

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT
B.ED. CURRICULUM
Implementation from Academic Year June 2015-16

Second Year

Semester - 3

**Course - 301 / Knowledge and Curriculum
Internship**

Second Year - Sem. 3
Course - 301
Knowledge and Curriculum

Objectives :

- Student - Teachers will be able.....
1. To Understand meaning of Epistemological terminologies and Understand their similarities and differences between them
 2. To Become familiar with ideologies related to child centered education
 3. To Understand the changes in education in the context of society, culture and modernization
 4. To Become familiar with the perspectives of Education
 5. To Focus on the social and knowledge related bases of Education
 6. To be prepare for the modern system of Education
 7. To Understand the importance of the impact of various factors affecting education
 8. To Understand and accept education in context of various values
 9. To Understand various school activities and class room interaction with reference to multi culture and democracy
 10. To Understand the National, Global & Secular paradigms of education
 11. To Plan the activities to make value based education
 12. To Understand the hidden motives behind school activities

Unit - 1 Epistemological Basis of Education

- (A)
1. Knowledge and Skill (Concept and Difference)
 2. Teaching and training (Concept and Difference)
 3. Knowledge and information (Concept and Difference)
 4. Rational and Belief (Concept and Difference)
- (B) Modern child centred education with Following Reference -
1. Activity - Concept, Type and Importance (with reference to Rabindranath Tagore).
 2. Discovery - Concept and Importance (with reference to Dewey)
 3. Dialogue - Concept and Importance (with reference to Plato)

Unit : 2 Social Basis of Education

1. Historical change in education happened because of industrialization, Democracy, idea of individual autonomy in the context of society, culture and modernization
2. Education in relation to modern values (Equality, Individual Opportunity, and Social Justice) : with special reference to Ambedkar,
3. Conventional school activities and daily routine of school class room with reference to multiculturalism
4. Nationalism, Universalism, Secularism and their interrelation with Education

Practicum :

1. Find out the various activities related to teaching and training and understand their nature. (A critical study of ITI college and any other special type of school)

2. Conduct an experiment on the possibilities that information can be converted in to the knowledge and prepare a report on it.
3. List the behavior based on the prevalent beliefs and evaluate the rationale / logic and psychology for these beliefs.
4. Conduct a research study on the behavior of creative children.
5. Conduct a study on post-basic (Buniyadi) Education system and study on how it differs from the traditional education system.
6. A Case-study of an Ashram-shala
A Case-study of an Eklavya Model School
A Case-study of an Arch Institution (Learning by Doing Activities)
A Study of the daily interaction the Institution providing Activity-based Learner centered education. (Nandigram, dharampur etc..)
7. A Study of the changes related to the management of the Education centre of Indian culture, Missionnaires and Islamic culture
8. A study of the changes occurred due to modernization experienced by the Education system
9. A study about the conscious efforts being done by the schools for the preservation of values.
10. A study about the problems among the preservation and cultivation of values.
11. A healthy study of the scope and intensity about the values being lived in the school.
12. A survey about the various traditional activities being undertaken by the schools having different climates.
13. A critical study of the prayer assembly of the school.
14. A study about the various activities, its nature and its implementation which are encouraging Nationalism, Universalism, Secularism in the school.
15. A study about the researches based on Inquiry Model.

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Second Year

Semester - 4

Optional Subjects

Course - 401 / Gender , School & Society

Course - 402 / Knowledge and Curriculum-2

Course - 403 / Creating an Inclusive School

Course - 404 / Optional Subjects

404 / 1. Population Education

404 / 2. Environmental Education

404 / 3. Education and Mental Measurement

404 / 4. Value Education

404 / 5. Vocational Education

404 / 6. Health and physical education

404 / 7. Education for peace

404 / 8. Guidance and counselling

EPC-3 Critical Understanding of ICT

EPC-4 Understanding the Self

Field work

Second Year - Sem. 4
Course - 401
Gender , School & Society

Objectives :

Student - Teachers will be....

