

SEMESTER III	School Internship	Theory	Engagement With the Field	Credit	14
		—	350	Class Hours	448

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.
- Student teachers will be able to recognize the needs of In-Service Programme.
- Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

School Internship

(*Community-based activities shall consist of the following)

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness of the campus and beautification
- Cleaning of furniture
- Assembly
- Community Games
- Cultural Programmes
- SUPW
- Scout & Guide /NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities- decoration of classroom etc.

SEMESTER-IV

Course- VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Objectives

The student teachers will be able to :-

1. Develop gender sensitivity among the student teachers.
2. Understand the gender issues faced by the schools.
3. Understand the paradigm shift with reference to gender studies.
4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COURSE CONTENT / SYLLABUS

Unit I	Gender Issues: Key Concepts:	6 hrs
	<ul style="list-style-type: none"> • Definition of gender. • Difference between gender and sex. 	

Course- VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit I	<ul style="list-style-type: none"> • Social construction of gender. • Gender including transgender and third gender, sex, patriarchy. • Gender bias, gender stereotyping, and empowerment • Equity and equality in relation with caste, class, religion, ethnicity, disability and region. 				6 hrs.
Unit II	<p>Gender Studies: Paradigm Shifts:</p> <ul style="list-style-type: none"> • Paradigm shift from women's studies • Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam Rokeya). A. Commissions and committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender. 				7 hrs.
Unit III	<p>Gender, Power and Education:</p> <ul style="list-style-type: none"> • Gender Identities and Socialization Practices in: <ul style="list-style-type: none"> • Family • Schools • Other formal and informal organization. • Schooling of Girls and Women Empowerment 				7 hrs.
Unit IV	<p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> • Curriculum and the gender question • Construction of gender in curriculum framework since Independence: An analysis • Gender and the hidden curriculum • Gender in text and context (textbooks' inter- sectionality with other disciplines. • Teacher as an agent of change. 				6 hrs.
Unit V	<p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> • Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) • Sites of conflict: Social and emotional • Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions • Agencies perpetuating violence: Family, school, work place and media (print and electronic) • Institutions redressing sexual harassment and abuse. 				6 hrs.

Course- VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Engagement with Field / Practicum	<p>Any one of the following:</p> <ul style="list-style-type: none"> • Visit schools and study the sexual abuse and sexual harassment cases. • Textbook analysis for identifying gender issues, gender biases reflected in it. • To undertake study of sex ratio and analysis of it state-wise. • Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation. • Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc. • Debate on women reservation bill. • Group activities on domestic violence and other personal issues and its remedies. • Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc. 				32 hrs.
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show				
Suggested Readings	<ol style="list-style-type: none"> 1. Basu, R.& Chakraborty, B. (2011). Prasanga: Manabividyā. Kolkata : Urbi Prakashan. 2. Bandarage, A. (1997). Women Population and Global Crisis: A Political Economic Analysis. London : Zed Books. 3. Nanda, B. P. (2014) Sikhya Ekibhaban, Classiq Books, Kolkata. 4. Boserup, E. (1970). Women's Role in Economic Development. New York : St. Martins Press. 5. Brock-Utne, B. (1985). Educating for peace: A Feminist Perspective, New York. 6. Ruddick, S. (1989). Maternal Thinking: Towards a Politics of Peace, London. 7. Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesian man considered ', Women's Studies International Forum, Vol. 6. 8. Elshtain, J.B. (1981). Public man, private woman: woman in social and political thought, princeton. 9. Grant, R. & Newland, K. (Eds.). (1991). Gender and International Relations. London. 10. Viswanathan, Nalini. (1997). Women, Gender and Development Reader, London: Zed Publication. 				

Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to : 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.				
COURSE CONTENT / SYLLABUS					
Unit I	Concept of Curriculum: <ul style="list-style-type: none"> • Meaning, Characteristics & Types of Curriculum • Nature & Scope of Curriculum • Necessity of curriculum. • Principles of framing curriculum. • Role of State in curriculum. • Constitutional values and national culture in curriculum. 				6 hrs.
Unit II	Relationship between curriculum and syllabi: <ul style="list-style-type: none"> • Relationship between curriculum framework and syllabi. • Process of translating syllabus into text books. • Representation and non-representation of various social groups in curriculum framing. 				6 hrs.
Unit III	Designing curriculum, school Experiences and Evaluation: <ul style="list-style-type: none"> • Principles of selecting curriculum content. • Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject -specific objectives of curriculum. • Methodology of curriculum transaction. • Curriculum evaluation (formative, summative, Micro and Macro). 				7 hrs.
Unit IV	Power, Ideology and Curriculum: <ul style="list-style-type: none"> • Relationship between powers, structures of Society and knowledge. • Meritocracy versus elitism in curriculum. 				7 hrs.
Unit V	Curriculum as process and practice: <ul style="list-style-type: none"> • Inculcation of values, disciplines, rules and reproduction of norms in the society. • Necessity and construction of Time-Table • Hidden curriculum and children's resilience. • Critical Analysis of text books, teachers' handbooks, children's literature. 				6 hrs.
Engagement with Field / Practicum	Any one of the following : <ul style="list-style-type: none"> • Textbook analysis 				32 hrs

Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Engagement with Field / Practicum	<ul style="list-style-type: none"> Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process. Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level. 				32 hrs.
Mode of Transaction	Group discussion, Lecture-cum -discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences				
Suggested Readings	<ol style="list-style-type: none"> Ornstein, Allen C. & Francis P. Hunkins. (2003). Curriculum, foundations, principles and issues. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein. (2006). Contemporary issues in curriculum. Allyn & Bacon. Slattery (1995). Curriculum development in postmodern Era. (Critical Education & Practice). Wiles, Jon. (2004). Curriculum essentials- a resource for educators. Allyn & Bacon Chakraborty, Pranab Kumar (2008) Pathkram Niti o Nirman, Classic Books Publishers, Kolkata. Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat Publications Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH. Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave. Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House. Socket, H. (1976). Designing the Curriculum. Britain: Pitman Press. Srivastava, H. S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers. Taba, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc. Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers 				

Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to : 1. Sensitise to the concept of inclusive education and social inclusion				

Course-X (1.4.10)	Creating an Inclusive School ⁹	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.				
COURSE CONTENT / SYLLABUS					
Unit I	Introduction to inclusive Education: <ul style="list-style-type: none"> • Concept & history of special education, integrated education and inclusive Education & their relation • Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education • Advantages of inclusive education for the individual and society. • Factors affecting inclusion. 				6 hrs.
Unit II	Legal and policy perspectives: <ul style="list-style-type: none"> • Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCPRD (2006). • National initiatives for inclusive education - National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009). • Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities. 				6 hrs.
Unit III	Defining learners with special needs: <ul style="list-style-type: none"> • Understanding differently abled learners - concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI • Preparation for inclusive education - School's readiness for addressing learner with diverse needs • Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP) • Identification and overcoming barriers for educational and social inclusion. 				7 hrs.
Unit IV	Inclusion in operation: <ul style="list-style-type: none"> • Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM 				6 hrs.

Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit IV	<ul style="list-style-type: none"> Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc. Technological Advancement and its applications - ICT, Adaptive and Assistive devices, equipment, aids and appliances 				6 hrs.
Unit V	<p>Teacher preparation for inclusive school:</p> <ul style="list-style-type: none"> Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. Review of existing educational programmes offered in secondary school (General and Special School). Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. Teacher preparation for inclusive education in the light of NCF, 2005. Characteristics of inclusive school. 				6 hrs.
Engagement with Field / Practicum	<p>Any one of the following:</p> <ul style="list-style-type: none"> Collection of data regarding children with special needs from Municipal records. Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same. Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils. Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room). Preparation of learning designing, instruction material for teaching students with disability in inclusive school. Developing list of teaching activities of CWSN in the school. Case Study of one main streamed (Inclusive) student w.r.to <ol style="list-style-type: none"> Role of a parent. Role of a teacher: Special School Teacher, General School Teacher Role of Counsellor. Visits to different institutions dealing with different disabilities and their classroom observation. 				32 hrs.
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show				
Suggested Readings	<ol style="list-style-type: none"> Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. Basu, R., & Chakraborty, B. (2011). Prasanga: manabividyā. Kolkata Urbi Prakashan. 				

Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Suggested Readings

3. Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
4. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher.
5. GOI. (1966). Report of the education commission: Education and national development. New Delhi: Managers of Publications, Ministry of Education.
6. GOI. (1986). National policy of Education. New Delhi: Managers of Publications, Ministry of Education.
7. Kothari, R. G, and Mistry, H. S. (2011). Problems of students and Teachers of the special schools- A study of Gujarat state. Germany: VDM Publication.
8. Meadow, K. P. (1980). Deafness and child development. Berkley, C.A.: University of California Press.
9. Mithu, A and Michael, B (2005) Inclusive Education: From rhetoric to Reality, New Delhi: Viva Books Pvt. Ltd.
10. Sinha, D.K. (2014) Some aspects of Inclusive Education, Parichay Prakasan, Kolkata. Nanda, B.P. (2014) Sikhya Ekibhaban, Classiq Books, Kolkata.
11. Nanda, B. P. (2014) Sikhya Ekibhaban, Classiq Books, Kolkata.
12. Nanda, B.P. (2012) Challenged Children: Problems and Management. Ankush Prakashan, Kolkata.
13. Nanda, B.P. (2008) School without walls in 21st Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi.
14. Nanda, B.P. and Ghosh, S. (2010) Bishes Sikshar Itihas, Rabindra Bharati Prakasana, Kolkata.
15. Nanda, B.P. and Zaman, S. S. (2002) Batichrom dharmi Sishu. Mawola Brothers, Dhaca, Bangladesh

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Objectives

The student teachers will be able to :

- Build a scenario of Health Education in India.
- Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation.
- Learn the Tech Related Health Risks & Learn How to Fix These.

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<ul style="list-style-type: none"> Study the Health Education Vision & Mission of India. 				
COURSE CONTENT / SYLLABUS					
Unit I	<p>Health Education Scenario in India:</p> <ul style="list-style-type: none"> Introduction to the concept of health, significance and importance Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, Emerging Health & Total Quality of the Educational Institutions, Status of Health Education in India from Pre-Natal Education through Higher Education, Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure, Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads 				6 hrs.
Unit II	<p>Most Common & Uncommon diseases in India:</p> <ul style="list-style-type: none"> The most common diseases during the previous decade- Heart Diseases, Cancer, HIV/AIDS, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis. 				6 hrs.
Unit III	<p>Tech-Related Health Risks & How to Fix Them:</p> <ul style="list-style-type: none"> Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms. 				7 hrs.
Unit IV	<p>Health Issues & Health Education: Vision & Mission:</p> <ul style="list-style-type: none"> Fast Food Problems, Drinking Water Problems. 				7 hrs.

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit IV	<ul style="list-style-type: none"> Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index, High & Low Blood Pressure, Depression & Aggression, Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. Games, Sports & Athletics, Yoga Education. 				7 hrs.
Unit V	<p>First Aid- Principles and Uses:</p> <ul style="list-style-type: none"> Structure and function of human body and the principles of first aid First aid equipment Fractures-causes and symptoms and the first aid related to them Muscular sprains causes, symptoms and remedies First aid related to haemorrhage, respiratory discomfort First aid related to Natural and artificial carriage of sick and wounded person Treatment of unconsciousness Treatment of heat stroke General disease affecting in the local area and measures to prevent them 				6 hrs.
Engagement with Field / Practicum	<p>Any two of the following :</p> <ul style="list-style-type: none"> Surfing to know the diseases in India. Preventive & Ameliorative measures for health hazards. Playing Games Athletics Yoga Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. Preparation of inventories on myths on exercises and different type of food Make an inventory of energy rich food and nutritious food(locally available) indicating its health value Make an inventory of artificial food and provide critical observations from health point of view Home remedies as health care Role of biopolymers(DNA) in health of child Medicinal plants and child health Strategies for positive thinking and motivation Preparation of first aid kit 				32 hrs.

