1 ART AND DRAMA EDUCATION</p> <p>Unit-1 Background of Art Education</p> <p>Unit-2 Aims of Art Education</p> <p>Unit-3 Art Education and its Integration in School Curriculum</p> <p>Unit-4 Curriculum of Visual and Performing Arts at School Stages [Music, Drama, etc.]</p> <p>BLOCK-2 PRACTICUM ISSUES IN ART EDUCATION</p> <p>Unit-1 Practicum Issues I</p> <p>Unit-2 Practicum Issues II</p> <p>Unit-3 Sessional Work I</p> <p>Unit-4 Sessional Work I</p>

14	CRITICAL UNDERSTANDING OF ICT
	<p>BLOCK1 : ICT AND ITS APPLICATION IN TEACHING- LEARNING</p> <p>UNIT-1 ICT IN EDUCATION</p> <p>UNIT-2 VISUALISING LEARNING SITUATIONS USING MEDIA</p> <p>UNIT-3 FUNCTIONAL KNOWLEDGE OF COMPUTER</p> <p>UNIT-4 INTERNET AS LEARNING RESOURCE</p> <p>BLOCK 2: ICT: OTHER SUPPORT SYSTEM AND POLICIES AND ETHICAL ISSUES</p> <p>UNIT-1 ICT FOR ADMINISTRATION AND ACADEMIC SUPPORT SYSTEM</p> <p>UNIT-2 ICT FOR CONTINUOUS PROFESSIONAL DEVELOPMENT</p> <p>UNIT-3 ICT FOR INCLUSIVE EDUCATION</p> <p>UNIT-4 ICT POLICIES, ETHICS AND LEGAL ISSUES</p>

B.Ed Two-Year ODL 2nd Year –Subjects, Blocks and Units

1	KNOWLEDGE AND CURRICULUM
	<p>BLOCK 1: NATURE OF KNOWLEDGE</p> <p>Unit 1: Introduction to discussion about Knowledge</p> <p>Unit 2: Analysis of the concept of knowledge</p> <p>Unit 3: Sociology of knowledge</p> <p>Unit-4: Children and Knowledge construction</p> <p>BLOCK 2 : MORAL VALUES</p> <p>Unit 1: Nature of Value and Morality</p> <p>Unit 2: Morality in a Multi-cultural, Multi-religious and Democratic Society</p> <p>Unit 3: Objectives and Psychological Theories of Morals Education</p> <p>Unit 4 : Modern Values</p> <p>BLOCK 3: CURRICULUM DESIGNING</p> <p>Unit 1: Curriculum</p> <p>Unit 2: The Scope of Curriculum</p> <p>Unit 3: Hidden Curriculum</p> <p>Unit 4: Types of Curriculum</p> <p>BLOCK 4 : CURRICULUM AND PRODUCTIVE WORK:</p> <p>Unit 1: Understanding Work as a Productive Activity</p> <p>Unit 2: Gandhian Notion of Education Through Productive Work</p> <p>Unit 3: The Place of Work in Curriculum</p> <p>Unit 4: Vocational Education</p>
2	ASSESSMENT FOR LEARNING
	<p>BLOCK 1: OVERVIEW OF ASSESSMENT AND EVALUATION</p> <p>Unit 1: Perspective on Assessment and evaluation</p> <p>Unit 2: Purpose of Assessment</p> <p>Unit 3: Approaches to Assessment</p> <p>Unit 4: Continuous and Comprehensive Evaluation</p> <p>BLOCK 2: TOOLS AND TECHNIQUE FOR ASSESSMENT</p> <p>Unit 1 : What to Assess</p> <p>Unit 2: Tools for Assessment</p> <p>Unit 3: Tasks for Assessment</p>

	<p>Unit 4: Criteria of a Good Tool</p> <p>BLOCK 3: PLANNING, CONSTRUCTION, IMPLEMENTATION AND REPORTING OF ASSESSMENT</p> <p>Unit 1 : Achievement Test</p> <p>Unit 2: Diagnostic Testing</p> <p>Unit 3: Recording and Reporting of Learner’s Progress</p> <p>BLOCK 4- STATISTICAL ANALYSIS OF DATA ANALYSIS</p> <p>Unit 1 : Representation of Data</p> <p>Unit 2: Measure of Central Tendency</p> <p>Unit 3 : Measures of Variability</p> <p>Unit 4: Normal Probability Curve and Correlation</p>
3	<p>CREATING AN INCLUSIVE SCHOOL</p> <p>BLOCK1: SPECIAL EDUCATIONAL NEEDS OF LEARNERS IN INCLUSIVE SCHOOL</p> <p>Unit 1 Introduction: Diversity and Inclusion</p> <p>Unit 2 Children With Sensory Disabilities</p> <p>Unit 3 Children With Loco motor & Neuro-muscular Impairments</p> <p>Unit 4 Children with Intellectual and Learning Disabilities</p> <p>Unit 5 Children With Multiple and Other Disabilities</p> <p>BLOCK 2: PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION</p> <p>Unit 1 Making Barrier Free School</p> <p>Unit 2 Instructional and Evaluation Strategies for Inclusive Education</p> <p>Unit 3 Collaborative Practices in Inclusive Set Ups</p>
4	<p>GENDER, SCHOOL AND SOCIETY</p> <p>BLOCK-1 GENDER: SOCIAL CONSTRUCTION</p> <p>Unit-1: Understanding Gender</p> <p>Unit-2 Gender Discrimination and Inequality</p> <p>Unit-3 Gender Studies: Changing Nature</p> <p>Unit-4 Gender and Culture</p> <p>BLOCK-2 GENDER AND EDUCATION</p> <p>Unit-1: Education in India: A Gendered analysis</p> <p>Unit-2: Gender Issues in Curriculum</p> <p>Unit-3: Gender Equity: Policy Intervention</p>

