SEMESTER-III

B.Ed. SEMESTER-3
S 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

Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.

Historical perspective and current scenario of the social role of an Indian woman. patriarchy and matriarchy social tradition

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

Gender sensitivity: meaning and concepts

Gender bias in Schooling and in text books, curricular choices and the hidden curriculum. (Teacher attitudes, classroom interaction and peer culture).

Role of education in gender sensitization – Identifying education as a catalystagent for gender equality.

Gender bias: health and nutrition, education, employment

Unit-3 Gender related issues in India

Gender related issues and their reasons

Child marriage, female feticide and female infanticide

Sexual harassment and abuse, Dowry

Domestic violence, Gender discrimination at the workplace

Unit-4 Role of the government

Constitutional provisions for gender parity

Legal provisions for women

Role of MHRD for women empowerment

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.

Suggested Readings:

- Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative.*
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality.*
- Ramachandran, Vimala (2009). Mid Decade Assessment towards Gender Equality in Education.Project Report, Published by NUEPA, 17- B, Sri Aurobondo Marg, New Dehli – 110016
- NCERT (National Council of Educational Research and Training). (2006): Gender issues in Education. National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors.* Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.
- United Nations Girls' Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education: A Conceptual Overview. Available at http://www.ungei.org
- Manjrekar, N. (2003). 'Contemporary Challenges to women's education: towards an elusive goal?'Economical and political Weekly, 38(43),4577-4582.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. B-arton, R. Meighan and S.Walker,(Eds.) Schooling, Ideology and the curriculum. Lewes, UK: The Falmer Press. 29-49.

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B.Ed. SEMESTER-3
S 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

Inclusive School: Concept, Need, Merits and its importance.

Difference between Special, Integrated and Inclusive Education.

Indicators for Inclusive Education (Booth and Ainscow's Index for Inclusion,2000) Introduction to Index for Inclusion

Indicators for Creating Inclusive Culture, Producing Inclusive Policies,Evolving Inclusive Practices Role of teacher in inclusive education

Unit – 2 Disability and disabled child

Disability: Meaning and concept

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
Blindness or low visionDeaf or Hard-of-Hearing Physical disabilities

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
Psychiatric disabilities Dyslexia

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
Speech and Language disability
Learning disabilities/Slow learners

Unit – 3 Policies for promotion of inclusive school

UN Convention on Rights of Person with Disability (UNESCO, 2006)

Policy guidelines on inclusion in Education by (UNESCO, 2009)

National level policies for education of children with disabilities

Sarva Shiksha Abhiyan (SSA)

3.3.2 NCF, 2005

3.3.3 Right to Education Act -2009

Contribution of Social sectors, NGO and semi government bodies

Unit – 4 Teaching, Learning and Evaluation for Disabled Child

Teaching Strategies for disabled child
Counseling for disabled child and parents
Interview and visit of parentsand families
Motivation and self-reliant
Evaluation of disabled child
Formal Evaluation
Informal Evaluation

Role of School, Teacher, Peer, Parents and society for disabled child

Suggested Activity:

- Visit to one special school
- Write a brief report of Case study of special child

Suggested Readings:

- Bartlett, L. D. and Weisentein, G. R. (2003).*Successful Inclusion for Educational Leaders*. New
- Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*, Allyn and Bacon
- Choate, J. S. (1997).*Successful Inclusive Teaching*. Allyn and Bacon
- Daniels, H. (1999) .*Inclusive Education.*London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Braceand Company
- Dessent, T. (1987).*Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R. M. *Special Education in Contemporary Society: An Introduction to Exceptionality*.Belmont: Wadsworth.
- Gartner, A. &Lipsky, D. D. (1997) *Inclusion and School Reform Transferring America's Classrooms,* Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. &Pierangelo, R. (2007) *Understanding, Developing and Writing IEPs* . Corwin
- press:Sage Publishers.
- Gore, M. C. (2004) .*Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. &Alur, M. (2002) *Education of Children with Special Needs: from Segregation to*
- *Inclusion,* Corwin Press. Sage Publishers
- Karant, P. &Rozario, J. ((2003*).Learning Disabilities in India.*Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*.Corwin Press, Sage Publications.
- King-Sears, M. (1994) *Curriculum-Based Assessment in Special Edcuation*.California, SingularPublications.
- Lewis, R. B. &Doorlag, D. (1995) *Teaching Special Students in the Mainstream*.4th Ed. New Jersey,Pearson
- McCormick, Sandra.(1999)*Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey,Pearson
- Rayner, S. (2007).*Managing Special and Inclusive Education*, Sage Publications.