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Mode of Transaction	Lecture, discussion, workshop, practical work				
Suggested Readings	1. Bhattacharyya, A.K.(2010).Dimensions of Physical Education Principles, Foundation & Interpretation. Kolkata:Classique Books. 2. Bucher, C.A. Foundation of Physical Education St. Louis: The C.V. Mosby Co. 3. Bhattacharyya, A.K. & Bhowmick, S. Sarirsiksha. Kolkata: PaschimbangaRajyaPustakParshad. 4. Bandyopadhyay, K. Sarir siksha parichay. Kolkata :Classique Books 5. Kar, Subhabrata& Mandal, Indranil. (2009). Uchhatara sarir siksha. Lalkuthipara, Suri, Birbhum :Sarir Siksha Prakashani. 6. Gharote, M.L. Applied YogaKaivalyadhama, S.M.Y.M. Samiti, Lonavla 7. Dasgupta, Rameswar, Yoga Rashmi. Kaivalyadhama, Lonava, Maharashtra. 8. Kvalananda, S AsanasKaivalyadhama, Kaivalyadhama, Lonava, Maharashtra.				

Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to : 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education.				
COURSE CONTENT / SYLLABUS					
Unit I	Peace Education: <ul style="list-style-type: none"> • Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. • Barriers of Peace Education - Psychological, Cultural, Political. • Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. • Violence in School, home and society. • Role of Peace Education in present context. 				6 hrs.
Unit II	Social Perspective of Peace Education: <ul style="list-style-type: none"> • Justice - Social economics, Cultural and religions • Equality - Egalitarianism, Education for all, equal opportunity • Critical thinking: Reasoning and applying wisdom cooperation • Learning to be and learning to live together • Peace Education in Secondary Education curriculum. 				6 hrs.

Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit III	Value Education: <ul style="list-style-type: none"> • Meaning, Concept, Nature and Sources of values. • Meaning, Concept, Nature and scope of Value Education. • Philosophical perspective, psychological perspective and sociological perspectives of Value Education. • Values in Indian Constitution and Fundamental Duties of citizens. 				7 hrs.
Unit IV	General Idea about Values: <ul style="list-style-type: none"> • Classification of Values Personal and social values <ul style="list-style-type: none"> a) Intrinsic and extrinsic values on the basis of personal interest & social good. b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration • Identification of Analysis of emerging issues involving value conflicts • Design and develop of instructional material for nurturing values • Characteristics of Instructional material for values. 				7 hrs.
Unit V	Methods & Evaluation of Value Education: <ul style="list-style-type: none"> • Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs. • Practical Methods: Survey, role play, value clarification, Intellectual discussions • Causes of value crisis : material, social, economic, religion evils and their peaceful solution • Role of School Every teacher as teacher of values, School curriculum as value laden • Moral Dilemma (Dharmasankat) and one's duty towards self and society. 				6 hrs.
Engagement with Field / Practicum	Any one of the followings: <ul style="list-style-type: none"> • Develop / compile stories with values from different sources and cultures, • Organize value based co-curricular activities in the classroom and outside the classroom, • Develop value based learning designings • Integrating values in school subjects. 				32 hrs.
Mode of Transaction	Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.				
Suggested Readings	<ol style="list-style-type: none"> 1. Nel Noddings. Peace Education: How we come to love and hate war 2. J. Delors. (2001). Learning the treasure within. 3. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations. 				

Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Suggested Readings	4. R. P. Shukla. (2010). Value education and human rights. 5. Bernard Jessie., The Sociological study of conflict" International sociological Association, UNESCO Paris (1957) 6. Barash, P. David Approaches to Peace, Oxford University Press, New York (2000) 7. Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization. 8. Sage Publications, New Delhi, 1996 9. Galtung, Johan, The Struggle for Peace Gujarat Vidyapith, Ahmedabad, 1984 10. Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944 11. Galtung, J., Searching for Peace- The road to TRANSCEND, sterling Virginia (2003) 12. Harris Ian. M. : "Peace Education" Mc Farland & company, Inc Publisher London, 1998 13. Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008.				

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Objectives	The student teachers will be able to :				
	1. Understand guidance and counselling in details				
	2. Understand the mental health				
	3. Develop the knowledge about adjustment and maladjustment.				
	4. Acquire skill to develop tools and techniques.				
5. Understand the idea about Abnormal Behaviour and Mental illness.					

