

- Maintain of school records
- Maintain of library & labs
- Gardening
- Organizing Science Club & Echo Club
- Voluntary services
- Mass awareness of social evils and taboos.

## SEMESTER 4

## **GENDER SCHOOL AND SOCIETY**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

### **Aims of the Course**

This course will enable the students to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

## **COURSE CONTENT**

### **Unit 1**

- 1) Sex and gender
  - Psychology and sociological perspectives
  - Radical feminism, patriarchy, reproductive technology and mother hood
  - Socialize class, gender, and division
  - Indian women – family, caste, class, culture, religion and social system
- 2) Social construction of gender
  - socialization

- Gender identity : the media, genderfoles, and stereotypes, class, caste community and gender relation

3) Women education and law

- Women access to and participation in formal education
- Women and in formal education
- Non-formal (media)

## Unit 2

4) Gender inequalities in schooling

- Organization of schooling
- Curricular choices and hidden curriculum (teacher attitude, classroom interaction and peer culture)

5) Gender schooling – education for gender equality

- Case studies of intervention in school education
- The lok jumbish experiences (movement for women equality)

## Unit 3

6) Education and empowered of women

- Concept and importance
- Women an sustainable development
- Special role of women as protector of environment
- Waste management and women worker

## Knowledge and curriculum part II

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

### Aims of the course

The course intends to inform student-teachers that how curriculum – making plays a critical role in a heterogeneous and plural society like Indian. However, without a clear vision

and understanding of curricular aims. Schools tend to become rigid in their curricular practices, and uniformly imposed processes, meanings and values. This negates the ideals that they are expected to actualize. Therefore, the course aims at enthusing student – teachers to infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and the schools, so that it becomes culturally sensitive in selection in of knowledge, symbols and values and child-friendly in pedagogy, student teachers understand the evolving meanings of curriculum when seen as a dynamic process. Within this broad field, conceptual linkages (and distinctions) between educational aims, curriculum framework, curriculum development, syllabus, teaching – learning materials, pedagogy as well as evaluation processes are recognized. The role of school organization school organization and culture as well as of the teacher, in operationalizing and developing a contextually responsive ‘curriculum’ and ‘critical pedagogy’ are explored. The scope for teachers to make curricular decisions, based on field realists is highlighted

#### **Unit 4**

Curriculum development (at school level)

Understanding different approaches to curriculums development: subject centered environmentalist (incorporating local concerns); behaviorist; competency-based (including ‘minimum levels of learning’); learner – centered and constructivist

Process of curriculum making

- i) Formulation aims and objective (based on overall curricular aims and syllabus)
- ii) Criteria for selecting knowledge and representing knowledge in the forms of thematic questions in different subjects
- iii) Organizing fundamental concepts and themes vertically across levels and integrating themes within and across different subjects

#### **Unit 5**

School: the site of curriculum engagement

Role of school philosophy, administration (and organization) in creating a context for development of curriculum

Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighborhood, etc.)

Role of external agencies in providing curriculum and pedagogic supports to teachers within schools-local, regional, national

## Unit 6

Curriculum implementation and renewal

Operationalizing curriculum into learning situations

Teachers role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims, and (ii) varied learning experience.

Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)

Appropriate reviewing and renewal of aims and processes

Process of curriculum evaluation and revision (i) need for a model of continual evaluation (ii) feedback from learners, teachers, community, and administrators (iii) observable incongruences and correspondence between expectations and actual achievements

## Creating an inclusive school

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

Aims of the Course

The students will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and

- implement laws pertaining to education of children with special needs.