- Ryandak, D. L. &Alper, S. (1996) *Curriculum content for Students with Moderate and SevereDisabilities in Inclusive Setting.*Boston, Allyn and Bacon
- Sedlak, R. A. &Schloss, P. C. (1986).*Instructional Methods for Students with Learning andBehaviour Problems*. Allyn and Bacon
- Stow L. &Selfe, L. (1989) *Understanding Children with Special Needs*. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education inToday's Schools*. 2nd Ed.New Jersey Prentice-Hall.Inc.
- Vlachou D. A. (1997) *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, OpenUnive
- Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs-*
- *Strategies for the Regular Classroom.*4th Edition, London RoutledgeFalmer- Taylor & Francis Group.

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B.Ed. 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

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

Unit-2 Self, Society and Sensitivity Training

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

Unit-3 Self Management

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

Unit-4 Identity crisis and Teachers' Role

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

Suggested Activity

- SWOT Analysis of Self and family
- Writing Attributes of most like and unlike persons

Suggested Readings:

- Dalal, A.S.(2001). Our many selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's search for meaning. New York: Poket books.
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (1953). Education and the significance of life, Ojai, California, USA: Krishnamurti foundation trust.
- Walk with me: A guide for inspiring citizenship action (2006), New Delhi: Pravah pub.
- Wilson, T.D (2002) stranger to ourselves: discovering the adaptive coconscious Harvard university press.
- Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
- Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.

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B.Ed. SEMESTER-3

EPC-3: Critical Understanding of ICT

Total Credit- 2 **Internal - 50**

External - 00

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

Concept of ICT, Need & Importance of ICT,
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 organizationand management of teachereducation. Possible uses of audio-visual media and computer.
1.4 Tools of ICT

Unit-2 Basic part of Computer

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

Unit-3 Current trends of ICT in education

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

Unit-4 Application for teachers

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

Suggested Activity

1. Preparing PPT of main school subject.
2. Prepare ICT based learning module with the help of MS word and MS Power Point.

Suggested Readings:

- Intel Education, NCTE,(2007). Hand book for teacher educators. Bangalore:
- Copestake, S.(2004). Exel 2002. New Delhi: Drem Tech Press.
- Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.
- Leao, A.M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
- Petzold, C. (1998). Programming windows. USA: Microsoft Press.
- Hahn, H.(1998). The internet-complete reference. New Delhi : Tata McGrow Hill Publication.
- Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
- Simon, C. (1995) The way Microsoft windows 95 works. USA: Microsoft Press.
- Information and Communication Technology in School: A Handbook for Teachers or How ICT can create Ne, Open Learning Environments.
- National Mission In Education through ICT
- James, K.L.(2003). The internet: A user's guide. Prentice Hall of India Pvt. Ltd: New Delhi.
- Rosenberg, M.J.(2001) e-Learning , New York:Mcgrowhill.
- Peter Norton (2010) Virtual Learning, McGraw-Hill.

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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 endof term. The format of this exam as per TET/TAT (MCQ type) exam format related to subject content.**

Method Code	Course	Syllabus	
M - 01	Gujarati	Std-6 to Std-10 Gujarat State School Text book board Text book	**This examination will be taken by Gujarat University. Multiple choice type questionswill be asked based on knowledge, understanding**
M - 02	Hindi	Std-6 to Std-10 Gujarat State School Text book board Text book	
M - 03	English	Std-6 to Std-10 Gujarat State School Text book board Text book	
M - 04	Sanskrit	Std-6 to Std-10 Gujarat State School Text book board Text book	
M - 05	Social Science	Std-6 to Std-10 Gujarat State School Text book board Text book	
M - 06	Mathematics	Std-6 to Std-10 Gujarat State School Text book board Text book	
M - 07	Science and Technology	Std-6 to Std-10 Gujarat State School Text book board Text book	
M - 08	Economics	Std-11and Std-12 Gujarat State School Text book board Text book	
M - 09	Org. of Com. & Management	Std-11and Std-12 Gujarat State School Text book board Text book	
M - 10	Accountancy	Std-11and Std-12 Gujarat State School Text book board Text book	
M - 11	Psychology	Std-11and Std-12 Gujarat State School Text book board Text book	