COURSE CONTENT / SYLLABUS

Unit I	Overview of Guidance and Counselling: <ul style="list-style-type: none"> • Definition & Functions • Nature & Scope of Guidance and Counselling • Difference between Guidance & Counselling • Types of guidance and counselling • Career & Vocational guidance • Quality of a good counsellor 	6 hrs.
Unit II	Mental Health: <ul style="list-style-type: none"> • Concept • Characteristics 	6 hrs.

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit II	<ul style="list-style-type: none"> • Role of home & School • Mental health of a teacher 				6 hrs.
Unit III	Adjustment & Maladjustment: <ul style="list-style-type: none"> • Concept • Purpose • Techniques • Criteria of good adjustment • Causes, Prevention & Remedies of Maladjustment • Maladjusted behaviours-Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour. 				7 hrs.
Unit IV	Tools & Techniques: <ul style="list-style-type: none"> • Concept of Testing & Non-testing tools • Tests to measure-Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC. 				7 hrs.
Unit V	Abnormal Behavior and Mental illness: <ul style="list-style-type: none"> • Meaning & Concept of normality and abnormality • Casual factors of Abnormal Behaviour - Biological & Psychological. • Classification of mental illness (DSM-IV) 				6 hrs.
Engagement with Field / Practicum	Project on: Maladjusted behaviour (any one; on the basis of case study)- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.				32 hrs.
Mode of Transaction	Group discussion, Lecture-cum -discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences				
Suggested Readings	1. I.Agrawal, R. (2010). Guidance and counselling. New Delhi : Shipra Publications. 2. Ghosh, S. K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books. 3. Gibson, R. L. & Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson, PrenticeHall. 4. Nag, S& Dutt,G. (2014).Sangatibidhane paramarshadan onirdashana. Kolkata : Rita Book Agency. 5. Pal, A. K. (2013). Guidance and counseling. New Delhi : Abhijeet Publications. 6. Pal, D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata				

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	2+1 32+32
		50	25	Class Hours	
Suggested Readings		7. : Rita Publications. 8. Shrivastava, K.K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors. 9. Nag, S. (2015). Guidance and counseling. Kolkata: Rita Publications. 10. Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.			

Course-XI (1.4.11) Optional	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1 32+32
		50	25	Class Hours	
Objectives		The student teachers will be able to : 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.			

COURSE CONTENT / SYLLABUS

Unit I	Aims, Objectives and Bases: <ul style="list-style-type: none"> • Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level. • Correlation of Work Education with other School Subjects. • Bases of Work Education - Psychological, Sociological, Historical and Economical. 	6 hrs.
Unit II	Development of the Concept and Work & Vocational Education Teacher: <ul style="list-style-type: none"> • Development of the concept of Work Education with Special reference to National Policy on Education (1986) • Work & Vocational Education Teacher <ul style="list-style-type: none"> ○ Qualities & Responsibilities. ○ Need for Professional Orientation. 	6 hrs.
Unit III	Approaches & Methods of Teaching Work & Vocational Education: <p>A. Inductive and Deductive approach</p> <p>B. Methods:</p> <ul style="list-style-type: none"> ○ Lecture Cum Demonstration Method ○ Laboratory Method. 	7 hrs.

Course-XI (1.4.11) Optional	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
	<ul style="list-style-type: none"> ○ Heuristic Method. ○ Problem Solving Method, ○ Project Method 				
Unit IV	Aids, Equipment and Assistance in Teaching Work & Vocational Education: <ol style="list-style-type: none"> i. Work Education Laboratory ii. Management of Work Units— <ol style="list-style-type: none"> a) Selection of Work projects b) Budgeting and planning c) Time allocation d) Materials and Equipment e) Disposal of finished products f) Organizational co-ordination of different agencies monitoring Network through Resource Centers - problems thereof. iii. Excursion. 				7 hrs.
Unit V	Aspects of Teaching work Education: <ul style="list-style-type: none"> • A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage. • Concept of improvisation; its use in the teaching of Work Education. • Ares of work education, viz. socially useful productive work (as designed by I.B. committee), • Occupational explorations and Innovative practices. • Removal of social distances through Work Education. 				6 hrs.
Engagement with Field / Practicum	Project on any one: <ul style="list-style-type: none"> ✓ Growing of Vegetables/ Fruit / Flower • Household wiring and Electrical gadgets repairing ✓ Tailoring and Needle Work ✓ Bamboo Work and Wood craft • Tie-Dye and Butik Printing ✓ Clay Modelling ✓ Fruit preservation • Cardboard Work and Book Binding • Soap, Phenyl and Detergent making • Wallet mast making ✓ Paper making and paper cutting work ✗ Bicycle repairing 				32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work				