### **Unit I**

- 1) Introduction to inclusive education / school
  - Concept, meaning and need
  - Transition from segregation to inclusion
  - Principles models
  - National policy for person with disabilities 2006 with reference to inclusive education
  - Sarva shiksha abhiyan – 2002 with reference to inclusive school

### **Unit II**

- 2) Special education needs (SEN) of learners in inclusive school
  - Identification of diverse needs of SEN learners and referrals
  - Disabilities in children and their SEN : Hearing impairment, visual impairment, hearing low vision, orthopedic impairment, intellectual impairment cerebral palsy, learning disabilities and multiple disabilities
  - Types and use of assistive devices for learners with SEN
  - Education concessions and facilities
  - Special needs in terms of Murielle in the context of different disabilities and their learning styles

### **Unit III**

- 3) Planning and managing inclusive curriculum in schools
  - School readiness and school transition
  - Individualized education plan (IEP) : development and implementation
  - Practices and classroom management in inclusive education : seating arrangement, whole class teaching, collaborating teaching, activity – based learning , peer – tutoring and co-operative learning
  - Curricular and instructional accommodation
- 4) Facilitators for inclusive education
  - Need for multidisciplinary approach
  - Role and responsibilities : general, special and resource teacher
  - Role and responsibilities : family and community
    - Prepare at professional partnership : need and relevance

### **Optional Course**

#### **Vocational / work education**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

**Group – A pedagogical analysis of the content:**

Sufficient knowledge of the course – content of work educational prescribed for classes VI to X by the Jharkhand academic council to equip one to teach the subject competently

- a. Identification of unit & subunits
- b. Specification & instructional objectives
- c. Selection of teaching strategies
- d. Selection of teaching aids with notes on their preparation & mode of use

**Group – B Methodology work education**

**Unit I**

- 1. Work education
  - a. Meaning and concepts
  - b. Nature of work
  - c. Scope or areas viz.
  - d. Socially useful productive work
  - e. Occupational exploration and innovative practices
  - f. Occupational exploration an innovative practices
- 2. Aims and objectives of teaching work education as a subject of general education. Behavioral changes expected out of the program of work education, development of attitude. Acquisition of skills and gaining of knowledge

**Unit II**

- 3. Basic of work education : historical, philosophical , psychological, sociological and economic
- 4. Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66
- 5. Concept of socially useful productive work (SUPW) as designed by I.V. Patel committee.
- 6. Work education curriculum and organization of subject matter
- 7. A general idea of the syllabus in work education prescribed for Jharkhand with a good ground in the projects included in the syllabus at
  - i) The exposure stage and

- ii) The involvement stage
- 8. Relationship with other subjects in the school curriculum. Place of work education in the school curriculum
- 9. Different methods of teaching work education : project method. Discussion method. Demonstrations methods, works – study method, exposure and observation method.
- 10. Qualities and functions of a good teacher or work education – his interaction with the teachers of the other subjects for developing work projects in their respective subjects
- 11. Consideration for selecting work – projects in
  - a) Urban schools and
  - b) Moffusil school (rural)
- 12. Difference of work education with work experience, SLPW. Basic education and vocational educations.
- 13. Utilization of community resources for audio-visual materials for teaching work education.
- 14. Evaluation in work education : design of work education and work book, practical work and attainment. Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, quality and quality of the product, etc.
- 15. Utility of social service project – removal of social distance, importance of literary drive, first-aid, floor relief, etc.
- 16. Preparation of plan activity of work project
- 17. Work education room (practical demonstrations) f&submission of note book containing three pedagogical analysis (one from each group)

### **Optional course**

#### **Health and physical education**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

#### **Course Contents**

##### **Unit I**

1. Heath education
 

Concept, aims and objectives of health education, factors influencing health, school health program, school health service, role of teacher in school heath program
2. Physical education
 

Concept, misconception, aims and objective, relationship with general education

3. Nutrition and balanced diet  
Components of balanced diet, functions, major sources, malnutrition
4. Postures  
Concept and values, postural deformities and their management  
Personal hygiene, a dental hygiene environmental hygiene, pollution and global worming
5. Communicable disease  
Communicable diseases mode, control, and prevention
6. Physical fitness and first aid  
Physical fitness : meaning, elements and importance  
First – aid in the following  
Hammaeroge, laceration, contortion, dislocation, fracture, cuts, wounds, bites of insects, sprained strain  
Suggested readings

### **Optional course**

#### **Education for Peace**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

### **UNIT 1: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY**

- Awareness of relevance of peace
- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life
- Peace contexts; underlying assumptions, processes and imperatives
- Peace is a dynamic reality. It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfilment. Negative peace is repression of these, while fulfilment builds peace within individuals as well as, in the society
- Peace values vis-à-vis constitutional values: Importance of the attitudes beliefs and values of peace viz., compassion, cooperation, love, etc. freedom, respect for difference, and ecological resources that ensure peace in society
- Foundations of peace: pre-requisites to peace in the society are compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideas based on non-violence, respect for differences,

e.g. socio-economic, gender, etc. life style in harmony with sustainable development

- Approaches to peace education
- Highlights of various philosophies of peace, Ghandi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhail Badheka, The Dalai lama, initiatives at National and International levels.

