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 Amebedkar, 
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 into 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, Missionaries 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.
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.
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
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 undertake visits of families and Business firms to know the role of women in decision making process.

References:
(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)
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 & textbook
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 textbooks.
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. ____.
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 psychosocial 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 School.

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
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
   Comparision 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:
13. Kuppuswami B. Population, Asia publishing House
14. Baldev K. P. Population Crisis in India, National
15. ओ. भोटिबाई पंतेल अन्ने अन्न्य (२००७-०८) वस्ती शिक्षणमुळे परिशिष्टन, भी.असे.शास्त्र प्रकाशन, अमदाबाद.
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

Practico :
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
4. भरुचा, ए. (२०११), पर्यावरण अध्ययन, यु.ज्ञ.सी. ओरियन्टल प्राइंटर्स विलियम्स, मुंबई (युराजसेत, हिंदी, अंग्रेजी प्रांत प्रांप)
5. सक्सेना हरियोहन (२००३) पर्यावरण अध्ययन, श्री गंगानगर: अग्रवाल सदन
6. पंकज श्रीवास्तव (१९९८) पर्यावरण शिक्षा, भोपाल मध्यप्रदेश हिंदी ग्रंथ अकादमी
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:
Kindersley pvt. Ltd.
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
5. Value Education, Dr. N. Yenkataiah, APH Publishing Corporation, New Delhi 2005
7. मुद्दत विश्लेषण, मीर्जा विश्लेषण महाविद्यालय, भीवीमोरा, 2010.
8. मूल्यपर्यक शिक्षा और समाज (सिद्धांत, प्रयोग एवं प्रविष्टि) नमन प्रकाशन, नई दिल्ली, 2005
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 21\textsuperscript{th} 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 vocational education.
2.4 21\textsuperscript{th} 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
Gujarati -
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 & misfit 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
4. Physical Education: Meaning concept, importance
5. Physical education and sports.

Reference Books:

Hindi:
Delhi, 1969.

**Gujarati-**
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 outside schools, peers, families, societies and NGOs (National Foundation for Indian, New Delhi and All India AntiCorruption & Human Rights, Surat working for peace)
4. School Meditation and Integration peace concerns in classroom transactions

Unit: 2 Sustainable Developments and Education for peace
1. Sustainable development: Meaning, concept, need.
2. Development of various skills, communication skill, cooperation and empathy skill.

Practicum:
1. Visit to different institutions, Yoga Centres and NGOs (working for peace)
2. Helping hands to poor & needy people: visit to old age home, orphanage, nari Savarakshan Gruh make report of the visit.
3. Yoga and meditation training workshops at school level.
5. Arranging various competitions, rallies regarding developing peace society.
6. Arranging life skill development programme at school level.
7. Celebrating “world peace Day” (2 September)
8. To celebrate different religious festivals.

Reference:
7. सामाजिक (2005) योग के लेख शुरू प्रवीण पुस्तक लंदन, राजस्थान.
8. योगशास्त्र - आप्टम प्रकाश्यं विवरण (द्वितीय आवृत्ति) (2007) प्रकाशित नागपुर वैज्ञानिक संघ, सुरत.
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.
10. Display career bulletin on Bulletin Board and career corner.

References:
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.
5. Use internet.
6. Use different E-appliacation 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.

References:
- Fong J., Cheung C., et al., Advances in Web Based Learning (Zoor), Springer Publication New york.
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.
(9) A study of spiritual centres giving understanding of the self.

References:
(1) 'कृष्ण', व. गो. (१८८८), धमो न्यु तुलनात्मक अध्ययन, यूनि. अंच निम्नाण्ड बोइ, अम्बावाड.
(2) 'शक्ति न. ख.' (१९८८), पत्रकार, यूनि. अंच निम्नाण्ड बोइ, अम्बावाड.
(3) 'आलिफ ज. आ.' (२०११) जगतन्त्र विद्यमान धमो, यूनि. अंच निम्नाण्ड बोइ, अम्बावाड.

(5) Swami Satchidanand (2000), Bharatiya Darshan, Gourdar Prakashan, Ahmedabad

(6) Radhakrishnan, Religion in changing world, George Allen & Unwin London

(7) Annie Besant (1990), Seven Great Religious, The Theosophical Publishing House, Adyar Madras, 600020

(8) Richard Stevens (ed), Understanding the Self, The Open University, Amazon Book Store.