Course-XI (1.4.11) Optional	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Suggested Readings	1. Choudhury, J., Deb, N. and Samanta, A. (2014) Karmashiksha Shiksha Bigyan Kala O Prajukti, Aaheli Publishers, Kolkata.
	2. Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education." EDUCATIONAL EVALUATION AND POLICY ANALYSIS 11 no. 3 (1989).
	3. Banach, Banach, and Cassidy. THE ABC COMPLETE BOOK OF SCHOOL MARKETING. Ray Township, MI: Author, 1996.
	4. Brodhead, C. W. "Image 2000: A Vision for Vocational Education." VOCATIONAL EDUCATION JOURNAL 66, no. 1 (January 1991).
	5. Buzzell, C.H. "Let Our Image Reflect Our Pride." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November-December 1987).
	6. Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995)
	7. Kincheloe, Joe L. How Do We Tell the Workers? The Socio-Economic Foundations of Work and Vocational Education. Boulder, CO: Westview Press. (1999)
	8. Lauglo, Jon; Maclean, Rupert (Eds.) "Vocationalisation of Secondary Education Revisited". Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects, Vol. 1. Springer. (2005)
	9. O'Connor, P.J., and Trussell, S.T. "The Marketing of Vocational Education." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November-December 1987).
	10. Ries, E. "To 'V' or Not to 'V': for Many the Word 'Vocational' Does Not Work." TECHNIQUES 72, no. 8 (November-December 1997).

Course-XI (1.4.11) Optional	Yoga Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Objectives	The student teachers will be able to :				
	1. Understand the concept and principles of Yoga				
	2. Understand the ancient system of yoga				
	3. Develop awareness about the historical aspects of Yoga				
	4. Learn some meditational practices and techniques				
	5. Learn to maintain a healthy condition of body and mind				
6. Learn the utility of yoga in modern life					

COURSE CONTENT / SYLLABUS

Unit I	Introduction to Yoga and Yogic Practices:	6 hr
	• Introduction to yoga: Concepts & Principles	

Course-XI (1.4.11) Optional	Yoga Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit I	<ul style="list-style-type: none"> Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama, Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga, General guidelines for performing Yoga practices. 				6 hrs.
Unit II	Ancient Systems of Indian Philosophy and Yoga System: <ul style="list-style-type: none"> Ancient systems of Indian Philosophy Yoga & Sankhya philosophy & their relationship 				6 hrs.
Unit III	Historical aspects of Yoga: <ul style="list-style-type: none"> Historical aspect of the Yoga Philosophy Yoga as reflected in Bhagwat Gita 				6 hrs.
Unit IV	Introduction to Yogic texts: <ul style="list-style-type: none"> Significance to Yogic texts in the context of schools of yoga Patanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada Hathyogic texts (hatha pradaspika and ghera and sahita) Complementarities between patanjala yoga and hathyoga Meditational Procesess in Patanjala yoga sutras Hathyogi practices : A List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners 				7 hrs.
Unit V	Yoga and Health: <ul style="list-style-type: none"> Need of yoga for a positive health for the modern man Concept of health and disease: medical & Yogic perspectives Concept of Panch Kosa for an Integrated & positive health Utilitarian Value of Yoga in Modern Age 				7 hrs.
Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> Preparation of Teaching Aids on Yoga Practical Asanas and Pranayam Visit to Yoga Ashramas and Centres 				32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work				
Suggested Readings	<ol style="list-style-type: none"> Swami Shivananda Yoga Asanas : Divine Life Society, 1972. Hatha Yoga Pradipika Jha Vinay Kant (2015), Patanjalis Yoga Sutras - Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi NCERT Yoga Syllabus Raja Yoga-Vivekananda Swami-Adyar Publication, Madras 				

Course-XI (1.4.11) Optional	Yoga Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Suggested Readings	6. Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org 7. Yoga Education - Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi 8. Yoga Education - Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi				

Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Understand the concept of population and environmental education 2. Know the objectives and methods of teaching environmental and population 3. Be aware of population and environmental education policies 4. Help teachers students analyse the various issues related to population and environmental education.				