- (1) Made sensitive towards Gender Inequality in the society.
- (2) Made familiar with the Institutes creating Gender Inequality
- (3) Made to ponder and to act in direction of Gender Inequality remove.

Unit : 1 Gender Inequality

- 1.1 Concept, objectives
- 1.2 The study of Gender
Roles and Removal of Inequality with
Experiences of Boys - Girls during different ages reference to -
 - Family (Patriartric)
 - Caste
 - Religion
- 1.3 The study of Gender Roles and Removal of Inequality with reference to
 - Media, Films, Advertisements, songs
 - Various cultural Institutes
 - Law
 - State(Note : on the basis of reference of Maman, 2012)

Unit : 2 Gender Inequality and Role of School

- 2.1 Measures to remove Gender Inequality inherent in the present working of school, and measures for Women's safety in the context of students, teachers, curriculum & Text Book.
- 2.2 The beliefs regarding Gender and sexuality in different cultures and teachers' role to remove them.
- 2.3 Enhancing the Capacity of Trainees for Equipping the future students to challenge the Gender Inequality.

Practical work :

- (1) Visit of at least ten families of which minimum two should be joint families.
- (2) To evaluate critically the text books of std. IX, X, XI with ference to Gender.
- (3) To undertake studies of activities of the school with reference to Gender Inequality
- (4) To undertake studies of programmes of various castes and the leders of them.
- (5) To undertake studies of programmes of various religions and the leaders of them.
- (6) To undertake studies of Gender in Religious books
- (7) To undertake studies of the ratio of women. representatives in local bodies, legislative assemblies and parliament and their participation.

- (8) To undertake critical studies of films and advertisements from Gender point of view.
- (9) To undertake studies of formulation of Law and its implementation from Gender point of view.
- (10) To under take visits of families and Business firms to know the role of women in decision making process.

References :

- (1) Unterhalter, E (2006) Measuring Gender Inequality in south Asia, London, UNICEF
- (2) The Global Gender Gap Report 2013, world Economic forum, switzerland
- (3) Michael G Pelete
Gender, Sexuality and body politics in modern Asia, Ann Arbor MI : Association for Asian studies, 2011
- (4) Victoria A Velk off (october, 1998)
Women of the world : women's education in India U.S> Dept of Com.
Retirived 25 Dec. 2006
- (5) H. D. Report for 2012, U. N. Dev Projects Retrieved 31 March 2014

Second Year - Sem. 4
Course - 402 Knowledge and Curriculum-2

Objectives:

Student - Teacher will

- 1 Understand the concept of curriculum
2. Understand the various interpretation of curriculum
3. Understand the steps and process of curriculum construction
4. Become familiar with the basis of curriculum
5. Understand the role of curriculum in teaching learning process
6. Able to clarify the interrelation among curriculum, syllabus & text book
- 7 Evaluate co-curricular activities with reference to new society formation
- 8 Understand the co-relation among power, principles and curriculum
- 9 Become familiar with comparative analytical process
- 10 Develop the skill of curriculum evaluation

Unit - 1 Process of Curriculum Development

1. Curriculum : Concept and Importance
2. Bases of Curriculum
3. Stages of Curriculum Construction
4. Role of Curriculum in Effective Teaching and Learning Process

Unit - 2 Hidden curriculum and reconstruction of society

1. Various co-curricular activities and its impact on reconstruction of society
2. Relationship between power, ideology and curriculum
3. Process/ steps of critical analyses of textbook, children literature, handbooks
4. Evaluation of curriculum

Practicum :

- 1 Find out the references regarding the curriculum related to Social, Economics, Environmental, Literary, Art and review them critically
2. Evaluate the text-book of std. _____.
3. Critically review the objectives of the curriculum achieved by the text-books.
4. A study of the co-curricular Activities related to social welfare their nature and their outcome. (cleanliness, Giving up addictions like smoking, drinking etc..)
5. A study of the social welfare activities undertaken by the school for the socially and culturally suppressed people.
6. A study of the variety of children literature and the possibilities of the achievement of their objectives.
7. Data collection for the manuscript of the unit _____ of subject _____ of std. _____.

