

SEMESTER-3

A 05:Gender School and Society

Total Credit- 2

Internal - 50

External - 00

Objectives of the course :

After going through the course the teacher trainee will be able:

- Understand the concept of sex, gender, transgender and gender role development.
- To prepare student teachers for solving various sexual abuses and harassment issues in school and society.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

Unit-1 Gender : concept and perspectives

- 1.1 Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.
- 1.2 Historical perspective and current scenario of the social role of an Indian woman.
- 1.3 patriarchy and matriarchy social tradition
- 1.4 Portrayals of an Indian woman -In units like family, caste, religion and culture In media and popular culture; films, television, advertisement, film songs etc.

Unit-2 Gender bias

- 2.1 Gender sensitivity : meaning and concepts
- 2.2 Gender bias in Schooling and in text books, curricular choices and the hidden curriculum.(Teacher attitudes, classroom interaction and peer culture).
- 2.3 Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.
- 2.4 Gender bias: health and nutrition, education, employment

Unit-3 Gender related issues in India

- 3.1 Gender related issues and their reasons
- 3.2 Child marriage, female feticide and female infanticide
- 3.3 Sexual harassment and abuse, Dowry
- 3.4 Domestic violence, Gender discrimination at the workplace

Unit-4 Role of the government

- 4.1 Constitutional provisions for gender parity
- 4.2 Legal provisions for women
- 4.3 Role of MHRD for women empowerment
- 4.4 Role of Ministry of women and child development in ensuring gender parity

Suggested Activity

1. Preparing analytical report on gender issues in print and electronic media.
2. Arrange a seminar and workshop on women empowerment and social justice.

A 06: CREATING AN INCLUSIVE SCHOOL

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

After going through the course the teacher trainee will be able:

- Understand the concept of inclusive school
- Understand Culture, policies and practices to create an inclusive school
- Understand Concept of integral humanism
- Understand the instructional strategies for inclusion of disabled child
- Understand the policies for promotion of inclusive school
- Understand evaluation tools of disable children

Unit – 1 Inclusive School

- 1.1. Inclusive School: Concept, Need, Merits and its importance.
- 1.2. Difference between Special, Integrated and Inclusive Education.
- 1.3. Indicators for Inclusive Education (Booth and Ainscow's Index for Inclusion, 2000)
 - 1.3.1 Introduction to Index for Inclusion
 - 1.3.2 Indicators for Creating Inclusive Culture, Producing Inclusive Policies, Evolving Inclusive Practices
- 1.4. Role of teacher in inclusive education

Unit – 2 Disability and disabled child

- 2.1. Disability: Meaning and concept
- 2.2. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
 - 2.2.1 Blindness or low vision
 - 2.2.2 Deaf or Hard-of-Hearing
 - 2.2.3 Physical disabilities
- 2.3. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
 - 2.3.1 Psychiatric disabilities
 - 2.3.2 Dyslexia
- 2.4. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
 - 2.4.1 Speech and Language disability
 - 2.4.2 Learning disabilities/Slow learners

Unit – 3 Policies for promotion of inclusive school

- 3.1. UN Convention on Rights of Person with Disability (UNESCO, 2006)
- 3.2. Policy guidelines on inclusion in Education by (UNESCO, 2009)
- 3.3. National level policies for education of children with disabilities
 - 3.3.1 Sarva Shiksha Abhiyan (SSA)
 - 3.3.2 NCF, 2005
 - 3.3.3 Right to Education Act -2009
- 3.4. Contribution of Social sectors, NGO and semi government bodies

Unit – 4 Teaching, Learning and Evaluation for Disabled Child

- 4.1. Teaching Strategies for disabled child

- 4.2. *Counseling for disabled child and parents*
 - 4.2.1 *Interview and visit of parents and families*
 - 4.2.2 *Motivation and self-reliant*
- 4.3. *Evaluation of disabled child*
 - 4.3.1 *Formal Evaluation*
 - 4.3.2 *Informal Evaluation*
- 4.4. *Role of School, Teacher, Peer, Parents and society for disabled child*

SEMESTER-3

C 03: Understanding Self

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

After going through the course the teacher trainee will be able:

- To help student teachers to develop an insight to know ones' owns self.
- To make student teachers aware about his/her potentials and limitations.
- To provide student teachers a theoretical and practical perspective about 'self and society', 'conflict resolution' 'stages of human development' and 'self management'.
- To cultivate positive attitude towards own self and life, openness to understand, and adoptability to life situations. To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the professional growth to enhance personality development of their own students.
- To develop his/her own personality through various techniques like yoga and self awareness programmes.