	Unit-4: Gender and Classroom Practices
5	ENVIRONMENT AND DEVELOPMENT
	<p>BLOCK 1 HUMAN ACTIVITIES AND ENVIRONMENT</p> <p>Unit 1 Introduction to Environment</p> <p>Unit 2 Dynamics in Ecosystem</p> <p>Unit 3 Effects of Development on Environment</p> <p>Unit 4 Secondary Effects of Human Activities</p> <p>BLOCK 2 STEPS FOR SUSTAINABLE DEVELOPMENT</p> <p>Unit 1 Sustainable Development</p> <p>Unit 2 Sustainable Development- Implications For Human Behavior</p> <p>Unit 3 Achieving Sustainable Development</p> <p>Unit 4 Learning for Sustainable Development</p>
6	VOCATIONAL / WORK EDUCATION
	<p>BLOCK-1: FOUNDATION OF VOCATIONAL EDUCATION</p> <p>Unit-1 Concept, Philosophy, Need, Role and Historical Development</p> <p>Unit-2 Development of Vocational Education</p> <p>Unit-3 Systems, Models, Progress and Present Status</p> <p>Unit-4 Issues and Trends of Vocational Education</p> <p>BLOCK-2: VOCATIONAL EDUCATION: CURRICULUM IMPLEMENTATION, MANAGEMENT AND AGENCIES</p> <p>Unit-1 National Curriculum and its Implementation</p> <p>Unit-2 Organisation and Management</p> <p>Unit-3 Place of Work in Curriculum</p> <p>Unit-4 Agencies Related to Vocational Education</p>
7	GUIDANCE AND COUNSELLING
	<p>BLOCK-1 : Introduction to Guidance and Counselling</p> <p>Unit-1 Understanding Guidance and Counselling</p> <p>Unit-2 Guidance in the Classroom and Personnel Guidance Programme</p> <p>Unit-3 Techniques and Procedures of Guidance and Counselling</p> <p>Unit-4 Occupational Information and Group Guidance & Counselling</p> <p>BLOCK-2 : Career Development and Guiding Students</p> <p>Unit-1 Nature of Work and Approaches to Career Development</p> <p>Unit-2 Career Patterns and Career Development</p>

	<p>Unit-3 Guiding students with special Problems</p> <p>Unit-4 Behavioural Problem of Students:- Socio Emotional Problems and Problems of Deprived Students.</p>
8	<p>PEACE EDUCATION</p>
	<p>BLOCK-1 PEACE AS A SOCIETAL NEED</p> <p>Unit-1 Understanding Peace</p> <p>Unit-2 Foundation of Peace.</p> <p>Unit-3 Approaches to peace education.</p> <p>Unit-4 Understanding and resolution of Conflicts</p> <p>BLOCK-2 PEDAGOGY FOR PEACE EDUCATION</p> <p>Unit-1 Critical reflection on curricular processes</p> <p>Unit-2 Critical pedagogy for peace education</p> <p>Unit-3 Becoming Peace teacher</p> <p>Unit-4 EMPOWERMENT OF SELF THROUGH CRITICAL REFLECTION</p>
9	<p>HEALTH, PHYSICAL EDUCATION AND YOGA</p>
	<p>BLOCK – 1 HEALTH AND YOGA</p> <p>Unit 1 Concept of health and disease, definitions, meaning , aims and objectives.</p> <p>Unit 2 Concept of holistic health according to yogic texts, Panjal yogasutra , Hatha yoga, Bhakti yoga and Karma yoga</p> <p>Unit 3 Self-control, concentration, moral values and personality development with eight limbs of Patanjali Yoga sutras (Yam, Niyam, Asana, Pranayam, Pratyahar, Dharna, Dhyan and Samadhi)</p> <p>Unit 4 Communicable and Non-communicable diseases and their prevention, Yogic practices and its impact on modern life style.</p> <p>BLOCK – 2 PHYSICAL EDUCATION</p> <p>Unit 1 Human body : Growth and Development.</p> <p>Unit 2 Dietary requirements according to physical activities.</p> <p>Unit 3 Fundamental skills of games and sports: Rules and Regulations and ethics</p> <p>Unit 4 Physical fitness, postures and flexibility; importance of Power and Stretching exercises in sports.</p>
10	<p>UNDERSTANDING THE SELF</p>
	<p>Block-1: UNDERSTANDING THE SELF</p> <p>Unit 1: Self: Meaning and Dimensions</p>

Unit-2: Self and Socialization

Unit 3: Understanding Self Formation

Block-2: SELF AND SCHOOLING

Unit 1: Schooling and Self formation: a critical study

Unit 2: Evolving a 'constructive self' as a teacher

Unit 3: Themes for workshop to become humane teacher