Second Year - Sem. 4
Course - 403
Creating an Inclusive School

Objectives :

Students - Teachers will be able.....

- To develop understanding the culture, policy and way of functioning of an inclusive school
- To examine the definitions of 'deficiency' and 'Inclusion' in the psycho-social contexts of equal education.
- To analyze the policies & initiative programmes related to inclusion
- To know the obstacles related to the policies and methods regarding 'Learning and Participation' in the inclusive school.
- To understand the fact that each child develops his abilities and learning even in different situations.

Unit : 1 Introduction of Special Children

- 1.1 Special child : Concept and Types
(Gifted, Slow Learner, Deaf & Dump and Blind)
- 1.2 Role of teacher for developing confidence of special children.
- 1.3 National Education Policy regarding Inclusive school, UNESCO R.T.E. Act (2009), Sarva Shiksha Abhiyan, Recommendations of UGC and its Implication
- 1.4 Special skills regarding Communication with reference to Special Children

Unit : 2 Inclusive Schools

- 2.1 Inclusive Schools : Meaning, Concept, Nature, Climate
- 2.2 Educational and Infrastructure facilities for Special Children
- 2.3 Evaluation Method for Special Children in Inclusive School.
- 2.4 Co-curricular activities for Special Children in Inclusive Sschool.

Practicum :

1. Case study of Inclusive Schools
2. Case study of Special Children of specific group
3. Study of achievements of Special Children
4. Study of special Teaching Methods for Special Children
5. Study of NGO working for Special Children
6. Study of families of Special Children

Second Year - Sem. 4
Course - 404 / 1 Population Education

Objectives :

Student - Teachers will be able.....

1. To gain knowledge regarding the present situation related to population.
2. To understand the meaning and importance of Population Education
3. To develop the understanding of the scope of Population Education.
4. To Evaluate the result and effect of population growth on society
5. To know the factors which are affecting population growth
6. To know the effect of population growth on Health and Nutrition.
7. To know trends of Population growth in Gujarat and India.
8. To develop understanding of various methods and techniques about Population Education.
9. To know the expectations of teachers in context of Population Education.
10. To understand the efforts of Government for controlling the Population Growth.
11. To know about National Problems arising due to Population Growth.

Unit : 1 Population Education, Need, Effects

1. Population education : Meaning concept and the need of population education
2. Scope and objective of population education (General & Specific)
3. Factors affecting to the growth rate of population
- Poverty, Birthrate, Deathrate, Migration.
4. Population growth and religion as well as urbanization.

Unit : 2 Population growth, Techniques, Methods

1. population growth rate in India
Comparison of literacy rate in India and Gujarat
2. Methods and Techniques of Population Education
Methods : Interviews, Observation and Dramatization
Techniques : Description, Exhibition, Puppet Show
3. Expectation for the teacher with reference to Population Education.
4. The role of Teacher to decrease the ratio of male and female in india.

Practicum :

1. Prepare a scrapbook of information published in News papers and magazines regarding population.
2. Prepare and Implementation of Puppet show and writing a report on it.

3. Preparing mono-speech / acting regarding population Education.
4. Exhibition regarding population
5. Prepare a report on the activities of family planning centre.

References :