## **Unit 2: Understanding Conflicts, Underlying Personal-social Processes and Mediation, and Transformation of Conflict**

- Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global
- Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., Water, forests, energy, etc.
- Developing capabilities for mediation and conflict transformation
  - I. Skills and Strategies needed for conflict transformation
  - II. Listening to the conflicting parties
  - III. Awareness of own identity, cultural underpinning, and communication skills
  - IV. Awareness of context of the conflict
  - V. Communication to mediate
  - VI. Looking for alternative strategies and creative solutions to overcome / transform conflicts

## **3: Empowerment of Self through Critical Self Reflection**

- Awareness of the influence of social milieu on self
  - a) Understanding adequate self as a product of positive experience of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence
  - b) Negative experience generate stress, anger aggression
  - c) Yoga, meditation, anger / stress management, as practise that restore positive physical health and attitudes
- Nurturing capabilities for critical self reflection: transcending past negative experiences, and developing skills of communication; listening to others Sharing feelings, descriptive non-judgemental feedback, empathising, trusting
- Increasing awareness of role of self in
  - 1) Discipline, self management
  - 2) Reducing prejudices, biases and stereotypes and building multicultural orientations
  - 3) Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and
  - 4) Habitual self reflection by using daily journal on experiences.

### Unit 3: Orienting Education for Peace Building

- Critical reflection on the curricular processes

Awareness of opportunities inherent in curriculum for introducing

- I. Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights / human rights, and ameliorative approach to discipline rather than punitive.
- II. Symbols, activates and other structures in the school that reflect a multi-cultural ambience; and
- III. Experiences of different cultural identities, issues, challenges, conflicts in the neighbourhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues etc.

- Critical pedagogy of peace education
  - I. Challenging the traditional models of learning to constructivist approaches in teaching
  - II. Rethinking authority relations from democratic perspective : promoting dialoguing, and developing capabilities for decision- making
  - III. Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels
  - IV. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
  - V. Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal social and culture matters. Non-evaluative orientations empathetic founding academic and discipline problems
  - VI. Becoming peace teacher-acquisitioning of relevant knowledge, attitudes, values and skills.
- Development of listening skills for dialogue – listening to verbal and non-verbal content of messages; Developing awareness of feelings and expressions in messages; skills of questioning paraphrasing and providing feedback that is, non-judgemental, sensitivity to socio-economic, cultural, gender, caste difference; skills of giving emotional support for encouraging, genuine appreciation and cooperation; understanding importance of confidentiality of students personal issues and problems that invite embarrassment or ridicule
- Pedagogical skills for orientation of subject content and teaching – learning experience in classroom for promoting peace
  - I. Awareness of the epistemic connection of subject content with peace values, e.g. language (effective communication), Science constitutional values, and multi-culturalism, conflicts, violence, and warlinks with challenges to regional and local conflicts, maths (precision)
  - II. Using textbook contents for highlighting values of peace, particularly anti-peace message indirect or hidden
- Humanistic approach to evaluation
  - I. Belief in worth of all pupils irrespective of academic talents

- II. Adopt broad-based assessment talking in multiple, talents, emphasise success rather than failure, enable enemy pupil to experience success in some area
- Becoming agency for peace in the school organisation and surrounding local community
  - I. Awareness of cultural characteristics of the local community around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.
  - II. Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school
  - III. Awareness and orientations of students attitudes towards balanced media exposure.