COURSE CONTENT / SYLLABUS

Unit I	Concept of Population Education: <ul style="list-style-type: none"> The characteristics and scope, Methodology of population education and Its importance 	6 hrs.
Unit II	Concept of Environmental Education: <ul style="list-style-type: none"> Its objectives and importance, Developing environmental awareness, Environmental attitude, values & pro-environmental behaviour. 	6 hrs.
Unit III	Population Education Policies: <ul style="list-style-type: none"> Population policy of the government of India (2000), Implementation programmes, population control, population dynamics in the context of India, Population distribution, urbanization and migration. 	7 hrs.
Unit IV	Sustainable Development: <ul style="list-style-type: none"> Concept of sustainable development and education for sustainable development agenda 21, United Nations Decade of education for sustainable development, programmes on environmental management 	6 hrs.

Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit V	Issues related to population and environmental education: <ul style="list-style-type: none"> • Quality of life, • Sustainable life style, • Ecofeminism, • Empowerment of women, • Environmental and social pollution, • Effect of population explosion on environment, • Adolescent reproductive health. 				7 hrs.
Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> • Visits to polluted sites and preparation of report. • Interviewing people and reporting the inconveniences due to any of the Environmental problems. • To study innovations done by any organization to improve the local Environment. • To study the implementation of Environmental Education Programmes. • To prepare models and exhibits for general awareness of public regarding environmental hazards. • To prepare a programme for environmental awareness and to conduct the same, with school children. • To visit industries and study alternative strategies of Environmental management. • To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. • To prepare quizzes and games on environmental issues. • To study the contribution of NGOs in improving the environment of the city. 				32
Mode of Transaction	Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc.				
Suggested Readings	<ol style="list-style-type: none"> 1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation. 2. Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation. 3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot. 4. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot. 5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication. 6. Pal, S. And Deb, N. (2014) Paribesh Siksha, Aaheli Publishers, Kolkata 				

Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Suggested Readings	7. YadavSaroj (1988) "Population Education", Shree Publishing House, New Delhi. 8. Bhenda, A.A. &KavitkarTava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay. 9. Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.				

Course EPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16+32

Objectives	The student teachers will be able to :-
	<ol style="list-style-type: none"> Understand the social, economic, security and ethical issues associated with the use of ICT Identify the policy concerns for ICT Describe a computer system; Operate the Windows and/or Linux operating systems; Use Word processing, Spread sheets and Presentation software; Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. Operate on Internet with safety Elucidate the application of ICT for Teaching Learning Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

COURSE CONTENT / SYLLABUS

Unit I	Unit I Digital Technology and Socio-economic Context: <ul style="list-style-type: none"> Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology. 	4 hrs.
Unit II	MS Office: <ul style="list-style-type: none"> MS Word MS Power Point MS Excel 	4 hrs.

Course EPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16+32
Unit II	<ul style="list-style-type: none"> MS Access MS Publisher 				4 hrs.
Unit III	Internet and Educational Resources: <ul style="list-style-type: none"> Introduction to Internet E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social networking 				4 hrs.
Unit IV	Techno-Pedagogic Skills: <ul style="list-style-type: none"> Media Message Compatibility Contiguity of Various Message Forms Message Credibility & Media Fidelity Message Currency , Communication Speed & Control Sender-Message-Medium-Receiver Correspondence 				4 hrs.
Engagement with Field / Practicum	Any two of the following : <ul style="list-style-type: none"> Installation of Operating systems, Windows, installation of essential Software and Utilities; Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs. Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic. Teaching with a multimedia e-content developed by the student. 				32 hrs.
Mode of Transaction	LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI				
Suggested Readings	<ol style="list-style-type: none"> Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press. Brian K. Williams, Stacey Sawyer (2005) Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997) 				

Course EPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16+32
Suggested Readings	3. Information Technology: The Breaking Wave, Tata Macgrows Hill http://en.wikibooks.org/wiki/Computers_for_Beginners . An exhaustive source for beginners. 4. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall, 5. DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.				