1. Cruz Leonardo de la, (1978) Population education : Nature, goal and role, Bangkok, UNSECO
2. Hutabarat, Sans S., et al., (1979) Population education in Indonesia, Jakarta, National Family Planning Coordination Board.
3. Jacobson, Willard J., (1979) Population education : A Knowledge base, New Yourk Teachers College, Columbia University.
4. NCERT, (1969) National seminar on population education, New Delhi : NCRT.
5. Population education, A draft syllabus, (mimeograph) (1971) : New Delhi, NCERT.
6. NCERT, (1987) Minimum essential contents of population education, (Mimeograph), New Delhi : NCERT.
7. Sharma, R.C. (1988) Population resources, environment and quality of life, Delhi, Dhanmpat Rai & Sons.
8. Sheshadri, C. and J. L. Pandey (1991) Population education : A national Source book, New Delhi, NCERT
9. O.J., (1984) Population education, International encyclopedia of population, Volume one, new York The fees Press.
10. UNESCO, 1978 Population education : A contemporary concern, ISCOMPE Edcation Studies Documents No. 28, Paris : UNESCO.
11. UNFPA, (1996) Programme of action, adopted at the International Conference on Population and Development, Cairo, 5-13 September 1994, New Yourk : UNFPA.
12. Rao, D.G. Population Education, sterling publishers
13. Kuppuswami B. Population, Asia publishing House
14. Baldev K. P. Population Crisis in India, National
15. ડૉ. મોતીભાઈ પટેલ અને અન્ય (૨૦૦૭-૦૮) વસ્તી શિક્ષણનું પરિશિલન, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.

Second Year - Sem. 4
Course - 404 / 2 Environmental Education

Objectives

Student - Teachers will be able.....

1. To understand the environment of India.
2. To get the information about the natural resources.
3. To develop the feelings of love towards Nature.
4. To know the bio-diversity of India.
5. To understand the meaning of pollution.
6. To get information regarding the problems caused by pollution.
7. To Understand the relation between environment and society.
8. To become awaken citizens and conserve the Environment.
9. To get familiar with the various laws of environment conservation.

Unit-1 Multi - disciplinary Nature of Environment Study

1. Environmental Education : Definition, Scope, Importance
2. Renewable and Non-renewable Resources
3. Natural Resources and related Problems
4. Conservation of Natural Resources
5. Bio-diversity : Introduction & Classification

Unit-2 With Reference to Pollution

1. Pollution : Definition, Types & Effect of Pollution on Human Health
2. Study of different Acts : Forest Protection Act, Water Pollution Control Act
3. Environmental, Natural and Cultural Values
4. Role of Information Technology Towards for the Environment.

Practicu :

1. A study of soil-erosion at sea shore and prepare a report.
2. A study of land-sliding and prepare a report.
3. A study of diversity of climate and prepare a report.
4. A study of various pollution controlling system and prepare a report.
5. A study of pollution at holy places and tourist places and prepare a report.
6. A study of drainage system and problems in India.
7. A study of water conservation and water management in India.
8. A study of available energy sources and its management in India.

References

1. **Bharucha, Erach (2003) Biodiversity of India The Mapin Publishing, Delhi**
2. **Broan, Lester R. (2002) Eco- Economy: Bulielirs an Economy Foo the Eerter. Orient Longman.**
3. **Sharma R.C. (1981) Environmental Education New Delhi: Metropolitan.**
4. ભરૂચા, એ. (૨૦૧૧), પર્યાવરણ અધ્યયન, યુ.જી.સી. ઓરિએન્ટ બ્લેકસ્વાન પ્રાઈવેટ લિમિટેડ, મુંબઈ (ગુજરાતી, હિન્દી, અંગ્રેજી પ્રત પ્રાપ્ય)
5. સક્સેના હરિમોહન (૨૦૦૩) પર્યાવરણ અધ્યયન, શ્રી ગંગાનગર: અગ્રવાલ સદન
6. પંકજ શ્રીવાસ્તવ (૧૯૯૮) પર્યાવરણ શિક્ષા, ભોપાલ મધ્યપ્રદેશ હિન્દી ગ્રંથ અકાદમી

Second Year - Sem. 4
Course - 404 / 3 Education and Mental Measurement

Objectives:

Student - Teachers will be able.....

1. To know the basic scientific concepts and practices in the educational and mental measurement.
2. To develop skills and competencies for the use of techniques in this field.
3. To interpret the results of educational measurement actively.
4. To find out some standard meaning from the raw score by using statistical procedure.
5. To make use of measuring device.