### **Optional course**

#### **Guidance and counseling**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

#### **Unit I**

- 1) Introduction to guidance
  - Meaning, nature scope and functions of guidance, principles of guidance
  - Need of guidance at various stages of life, types of guidance : educational, vocational personal guidance (their meaning, objectives, needs and importance )
- 2) Procedure of guidance
  - Individual and group procedures of guidance, their nature and advantage
  - Group guidance techniques – class tasks, career – task, career – conference – group discussion field – visits, career – exhibition, audio – visual techniques
  - Role of various community agencies in school guidance program
- 3) Counseling
  - Concept of counseling: theories of counseling; theory of self (rogers)
  - Types of counseling: directive, non-directive and eclectic
  - Process of counseling (initial disclosure in depth exploration and commitment to action)
  - Skills in counseling (listening, questioning, responding and communicating)
  - Role of teacher as a counselor and professional ethics associated with it

**Unit II**

4) Understanding the individual

- Studying and appraising and individual –its need and importance in EVG
- Testing and non – testing devices for the study of an individual
- Testing: intelligence, aptitude, attitude , interest, achievement and personality
- Techniques used in guidance: questionnaire, anecdotal records, interview schedule, case study diary and autobiography cumulative – record cards

**Unit III**

5) Job analysis : occupation at information instructional

- Job analysis: concept and need
- Job satisfaction: concept an factor affecting job satisfaction
- Concept of occupational information and sources of collection
- Career counseling and discrimination of occupational information

6) Guidance services and the organization in schools

- Types of guidance services
- role of school personnel's in organizing guidance services

**Optional course****Issues of Conservation and Environmental Regeneration***Total Marks 50**contact hours per week-3**Internal assessment 10**External assessment 40***Unit 1**

- Importance of need and scope of environmental conservation and regeneration
- Structure and functions of different ecosystems
- India as a mega biodiversity Nation
- Role of individual in conservation of natural resources: water energy and food
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Environmental legislation: awareness and issues involved in enforcement
- Role of information technology and media in environment and human health.

## Suggested Practicum

The students on completion of each topic of unit 1 will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club. The activity has to be one some local specific issue pertaining to the place of residence of the student

**2**

- Community participation in natural resource management – water, forests, etc.
- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation
- Developmental projects, including Government initiatives and their impact on biodiversity conservation
- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment
- Change in forest cover over time.

## Unit 2

- Consumerism and waste generation and its management
- Genetically-modified crops and food security
- What consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present day world
- Environmental degradation and its impact on the health of people
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management
- Biomedical waste management
- Changing patterns of energy and water consumption

## Unit 3

**4**

- Environmental conservation in the globalised world
- Alternative sources of energy
- Impact of natural-disaster / man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and green house gas emission
- Impact of industry / mining / transport on environment
- Sustainable use of forest produces.

5

- Role of women in conservation
- Female foeticide / infanticide and skewed sex ratio
- Development of slum area and their inhabitants
- Child mortality and material health
- HIV / AIDS, malaria-status, measures undertaken for their control eradication.

**Optional course  
Yoga education  
Course contents**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

**Unit I**

1. Philosophy, psychology and kinds of yoga
  - Philosophy of yoga, goals of life and yoga, fundamental concepts common to all schools of Indian philosophy : the triguna, the concept of prakriti, pursusa visheshal (ISWAR) and their relation with each other, its meaning and kinds of samandhi
  - Physiology of yoga : Chitta (mind) and the method of chitta vritti (chitta control), vritti patyahar, dharna, samndhi

**Unit 2**

2. Physiology of socio – moral bases – kinds of dhyana : sthula, a shukshma and jyotimaya, nirmal chita and the final goal
3. Socio – moral base of yoga. The five yamas and five niyamas, the universal code of social- moral restraints and personal observances leading to ideal adjustment in social and personal life

**Unit 3**

4. Classification of yoga : Raja yoga (Astang Yoga) hatha – yoga, samkhya yoga, vishnu yoga and mantra yoga
5. Yoga diet and its application in modern context, practicum / sessional : (to be evaluated by internal examiner)

- i) Participating in any five asanas following : Shavasana, Sarvingsasan, Halsana, Paschimottanasana, Bhujangasana, Shalbhasana, Dharnurasans, Chakrasana, Vajrasana, Gomukhasana, Matsyasana, Janusirasana, Ardhamststyasana, Padmasana, Ans, Sirasana
- ii) Participation in Neti, Kapalbhati and Trastak
- iii) Participation in Anulom-vilom, Bhramari, Shitali, Ujjai, Pranayams