Course EPC-4 (1.4EPC4)	Yoga Education: Self Understanding and Development	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> Understand the meaning and importance of self-concept and self-esteem. Be aware of different factors related to self-concepts and self-esteem. Understand the concept and importance of yoga and well-being. Be sensitized about the interrelationships of yoga and well-being. Record a brief history of the history of development of yoga through the ages. Discuss how yoga and yoga practices are important for healthy living. Explain some important principles of yoga. Know and develop their personality through various practices. 				

COURSE CONTENT / SYLLABUS

Unit I	Introduction to Yoga and Yogic Practices : <ul style="list-style-type: none"> Yoga: meaning and initiation History of development of yoga Astanga Yoga or raja yoga The streams of Yoga The schools of Yoga: Raja Yoga and Hatha Yoga Yogic practices for healthy living 	4 hrs.
Unit II	Introduction to Yogic Texts : <ul style="list-style-type: none"> Historicity of yoga as a discipline Classification of yoga and yogic texts Understanding astanga Yoga of Patanjali Hatha yogic practices Meditational processes 	4 hrs.

Course EPC-4 (1.4EPC4)	Understanding the Self	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16+32
Unit III	<p>Yoga and Health :</p> <ul style="list-style-type: none"> • Need of yoga for positive health • Role of mind in positive health as per ancient yogic literature • Concept of health, healing and disease: yogic perspectives • Potential cause of ill health • Yogic principles of healthy living • Integrated approach of yoga for management of health • Stress management through yoga and yogic dietary considerations 				4 hrs.
Unit IV	<p>Self-concept:</p> <ul style="list-style-type: none"> • Meaning and Definition of self-concept • Importance of self-concept • Components of self-concept • Factors influencing self-concept • Development of self-concept • Impact of Positive and negative self-concept 				2 hrs.
Unit V	<p>Self-esteem:</p> <ul style="list-style-type: none"> • Meaning and concept of self esteem • Importance of self-esteem • Types of self esteem • Strategies for positive behaviour • Keys to Increasing Self-Esteem 				2 hrs.
Engagement with Field / Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> • General guidelines for performance of the practice of yoga for the beginners Guidelines for the practice of kriyas Guidelines for the practice of asanas Guidelines for the practice of pranayama Guidelines for the practice of kriya yoga Guidelines for the practice of meditation • Select yoga practices for persons of average health for practical yoga sessions Supine position Prone position Sitting position Standing position 				32 hrs.

Course EPC-4 (1.4EPC4)	Understanding the Self	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16+32
Engagement with Field / Practicum	Kriyas Mudras Pranayamas • Inspirational clips finding and understanding the meaning behind that. • Analysing the priority and scheduling priority to minimize the stress. • Designing and applying activities to develop self-esteem.				32 hrs
Mode of Transaction	Lecture-cum-discussion, workshop sessions, assignments, presentations by the students				
Suggested Readings	1. Stevens, N. (2008). Learning to Coach. United Kingdom: Howtobooks. 2. Rohrer, J. (2002). ABC of Awareness. Oberurnen: UTD Media. 3. Adair, J. & Allen, M. (1999). Time Management and Personal Development. London: Hawksmere. 4. Simanowitz, V. and Pearce, P. (2003). Personality Development. Beckshire: Open University Press. 5. Stevens, N. (2008). Learning to Coach. United Kingdom: Howtobooks. 6. Rohrer, J. (2002). ABC of Awareness. Oberurnen: UTD Media. 7. Adair, J. & Allen, M. (1999). Time Management and Personal Development. London: Hawksmere. 8. NCTE (2015) Yoga Module: Bachelor of Education Programme. New Delhi: NCTE.				