Unit-1 Educational Measurement and Test Construction

- 1.1 Concept of Measurement, Difference between Measurement and Evaluation
- 1.2 Scale of Measurement: Nominal Scale, Ordinal Scale, Interval Scale, Ratio Scale
- 1.3 Need of Educational Measurement
- 1.4 Quality of a Test : Reliability & Validity

Unit-2 Interpreting Measurement and Measuring Device

- 2.1 Normal Probability Curve
- 2.2 Percentile and Percentile Rank : Computation from grouped and ungrouped data correlation: Spearman's Rank Correlation Method and Karl Pearson's Product-Moment Method
- 2.3 Chi Square Test- Equal Probability Method, 't' Test- uncorrelated mean,
- 2.4 Regression - Meaning, Use & Examples.

Practicum:

1. To find out the significant of two groups through 'T-Test'.
2. To study the various examples of the relation between the values of one variable depending upon the value of another variable.
3. To do comparative study of the co-relation of two subjects any school.
4. To prepare a report on the study of reliability and validity of two standard psychological test.

References:

1. Astbana, Bipin, (2008). Measurement and evaluation in psychology and education, (tenth edition) Agra; Vinod Pustak mandir.
2. Gureet H.E., (2007). Statistics in psychology and education, New delhi; paragam international publishes.
3. Lal J.P. (2008). Educational measurement and evaluation new delhi; annol publication pvt. Ltd.
4. Pathak R. D., (2012). Measurement and evaluation in education, new delhi; dorling Kindersley pvt. Ltd.

5. Pathak R. P. (2011). Statistics in education and psychology, New dorling Kindersley pvt. Ltd.
6. Rani, T. S. Priyadarsaini, J.R. Rao, D.B. (2007) educational measurement and evaluation, New Delhi: discovery publishing house.

Second Year - Sem. 4
Course - 404 / 4 Value Education

Objectives

Student – teachers will be able to.....

1. Develop the theoretical understanding of values.
2. Understand the importance of values in self – development.
3. Know the internal conflicts among values and the remedies for them.
4. Familiarize with the methods of Value Development.
5. Understand the concept of Value Education.
6. Evaluate the values of a Teacher, Guardian and the Management Members.

Unit : 1 Values and Education

- 1.1 Values : Meaning and Concept
- 1.2 Need and Principles of Value Education
- 1.3 Classification of Values : Social, Moral, National and Cultural
- 1.4 Reasons of Value Degradation

Unit : 2 Development of Values and Education

- 2.1 Nature of Value Development
- 2.2 Role of a Teacher, School and Curriculum for inculcation of Values
- 2.3 Role of Society and Home for Development of Values
- 2.4 Evaluation of Values of the Teacher, Guardian and Management Member

Practicum :

1. State five values which you have observed in your teacher / friend / relative.
2. State the conflicts among values which you have experienced by you.
3. Enlist the values of your ideal person and application of these values in your life and prepare a note on it.
4. Which five values are given priority in your life? Why?
5. Incidents of your life in which you have realized values.

References

1. Education in values and spirituality, Brahma kumaris educational society, mount Abu, 2004
2. Value Education, Yogeshkumar Singh, Ruchika Singh, APH Publishing Corporation, New Delhi, 2005
3. Value-oriented Education : Initiatives at the Teacher Education level, edited by Dr. Vanaja M., Dr Vijaya Bharathi, Neelkamal Publications Pvt, Ltd Hyderabad, 2008
4. Value Education, Dr. M.S. Singh, Adhayan Publishers and Distributors, New Delhi 2007
5. Value Education, Dr. N. Yenkataiah, APH Publishing Corporation, New Delhi 2005
6. Human Values and Education Aruna Greal and S.L.Greal, Deep & Deep Publications Pvt.Ltd New Delhi 2005
7. मूल्य शिक्षण, श्रीरंग शिक्षण महाविद्यालय, बीलीभोरा, २०१०.
8. मूल्यपरक शिक्षा और समाज (सिद्धांत, प्रयोग एवं प्रविधि) नमन प्रकाशन, नई दिल्ली, २००५

Second Year - Sem. 4
Course - 404
Course - 404 / 5 Vocational Education

Objectives:

Student - Teachers....

