

**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 - 1**

**Course – 302      Creating an Inclusive School**

**EPC –3              Critical Understanding of ICT**

**EPC– 4              Understanding the Self**

**Field Work**

**Second Year - Sem. 3**  
**Course - 301**  
**Knowledge and Curriculum - 1**

**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 Differences)  
2. Teaching and training (concept and Differences)  
3. Knowledge and Information (concept and Differences)  
4. Reason and Belief (concept and Differences)
- (B) Modern child centred education with reference to--  
1. Activity – Concept, type and importance in special of Tagore  
2. Discovery – Concept and importance in special reference of Dewey  
3. Dialogue – Concept and importance in special reference of Plato

**Unit – 2 Social Basis of education**

1. Historical change in education introduced by industrialization. Democracy, idea of individual autonomy and reason in the context of society, culture and modernity,
2. Education in relation to modern values (equality, individual opportunity, and social justice): in special reference of (Ambedkar), in reference of critical multiculturalism, conventional school practices, daily routine classroom of school.
3. Nationalism, universalism, secularism and their interrelation with education

**Practicum and Field Work:**

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. Study the use of the knowledge acquired till standard 10 by the students who got the admission in I.T.I after passing 10 standard.
3. Study the use of the knowledge acquired till standard 12 by the students who got the admission in professional colleges after passing 12 standard.
4. Study how the teachers who studied B.Ed. use the training and knowledge s/he acquired during B.Ed. course.
5. Study of non scientific activities observed in particular incidents (birth, death, marriage) in a particular society.
6. Study the activities and forms of them done by the students councils during last three years.
7. Study the result of selected positive and negative activities in a life.
8. Study the forms of education acquired by the last three generation of a family.
9. Study the professions/businesses accepted by the last three generation of a family.
10. Study the attitude and behaviour of parents towards their children in families.
11. Study the different professions of educated women(graduate or more than that)
12. Study staff from dalit and minority caste working in industrial zone.
13. Place of nationalism and secularism in the curriculum of secondary and higher secondary level.
14. List the behaviour based on the prevalent beliefs and evaluate the rationale / logic and psychology for these beliefs.
15. Conduct a research study on the behavior of creative children.
16. Conduct a study on post-basic (Buniyadi) Education system and study on how it differs from the traditional education system.
17. 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..)
18. A Study of the changes related to the management of the Education centre of Indian culture, Missionnaires and Islamic culture
19. A study of the changes occurred due to modernization experienced by the Education system
20. A study about the conscious efforts being done by the schools for the preservation of values.
21. A study about the problems among the preservation and cultivation of values.
22. A healthy study of the scope and intensity about the values being lived in the school.
23. A survey about the various traditional activities being undertaken by the schools having different climates.
24. A critical study of the prayer assembly of the school.
25. A study about the various activities, its nature and its implementation which are encouraging Nationalism, Universalism, Secularism in the school.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 3**  
**Course – 302**  
**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 Implications
- 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
7. Visit and Study the nearby school for blind/ school for mentally retired / school for deaf and dumb.
8. Study the activities of UNESCO regarding Inclusive school.
9. Study the special child in the society/ family/ school.
10. Study the achievement of the special children in the field of literature/music/sports.
11. Study the film like 'BLACK'.
12. Study the family of blind/deaf/dump children.
13. Study the assistance provided to the blind/deaf/dump children by the Government.

### **Field work:**

1. Visit the Inclusive schools in the society and prepare a report on that.
2. Visit the institutions in the society and prepare a report on the problems faced by the special students taking education in the institutions.
3. Prepare a report on the achievements of special children in the field of Music/ literature/sports.
4. Prepare a report on the contribution of non granted institutions working for special children.
5. Visit the families having such children and prepare a report on how they are working with them.
6. Get the information about the educational technology useful to the special children and prepare a report on that.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

### **References:**

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## **EPC 3**

### **Critical Understanding of ICT**

#### **Objectives:**

1. Student teachers will learn to interpret get adjusted with the ICTs according to the educational objectives and principles.
2. Understand the use of ICTs in teaching learning.
3. Understand the use of ICTs at Administrative and educational helpful methods.
4. Understand the effect of ICTs on the society.