Unit-1 Self and its Development

- 1.1 What is Self? Meaning and Concept The psychology and The Philosophy of Self
- 1.2 Different Perspectives of Self : Self Concept, Self-awareness, Self-knowledge, Self- perception, Self control and Self understanding
- 1.3 Development of Self Concept:Importance of developing positive self concept
Influencing factors in developing self concept
- 1.4 Self Actualization:Meaning, Carl Rogers theory on self actualization

Unit-2 Self, Society and Sensitivity Training

- 2.1 Self, School and Society: The role of school and society in self development
Interactions with society and peer group
- 2.2 Sensitivity Training: Meaning and importance, IQ, EQ, SQ and EQ – meaning and its importance
- 2.3 Personality: Meaning and Nature, Characteristics of Good Personality
- 2.4 Motivation : Meaning, The role of motivation in developing self

Unit-3 Self Management

- 3.1 Adjustment: Meaning, Causes of maladjustment
- 3.2 Conflict Resolution: Meaning, Types and Conflict Resolution techniques
- 3.3 Self Management: Meaning, strategies of self management techniques
- 3.4 Peace and Harmony: Meaning and its cultivation in life

Unit-4 Identity crisis and Teachers' Role

- 4.1 Identity and Self Stereotypes: Meaning and its effects on life
- 4.2 Identity crisis : Meaning and its effects
- 4.3 Teachers' role : Role of teacher in developing positive Self concept and Gender Equality while teaching
- 4.4 Yoga : Yoga and self awareness program for developing self

SEMESTER-3
EPC-3: Critical Understanding of ICT

Internal - 50

External - 00

Total Credit- 2

Objectives of the course:

After going through the course the teacher trainee will be able:

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies.

Unit-1 Use of ICT in Education

- 1.1 Concept of ICT, Need & Importance of ICT,
- 1.2 Scope of ICT in teaching-Learning Process, research and Administration.
Integrating ICTs in Teacher Education
- 1.2 ICT for professional Development of teachers, ICT for improving organization and management of teachereducation. Possible uses of audio-visual media and computer.
- 1.4 Tools of ICT

Unit-2 Basic part of Computer

- 2.1 Basic parts of computers
- 2.2 Storage devices: ROM, RAM, CD, DVD, Pen drive
- 2.3 Input devices, Output devices
- 2.4 Network, types of network, WAN, LAN, MAN

Unit-3 Current trends of ICT in education

- 3.1 E learning, M-learning- meaning, merits and demerits
- 3.2 Virtual classroom: meaning, merits and demerits
- 3.3 Smart class: meaning, merits and demerits
- 3.4 Online learning resources - MOOC

Unit-4 Application for teachers

- 4.1 MS-Office word its uses
- 4.2 MS-Excel
- 4.3 MS-power point and MS-Access
- 4.4 Internet surfing and Android application for teachers and students

Suggested Activity

1. Preparing PPT

B.Ed. Semester-III (Revised)

Note: Pedagogy of School Subject (Any two from given group)

* Student will have to prepare themselves content course of main of second school subject selected by the students and University exam should be conducted by the end of term. The format of this exam as per TET/TAT (MCQ type) exam format related to subject content.

Method Code	Course	Syllabus
B - 101	Gujarati	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 102	Hindi	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 103	English (LL)	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 104	Sanskrit	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 105	Social Science	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 106	Mathematics	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 107	Science and Technology	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 108	Urdu	Std-6 to Std-10 Gujarat State School Text book board Text book
B - 109	Economics	Std-11 and Std-12 Gujarat State School Text book board Text book
B - 110	Org. of Com. & Management	Std-11 and Std-12 Gujarat State School Text book board Text book
B - 111	Accountancy	Std-11 and Std-12 Gujarat State School Text book board Text book
B - 112	Psychology	Std-11 and Std-12 Gujarat State School Text book board Text book
B - 113	English- HL (For English Medium Students)	Std-6 and Std-10 Gujarat State School Text book board Text book

This examination will be taken by Gujarat University. Multiple choice type questions will be asked based on knowledge, understanding and application of subject.