1. To know the meaning and concept of vocational education.
2. To know the objectives and goal of vocational education.
3. To understand the principles and need of vocational education.
4. To know the problems and contemporary trends of vocational education.
5. To know the programmes and institutions of vocational education.
6. To understand the need of vocational education with reference to 21th century.

Unit: 1 Role of Vocational Education

- 1.1 Vocational Education: Meaning & concepts
- 1.2 Aims & objectives of vocational Education.
- 1.3 Vocational Education: Need & principles
- 1.4 Current trends and Problems in vocational education

Unit: 2 Institutions & Programmes of vocational education:

- 2.1 Suggestions of National policy of education (1986) regarding vocational education programme
- 2.2 The Role of the training for self employment institution of vocational education.
- 2.3 Center & state government's guiding & promotional planning for vocation.
- 2.4 21th Century & vocational education: Need, Resources & effects.

Practicum:

1. To prepare report writing on various institutions who are giving vocational education.
2. To prepare report on employment exchange visit.
3. To prepare report on any one small industry visit.
4. To gain information regarding placement of industrial association.
5. To gain information regarding grant provided to various industries.
6. To get information through a visit to industry for their getting of grant

Reference Books

1. Aggarwal, J.C. and S.P. Aggarwal, vocational education, Doaba house publishers, New Delhi, 1987
2. Aggarwal J.C., Marks in the history modern Indian education, Indian Education, vikas publishing house Pvt. Ltd., New Delhi, 1994.
3. Secondary Education Commission (1952-53)
4. KOthari Commission Report (1964-66)
5. Sharma, A.P., Contemporay Problem Education, Vikas publishing House Pvt Ltd., New Delhi, 1984.
6. Tarun, Rashtriya, Vocational Education, APH publishing Corporation, New Delhi, 2005.

Gujarati -

1. jambunathan, M., "Yog na Asno:", N.M. Thakkar & Co. Mumbai, 1935.
2. Bhavsar, Dhirajlal, "Swathya Shikshan", Bharat Prakashan, Amdabad.
3. Indian Medical Association, Morbi Branch, "Aarogya ni Aaspas", Pratibha offset, Bhavnagar, 2004.
4. Navneet, "Yoga Swathya ane Sharirik Shikshan", Navneet Prakashan, Std. & 10.

Second Year - Sem. 4
Course - 404
Course - 404 / 6 Health and physical education

Practicum :

1. To make the comparative study of the characteristics of physically fit & mis-fit person.
2. To prepare a report from the discussion with doctor about maintaining physical health
3. To arrange yoga workshops
4. To arrange demonstration / exhibitic on de addiction
5. To arrange a discussion on understanding sex education
6. To arrange meditation workshops
7. To plan and implementation of Sports Day.

Unit : 1 Health Education

1. Health education : Meaning and importance
2. Role of school to the health education manage.
3. Health education : Mental and social Health : Meaning and concept
4. Health education to prayer, yoga Aasans and importance of Dhyan

Unit : 2 Physical Education

1. Physical Education : Meaning & concept
2. Role of school to the physical education
3. Physical health : growth development & Natrition.
4. Physical Education : Meaning concept, importance
5. Physical education and sports.

Reference Books :

1. Brown, Gordon, Board of Education, Tentative Curriculum Gide for physical Education, Volume -1, Ridgewood public schools, new jersey, 1960.
2. Diehl, Harold, Text book of Healthful living, 5th edition, McGraw-Hill book company, New York, 195.
3. Bauer, W., Today's Health Guide, American Medical Association, 1965.
4. Joint Committee of Central and Scotthish Health Service Councils, "Health Education" Her Majesty's Satationary Office, London, 1964.
5. Ministry of Education Govt. of India, "A national plan of physical education and recreation", Albion press, Delhi, 1956.
6. Bulletin No. 5, "A Guide to Teaching physical Education in secondary schools", state department of education, Talaharssee, Florida, 1948
7. Moss, Bernice, "Health Education", National Education Association of the Unites States, Washington, 1961.
8. Hagg, Jessie, "School Helath Programme", Oxford & I.B.H. Publishing Co., New York.