Preparing a work book (project report of selected Five – asanas, their physical psychological and anantiomical effects on human body, mind, senses

### **Optional course**

#### **Value education and human rights in education**

##### **Course contents**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

##### **Unit I**

1. value education
  - concept, meaning sources, types and methods of teaching, value educations
2. human rights in education
  - role of UNESCO, role of school, education up to 14 years as fundamental rights fundamental duties, media, it's role
  - constitutional and institutional safeguards to human rights, national human rights commission (NHRC) and associated human rights commissions
  - vital domain of human right information, poverty an environment
  - united nations and human right

##### **Unit 2**

3. judicial activism and human rights in education
  - human tights and violation and police
  - problems refugees and internationally displaced persons
  - role of education for the problems

## Unit 3

4. custodial justice
  - guidelines to suptd. Of police and epatem commission
  - standard rules for treatment of prisoners
  - UN principles for protection of principles
  - Juvenile delinquency and role of education form the point of view human rights

## Course EPC 3

### Enriching Learning through Information and Communication Technology

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 50*

#### Aims of the Course

This set of experiences is visualised with an assumption that many student- teachers will have a basic familiarity with computers, even if they do not have much hands-on- experience. It is intended to enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

#### Unit 1:

##### 1 Relevance of ICT in Education (Radio, Television, Computers)

- Role of information technology in ‘construction of knowledge’
- Possible uses of audio-visual media and computers

##### 2: Visualising Learning Situations using Audio-Visual and Other media

- Use of radio and audio Medias: script writing, storytelling, songs, etc.
- Use of television and video in education
- Use of newspaper in education

#### Unit 2

##### 3: Use of Computers in Schools

- Functional knowledge of operating computers-on / off, word processing, use of power point, excel

- Computer as a learning tool
- Effective browsing of the internet for discerning and selecting relevant information
- Survey of educational sites based in India
- Downloading relevant material
- Cross collating knowledge from varied sources
- Competencies in developing original software.

### **Unit 3**

#### 4: Visualising technology-supported learning situations

- Preparation of learning schemes
- Interactive use of audio-visual programme
- Developing PPT slide show for classroom use
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating subject-related demonstrations using computer software
- Enabling students to plan and execute projects (using computer based research)
- Engaging in professional self-development
- Collaborative learning tasks
- Interactive use of ICT: Participation in Yahoo groups, Creation of ‘blogs’ etc.

### **Unit 4**

#### 5: Indian and International Experience in ICT Aided Learning

- Innovative usage of technology: some case studies
- Use of technology integration in resource-plenty as well as resource-scarce situations
- Critical issues in ‘internet usage’ – authenticity of information, addiction, plagiarism, downsides of social networking group.

### **EPC 4: Understanding the self**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 50*

### **Unit 1:**

#### **1 Exploring the Aim of Life**

Objectivise

- To enable students to develop a vision of life for themselves

- To encourage students to give conscious direction to their lives to take responsibility for their actions
- To develop a holistic and integrated understanding of the human self and personality

#### Workshop Themes

- Vision as a person: aspiration and purpose of life
- Giving a conscious direction to life
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life

## 2: Discovering one's True Potential

#### Objectives

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude
- To encourage students to develop the capacity for self-reflection and personal integration.

#### Workshop Themes

- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal

## Unit 2

## 3: Developing Sensitivity

#### Objectivities

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences

#### Workshop themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and

prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).

- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness
- Developing the capacity for empathic listening and communications skills.
- Understanding one's own childhood and adult-child gaps in society

### **Unit 3**

#### **4: Peace, Progress and Harmony**

##### Objectives

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

##### Workshop themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

### **Unit 4**

#### **5: Facilitating Personal Growth: Applications in Teaching**

##### Objectives

- To explore attitudes and methods needed for facilitating persona growth in student
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

##### Workshop themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them
- Exploring and practicing ways to facilitate personal growth the develop social skills in students while teaching