

BACHELOR OF SCIENCE BACHELOR OF EDUCATION (ZBC) – EIGHTH SEMESTER

Eighth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Gender, School and Society	5	100
2	Creating an Inclusive School	5	100
3	Critical Understanding of ICT (T+P)	2	100
4	Understanding the Self (T+P)	2	100
5	Health, Yoga and Physical Education	5	100
6	Teacher as a Counsellor	5	100
Total		24	

Subject Name: GENDER, SCHOOL AND SOCIETY

Unit 1: Gender Issues: Key Concepts

- 1.1 Gender, Sexuality, Patriarchy, Masculinity and Femininity
- 1.2 Gender Bias, Gender Stereotyping and Empowerment
- 1.3 Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- 1.4 Issues and Concerns of Transgender

Unit 2: Socialization Processes in India: Family, School and Society

- 2.1 Gender Identities and Socialization Practices in different types of families in India.
- 2.2 Gender Concerns related to Access, Enrolment, Retention and Overall achievement.
- 2.3 Gender Issues in Curriculum
 - Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region
 - Construction of Gender in Curriculum Frameworks since Independence: An Analysis
 - Gender and the hidden curriculum
 - Gender in text and classroom processes
 - Teacher as an agent of change
 - Life skills and sexuality.
- 2.4 Sites of Conflict: Social and Emotional
 - Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.
 - Agencies Perpetuating Violence: Family, School, Work place and Media (Print and Electronic).

- Preventive Measure on Addressing Sexual Harassment and Abuse.
- Laws and Recent Initiatives of Government of India.

Unit 3: Gender Studies: Historical and Contemporary Perspectives on Education

- 3.1 Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.
- 3.2 Women's Movement in Pre and Post Independent India.
- 3.3 Contemporary Period: Constitutional Commitments, Reports of Commissions and Committees, Policy initiatives, Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Practicum

- Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.
- Project on analyzing the growing up of Boys and Girls in different types of family in India,
- Debates and Discussions on Violation of Rights of Girls and Women
- Analysis of Video Clipping on Portrayal of Women in Print and Audio-Video Media.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools- Public and Private-Aided and managed by Religious Denominations and prepare a report.
- Preparation of Tools to analyze reflection of Gender in Curriculum.
- Preparation of Checklist to Map Classroom Processes in all types of Schools.
- Field visits to Schools, to Observe the Schooling Processes and Transactional Strategies from a Gender Perspective.
- Organize debates on how Children Perceive Role Models in their own lives.
- Gathering Information on Laws by Compiling Violence against Girls and Women in India.
- Preparation of Projects on Analysis of Recommendations of Commissions and Committees on Education and Empowerment of Girls and Women
- Group Assignment on Examining Policies and Schemes on Girls Education and Women's Empowerment.
- Project on Women Role Models in various fields with Emphasis on Women in Unconventional Roles.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.
- Organizing Poster Competition on Gender Equality And Empowerment.

Suggested Readings

- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.

- Kirk Jackie e.d. , (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998). the girl child in crisis. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
- UNICEF (2005). 2005 and Beyond – Accelerating Girls' Education in South Asia. Meeting Report.
- Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.

Subject Name: CREATING AN INCLUSIVE SCHOOL

Unit 1: Understanding Inclusion in Education

- History of inclusion –paradigm shift from segregation to inclusion
- Policy perspective: Initiatives to promote inclusive education
 - o International Focus: Salamanca 1994, UNCRPD, EFA (MDG)
 - o National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995 and revised PWD Bill 2012, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions(NCMEI), National Commission for Education of SC, ST
 - o Educational concessions, facilities and provisions.

Unit 2: Understanding physical, psychological and social cultural diversity

- Diversity due to disability (Nature, Characteristic and Needs)
 - o Special needs of children with sensory disabilities,
 - o Special needs of children with cognitive disabilities
 - o Special needs of children with physical disabilities
 - o Girls with disabilities
- Diversity due to socio- cultural and economic factors
 - o Discrimination, language attitudes, violence and abuse.

Unit 3: Addressing Learners' Diversity

- Curricular Issues
 - o Curriculum adaptation/ modifications
 - o Content contextualization
 - o Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE), Alternative means for assessment and evaluation in inclusive classrooms,
- Learning and learner support--assistive and adaptive devices, ICT
- Universal Design in Learning (UDL)

Practicum

- During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
 - Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
 - Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
 - Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
 - Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
 - Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
 - Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.
- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Readings

- Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
- Julka, A, Index of Incusion (2012) NCERT, New Delhi.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) Meeting special needs in schools" A manual, NCERT, New Delhi UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu World Bank (2003)Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.
- Julka, A.(2014) Including Children with Special Needs: Primary Stage
- Julka, A.(2015) Including Children with Special Needs: Upper Primary Stage
- Julka, A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study
- NCERT(2006), Position Paper : National Focus Group on Education of children with Special Needs, NCERT;DEGSN, New Delhi
- NCERT(2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, DEGSN, New Delhi.
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi

Subject Name: CRITICAL UNDERSTANDING OF ICT(T+P)

Unit-I: ICT: Connecting with World

- National Policy on ICT in School Education
- Accessing the Web-Introduction to the Browser, Browsing and Web.
- Search and Retrieval: Strategies and Techniques
- Internet as a Learning Resource: Using Websites, Web based Learning objects, Simulations, Tutorials.
- Computing in Indian Languages – Fonts and Keyboard
- Using ICT to Create-Text, Data, Media
- Combining text, Graphics and Audiovisuals to create a Communication.
- Web as a space for continuous learning.