Hindi :

1. Pal, kumar, "Sa Chitra Swasthya-Shiksha", Samaj Shiksha Pratisthan, New

Delhi, 1969.

2. Varma, Rampal, “Vidyalaya- Sangathan Avam Swasthaya-Shiksha”, Vinod Pustak Mandir, Agra, 1983.

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1. Jambunathan, M., “Yog na Asno:”, N. M. Thakkar & Co. Mumbai, 1935.
2. Bhavsar, Dhirajlal, “Swathya Shikshan”, Bharat Prakashan, Amdabad.
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4. Navneet, “Yog Swathya ane Sharirik Shikshan”, Navneet Prakashan, Std. & 10.

Second Year - Sem. 4
Course - 404
Course - 404 / 7 Education for peace

Unit : 1 Understanding of Education for peace

1. Education for peace : Definition, concept, aims
2. competences of education for peace and importance
3. Approaches : within schools Between peers, between teachers and students, between teachers and principal and between student and principal out side schools peers, families, societies and NGOS (National Foundation for Indian, New Delhi and All India Antp Corruption & Human Rights, Surat wouling for peace)
4. School Maditation and Intergration peace concerns in class room transaction

Unit : 2 Sustainable Developments and Education for peace

1. Sustainable development : Meaning, concept, need.
2. Development of various skills, communication skill, co-operation and empathy skill.
3. Life skills stress management, problem solving skill, conflict resolution skill and negotiation skill.
4. Self Empowring skill yoga & meditation.

Practicum :

1. Visit to different institutions, Yoga Centres and NGOs (working for peace)
2. Helping hand to poor & needy people visit to old age home, orphanage, nari Savrakshan Gruh make report of the visit.
3. Yoga and meditation training workshops at school level.
4. Non-violent campaigns performing streets plays, Establish E-club, Arranging Seminars.
5. Arranging various competitions rallies regarding developing peace society.
6. Arranging life skill development programmer at school level.
7. Celebrating “world peace Day” (2 September)
8. To belebrate different religious festivals.

Reference :

1. Nixon, R. (1970), United Foreign policy for the 1970's , New strategy for peace, published by a Bantam Book.
2. Jack, H. A. (1973) Religion for peace, First Edition published by Gandhi Peace Foundation, New Delhi and Bhatiya Vidya Bhavan, Bombay.
3. Feuerstein, G. (1974) The Essence of Yoga A Contribution to the Psychohistory of Indian Civilizatrion, published by Rider and company.
4. Galtung, J. (1984) The struggle for peace, first edition. Published by peace Research Centre, Gujarat Vidyapith, Ahmedabad.
5. Iyenger, B. K. (2001) Yoga the path to holistic health. First Editon. Edited by Ranjana Sengupta. Published by Dorling Kindersley Limited, London.
6. Indian National Commission for co-operation with UNSECO. (2001). Life skills in Non-formal Education : A Review. Published by United Nations

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Second Year - Sem. 4
Course - 404 / 5 Guidance and counselling

Objectives

Student-teachers will be able

1. To understand the concept of Guidance and Counselling.
2. To understand the types of Guidance and Counselling.
3. To know the competencies of the Guidance and Counselling.
4. To be familiar with the techniques and tools of Guidance and Counselling and their uses.
5. To know the role of a teacher for the professional guidance to the students.
6. To identify the students facing the specific problems and provide the required guidance.

Unit : 1 Introduction to Guidance and Counselling

- 1.1 Meaning, Concept and Need of Guidance
- 1.2 Types of Guidance (Educational, Vocational and Personal)
- 1.3 Meaning, Concept and Importance of Career Guidance
- 1.4 Meaning, Principles and Goals of Counselling
Approaches to Counselling (Directive, Non-directive and eclectic)

Unit : 2 Guidance and Counselling

- 2.1 Useful Tools and Techniques for Guidance (Tools : Formative Evaluation, Rating Scale, Psychological Test, Interest Inventory)
(Techniques : Observation, Sociometry, Interview)
- 2.2 Role of a Teacher in Guidance
- 2.3 Guiding students with special needs (Behavioural problems, disabled, Socially deprived, Girls, Clever students)
- 2.4 Process of Counselling (Concept and Steps)
Characteristics of an Effective Counsellor.