#### **Possible Activities:**

1. To know how many and which objectives are achieved by using ICTs in teaching from the teachers who are using ICTs in education.
2. To know how much and how far the students who use ICTs have learned by themselves using ICTs in present secondary schools.
3. Student teachers will evaluate how far the lessons telecast from BISAG or any other T.V. channel become helpful for self learning.
4. Graphical presentation of subject wise marks, total marks, percentage, pass, fail in MS Excel
5. Prepare minimum 10 slides on the one lesson in MS Power point.
6. Prepare a documentary on one unit of ten minutes and get evaluated it with three student teachers.
7. Critically evaluate two educational articles by two educationalists published on their blogs and present them before a class.
8. Describe any three campaigns run on the websites to get the particular opinions regarding social and cultural issues.
9. Study the effect of opinions present on social medias regarding social, cultural, political and economical matters as a democratic value.
10. Study the effect of digital method applied in the schools on their education.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

**Second Year - Sem. 3**  
**Course EPC- 4**  
**Understanding the Self**

**Objectives :**

1. Student teachers will know who s/he is when today's trainees will communicate with society and students.
2. Student teachers will develop the sensitivity towards their students and society.
3. Student teachers will develop communicative skills.
4. The personality of student teachers will be helpful in the development of their students.
5. Develop the listening and observing skill for the development of students.
6. Student teachers will learn positive attitude and working in group for the solutions of the conflict by understanding issues and make them balanced.

**Activities:**

1. Organise the workshop by inviting subject experts for developing effective communication with the students of standard 9 to 12 and society.
2. Four student teachers will discuss the problem regarding the society , other four student teachers will check whether any student teacher who is discussing remain balanced , get irritated and how far s/he sticks to his/her point and prepare a note on that.
3. Prepare a questionnaire based on the concept of 'self' which help the student teachers to develop self esteem without ego.
4. Student teachers will prepare a paper on comparison of his/her thoughts and behaviours of last six years with his/her today's thoughts and behaviour with examples under the name of 'mari kathani' and read it before a class.
5. Student teachers will write a diary for two months and then will discuss whether dairy writing will help in his/her development in the meeting.
6. Visit any old age home, orphanage and prepare a report on what they feel, think during their visit and present it before a class.
7. After watching the films that give social or economical message like Black, Three Idiots, Manthan, Naya Daur, Artha, Student teachers will introspect themselves.
8. Student teachers will explain the thoughts and feelings of the any incidents, self written poems, self written stories, self written play before a class.
9. Student teachers will present the childhood experiences which leave the life long effect on his/her mind and discuss the effects before a class.
10. Student teachers will prepare a case in a group on the great persons like Ambedkar, Abdul Kalam whose childhood was passed in poor or socially injustice situation and discuss it before a class.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.



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**Second Year**

**Semester - 4**

Course - 401 / Gender , School & Society

Course - 402 / Knowledge and Curriculum-2

Course - 403 / Optional Subjects

403 / 1. Population Education

403 / 2. Environmental Education

403 / 3. Education and Mental Measurement

403 / 4. Value Education

403 / 5. Vocational Education

403 / 6. Health and physical education

403 / 7. Education for peace

403 / 8. Guidance and counselling

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) Understand the effect of Gender Inequality on school and society.
- (4) 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 With reference to....
  - Experiences of Boys - Girls during different ages
  - Family (Patriarchal)
  - 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 Menon, 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 reference to Gender.
- (3) To undertake studies of activities of the school with reference to Gender Inequality
- (4) To study the programmes of various castes and their leaders.
- (5) To study the programmes of various religions and their leaders.
- (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.
- (11) To study the opinions of minimum ten teachers regarding sex education.

## **FIELD WORK**

- (1) Visit minimum fifteen families of near area and study the girls and boys ration in the number of children who are five years old or below age and efforts and opinions of those families for that particular number of children.
- (2) Select three families from any three religions and know the opinions of them regarding gender equality.
- (3) Study any women centred films regarding Gender equality.
- (4) Study the convenience and in-convenience of lady corporator/ sarpanch/ MLA/ MP for doing public work.
- (5) Study the convenience and in-convenience of lady public activist or writer.
- (6) Study the proper use of femininity in minimum 25 advertisements published in the newspapers by using random sample technique.
- (7) Study the experience of minimum ten graduate ladies during their graduation time with their parents, teachers and peers.
- (8) Study the place of women characters and the behaviour of male character with them in any three T.V. serials.
- (9) Study the position(adhoc/ permanent), salary of male and female employees working in minimum two units of professional, educational or any institutes where minimus 20 workers work.
- (10) Study the activities done by ten teachers of secondary or higher secondary schools for establishment of gender equality in schools or any other places during last five years.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**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, importance
2. Basis of curriculum
3. Stages of curriculum Construction
4. Role of curriculum in effective teaching and learning

**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. Study the opinion of experts/ teachers/ principals regarding text books.
5. Study of pictorial presentation in the text book and the realization of objectives through it.
6. Study the opinions of experts and teachers to make text books more meaningful.
7. Study the planning and experiments of teachers for explanation regarding grammar.
8. Study the special experiments of teachers for making the teaching of content more effective.
9. A study of the co-curricular Activities related to social welfare their nature and their outcome. (cleanliness, Giving up addictions like smoking, drinking etc..)
10. A study of the social welfare activities undertaken by the school for the socially and culturally suppressed people.