Unit-II: ICT for Teaching-Learning: Possibilities and Concerns

(a) ICT for Supporting Teaching-Learning and Inclusive Education

- Exploration of ICT resources for Teaching – Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources.
- Critiquing and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and Use
- Educational Applications of ICT using appropriate hardware and software:
Hardware:(CD/DVD, Projectors, Interactive boards etc. Software:(Single and multiple media, animations and simulations.
- Gaming Environments for Education – Range and Scope.
- Infusing games into Teaching –Learning and Creating appropriate Classroom environments ,Evaluating Games and Gaming Environments
- Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment
- Assistive Technologies and Devices to foster Inclusion
- Computing in Indian Languages to foster Inclusion

(b) Social ,Ethical and Legal aspects:

- Impact of ICT on Work, Socialising and Other Areas
- Cyber Crimes: Concerns and Implications ,Software Piracy and Legal Remedies, Plagiarism and Fair Use
- Proprietary and Open Source Software;
- Licencing of Software and Content, OER
- Intellectual Property and Copyright and Related Issues of Plagiarism and Fair Use.
- Indian Initiatives in Open Source Software and Sharing of Digital Content

Unit-III: ICT for Evaluation, Documentation and Communication

(a) ICT for Evaluation:

- ICT :Scope and Techniques for Evaluation
- Exploring and using appropriate Software tools for Evaluation

- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources
- Managing Data, Analysis of results and tracking student achievement using ICT Software tools.

(b) Documentation and Communication

- Documenting and Communicating events and processes using ICT:Tools and Techniques
- Digital Story Telling and Storyboarding
- Publishing on the Web: Possibilities and Scope ;Evaluating Choices

Unit-IV: ICT for Building Communities, Collectivising and Administration & Management of an Institution:

(a) Building Communities and Collectives:

- Online Communities and Collectivising: Participating, Analysing Interaction and Evaluating Social Networking Forums.
- Sharing thoughts and Ideas :Blogs, Social networking Websites, Discussion forums and Mailing lists
- Virtual Communities: Educational Applications

(b) ICT for Educational Administration and Management

- Role of information management, process and tools in Educational Administration and Management
- Tools and Techniques for Automation of Data Sources in Schools :Collection, Analysis and Interpretation
- UDISE :State and National Level Databases in Education

Practical's (Entailing Hands on Experience Individually)

- Explore different sources of Data, read and make meaning
- Combining text graphic and audio visuals in developing a digital story.
- Analysing a Lesson, Identifying the need for ICT; Selecting Appropriate resources Preparing and transacting a lesson infusing ICT resources (using appropriate hardware and software) and evaluating it
- Creating a discussion forum around an uploaded content in teaching-learning.
- Creating a Peer Network using Social Networking Platforms
- Creating a blog for building an online community to share resources such as texts, audio visuals, animations and simulations
- Creating a e portfolio based on the above practicals and engaging in peer evaluation of the same before online submission to the faculty mentor.

Suggested Readings:

- Guide to measuring Information and Communication Technologies in Education. (2009). Canada: UNESCO Institute for Statistics. Retrieved from: <http://www.uis.unesco.org>
- Lowther, D. L., Grant, M. M., Marvin, E. D., Inan, F., Cheon, J., & Clark, F. (2005). Teacher's technology handbook: A resource to support effective technology integration. Appalachian Technology in Education Consortium and the University of Memphis, Memphis, TN.
- Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two - Way Street between Cognition and Instruction. New Directions for Teaching and Learning. Number 89. 55-71.

- Morrison, G.R., Lowther, D.L. & Demeulle L. (1999). Integrating Computer Technology into the Classroom. United States of America: Merrill (Prentice Hall)
- Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu
- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
- Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
- Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
- Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>

Subject Name: UNDERSTANDING THE SELF (T+P)

Unit 1: Understanding of Self

- Reflections and critical analysis of one's own 'self' and identity
- Identifying factors in the development of 'self' and in shaping identity
- Building an understanding about philosophical and cultural perspectives of 'Self' and
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Unit 2: Development of Professional Self and Ethics

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

Unit 3: Role of Teacher in Developing Understanding of Self among Learners

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator

Mode of Transaction:

The course will be transacted in workshop mode through individual and group experiential activities such as

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.

- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Practicum

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practising selected asanas, pranayam, meditation and yogic kriyas as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Suggested Readings

- Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, Section III ' Self and Growth Process' pg. 255-402, NCERT Pub
- Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.
- Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
- Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda
- Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT Pub
- Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins
- Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9 -27), Blackwell
- Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT Pub
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

Subject Name: HEALTH, YOGA AND PHYSICAL EDUCATION

Unit 1: Health Education

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunization and first aid. Impact of Physical activities, games, sports and yoga on different body systems.
- Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills.
- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalisation, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.
- Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; Food and water; Safety and laws.

Unit 2: Physical Education

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.
- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment
- Pollution—types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and re-cycling
- Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation

Unit 3: Yoga

- Concept, need and importance of yoga, History of yoga
- Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each)

- Kriyas and Pranayams, Meditation
- Do's & Don't of yogic practices.
- Role of yogasanas for prevention of common diseases

Practicum

- Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Organisation of games and sports tournaments
- Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation.
- Interactive discussions, group-work, sharing of experiences, organizing various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Organising school health check-ups, referral and practical classes of firstaid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organisation of games and sports and demonstration of yogic activities.

Suggested Readings

Health Education

- K. Park, "Preventive and Social Medicine" Banarsidas Bhanoth, Publishers Nagpur Road, Jabalpur, India.
- NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org www.ncert.nic.in)
- NCERT (2014). Population Education: Source Material, NCERT, New Delhi
- Stephen J. Williams, Paul R. Torrens, "Introduction to Health Service, Delmore Publications Physical Education
- Deborah A. Wuest, Charles A. Bucher, "Foundation of Physical Education Exercise Science and Sports" Tata Mc Graw Hill, Pvt. Ltd., New Delhi
- John E. Mixton, Ann E. Jewett, "An Introduction to Physical Education, W.B. Saunders Company, London
- John Cheffers, Tom Evaul, "Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Wood" New Jersey
- Bette J., Logdson & Others, "Physical Education for Children", Lea & Febiger, Philadelphia
- Roberts S. Weinberg & Daniel Gould, "Foundation of Sports and Exercise Psychology", Human Kinetics Publication
- A.K. Uppal, Lawrance Gray Kumar, "Biomechanics in Physical Education and Exercise Science" Friends Publication, New Delhi
- Jack H. Wilmore, David L. Costill, W. Larry Kenney, "Physiology of Sports and Exercise" Human Kinetics Publication

Yoga

- Swami Satyanand Saraswati, “Asana Pranayama Mudra Bandh”, Bihar School of Yoga, Munger
- M.M. Ghore, “Anatomy and Physiology of Yogic Practices” Lonavala Yoga Institute, Lonavala
- Gharote M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonavala
- “Yogasana” Morarji Desai National Institute of Yoga, New Delhi
- “Pranayama” Morarji Desai National Institute of Yoga, New Delhi
- MDNIY (2010). “Yoga Teachers Manual for School Teachers, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi

Subject Name: TEACHER AS A COUNSELLOR

Unit I Concept and Need of Guidance and Counselling

- Introduction to Guidance and Counseling- Meaning, Need, Aims & Objectives, Principles, Difference between Guidance & Counseling
- Guidance for Human Development and Adjustment
- Role of the teacher in Guidance and Counselling

Unit II Counselling: Concept and Types

- Counseling Service- Meaning, Purpose & Approaches (Directive, Non- Directive and Eclectic counselling).
- Counseling: Process and Strategies
- Counselling Services for Students: Options in Face to Face and Online Mode

Unit III Coping with Stress: Emotions and Skills

- Coping Skills: Overview of details of different types of coping skills and integration of the same when need be
- Emotions: Managing emotions interpersonal skills ,feeling good, emotions intelligence
- Skills and Values – Listening Attentively to the concerns of the counselee ,Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc

Unit IV Issues and Concerns in Schools

- Career Information in Guidance and Counseling: Broad outline with respect to the Career Guidance and Counseling options available in India
- Special Concerns in Counseling: Ethics and other related psychological concerns

Practical Assignments:

- Detailed study of the Guidance and Counselling Services available in a given School
- Enrichment lectures, seminars, workshops, demonstrations by experts working as Guidance and Counsellors in Schools or organizations working specially in the area of Adolescent Psychology.
- Self- Study and reflective sessions should also be an important feature of the practical which shall include: Field visits and tours may also arranged to provide student-teachers with the first- hand experience of the working of guidance institutions and professionals in schools such as Counsellors, Career Counsellors etc

- Student teachers to prepare a list of the online Guidance and Counselling Services available of students and Teachers in India.

Suggested Readings:

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt. Ltd.
- Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nayak A.K. (2004); Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

Note: The Normal Rule and Regulation pertaining to the Examination and other issues will be applicable in Faculty of Science as per Arunachal University of Studies Act 2012, Subsequent Statute and Rules & Regulations.