Practicum :

1. Study the Formative Evaluation Card filled by teacher during the visit to school and studied the formative evaluation card of a particular student with his/her two or three years record.
2. Apply the Psychological test in classroom.
3. Visit the school providing guidance service and prepare a report.
4. Interview of a School Counsellor.
5. A case study of any student who needs career guidance.
6. Visit the Guidance or Counseling Center and write a report on it.
7. List any ten fields of career after School Education.

8. Role play on Counselling and Guidance.
9. Visit to an Employment Office.
10. Display career bulletin on Bulletin Board and career corner.

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Second Year - Sem. 4
Course EPC-3
Critical Understanding of ICT

Objectives

Student - Teachers will be able to.....

1. Use computers in teaching - learning.
2. Develop Communication skills in the classroom.
3. Check the effectiveness through various media of ICT.
4. Get inducted towards E-learning.
5. Use internet.
6. Use different E-applications for self-study and quality Teaching.
7. Develop the electronic Teaching portfolio.

Activities :

- (1) Prepare self-learning materials for the anyone unit by using ICT.
- (2) Develop the video along with the script writing on anyone unit.
- (3) Preparation of a blog in Individual / Group.
- (4) Prepare the printed teaching materials using the MS-Word (In any subject - Any unit to be selected, in any language).
- (5) Prepare the result sheet in MS-Excel showing the subjectwise marks, total marks, percentage Rank, pass or fail, Graphical presentation.
- (6) Preparation of PPT slides (at least 10) for classroom usage.
- (7) Create an e-mail-id and google account and exchange learning related information.
- (8) Browse the search engines and download the relevant materials / information.
- (9) Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
- (10) Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)
- (11) Study the Educational Programmes telecasted on TV.

For execution of the above activities, change in time is possible instead of two hours per week.

Field work

(One week compulsory)

One small research in the context of ICT including action research / survey / case study may be undertaken.

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Second Year - Sem. 4
Course EPC- 4
Understanding the Self

Objectives :

Student - Teachers will be able.....

- (1) To develop the understanding about themselves.
- (2) To develop sensibility.
- (3) To develop a holistic understanding of human beings.
- (4) To develop various values through understanding the self.
- (5) To inspire others to live a life based on values.
- (6) To develop the skill to create understanding the self among the students.

Unit :1 Concept of Self and Understanding the Self

- (1) Concept of Self
- (2) Understanding the Self in context to Indian Thinking
 - Sankhya Darshan
 - Nyaya Darshan
 - Yog Darshan
 - Vaisheshik Darshan
 - Poorva Mimansa
 - Uttar Mimansa
- (3) Understanding the self in context to Various Religions
 - Hinduism
 - Buddhism
 - Islam
 - Jainism
 - Sikhism
 - Christianity
- (4) Understanding the self in context to Psychology
- (5) Role of a teacher for creating the understanding of the self
- (6) Role of a school for creating the understanding of the self
- (7) Positive and Negative factors affecting the understanding of the self
- (8) Importance of understanding the self in the context of education

List of suggested Activities for Understanding the Self

- (1) Book / film / magazine Review on understanding the self.
- (2) Planning and implementation of workshop on understanding the self.
- (3) Collection of information from the books/lectures of Sri Aurobindo, Vivekananda, Osho etc. on understanding the self.
- (4) Monoacting and skit on understanding the self.
- (5) A critical study of understanding the self derived from the ideology given by Patanjali.
- (6) Interview the great or unique persons who have understood their self and report it.
- (7) Self evaluation by Autobiography.
- (8) Used the Techniques for self Evaluation (Daily-Dairy, Autobiography, Essay).
- (9) A study of spiritual centres giving understanding of the self.

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