11. A study of the variety of children literature and the possibilities of the achievement of their objectives.
12. Evaluation of variety of children literature.
13. Critical study of manuscript of \_\_\_\_subject of std\_\_\_\_
14. Data collection for the manuscript of the unit \_\_\_\_ of subject\_\_\_\_ of std.\_\_\_\_\_.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 4**  
**Course - 403 / 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 - Fertility, 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 from 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. Mono Acting
5. Exhibition regarding population
6. Check the effect getting the birth rate and death rate in Taluka/District.
7. Prepare a note about the lectures mentioning the effect of population growth on religion and urbanization.
8. Compare the literary rate of District/Taluka with literary rate of Gujarat/India.
9. Organise brain storming: expectations from teachers regarding population education, measure the effect of methods and techniques of population education.
10. Make the society acquainted with the maxim 'small family, happy family'

### **Field Work:**

1. Organise the street play at various places.
2. Study the awareness of college students (male-female) regarding fertility, birth rate, death rate in the areas of village and city.
3. Study the effects of population growth on various religions.
4. Study the problems in girls and boys because of migration.
5. Study the effect of decrease in the high birth rate due to urbanization.
6. Study the literary rate of Gujarat and its districts.
7. Student teachers can present puppet show, exhibition, social plays in their streets or villages.
8. Organise the exhibition on the problems emerged due to population growth. (charts , pictures can be prepared)
9. Study the attitude of the teachers regarding population education.
10. Study of madness for getting baby boy in various religions of Indian cultures.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 4**  
**Course - 403 / 2 Environmental Education**

**Objectives**

**Students will be able to:**

1. To understand the meaning of environment, importance and its elements.
2. To understand natural resources, its sustainable use and its conservation.
3. To know the bio-diversity.
4. To understand the growing energy needs for increasing population.
5. To develop the feelings of love towards nature.
6. To understand the different types of pollution and its causes.
7. To understand the universal problems of environment.
8. To understand the activity of G.P.C.B. & C.P.C.B.
9. To aware about the environment Laws.
10. To understand the relation between environment and society.
11. To know about the protection and awareness of environment.

**UNIT-1: Environment, Energy, Bio-diversity and Population.**

1. The environment meaning, importance and its elements
2. Sustainable use and conservation of Natural resources:  
Air, Forest, Water, Soil, Mineral.
3. Renewable and Non-Renewable energy resources.
4. Bio-diversity, Introduction, Threats, Protection.
5. Growing energy needs for increasing population.

**UNIT-2 Population, Problem, Protection, Law:**

1. Meaning, Effect and solution of Pollution:  
Air, Water, Soil, Sound
2. The universal problem of environment:  
Ozone Layer Depletion, Acid rain, Tsunami, Earthquake.
3. The Activities of G.P.C.B./ C.P.C.B.
4. Wild life act(1972), Forest protection act(1980), environment protection act (1986)
5. Environmental awareness programme and primary education camp.

**Practicum:**

1. A study of the soil –erosion at seashore and prepare a report.
2. A study of diversity of climate and prepare a report.
3. A study of various pollution controlling system and prepare a report.
4. A study of pollution at holy places and tourist places and prepare a report.
5. A study of water drainage system and problems and prepare a report.
6. A study of water conservation and management and prepare a report.
7. A study of available energy resources and its management and prepare a report.
8. To arrange a visit natural environment camp, prepare a report
9. To arrange a visit Zoo, prepare a report.
10. A study of Environment Waste in religion & society and prepare a report.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 4**  
**Course - 403 / 3 Education and Mental Measurement**

**Objectives:**

**Student - Teachers will be able.....**

**Objectives:**

1. To acquaint the student teachers with the basic scientific concepts and practices in the educational and mental measurement.
  2. To develop skills and competencies in the student teachers for the use of techniques in the field.
  3. To enable the student teachers to interpret the result of educational measurement
  4. To enable the student to tabulate and to find out some standard meaning from the raw score by using statistical procedure.
  5. To enable the student teacher to make use of measuring device
- 

**Unit - 1 Educational measurement and test construction**

- (A) Concept of measurement and evaluation, need of educational measurement; Difference between measurement and evaluation
- (B) Scale of measurement: Nominal Scale; Ordinal Scale; Interval Scale; Ratio Scale.
- (C) Test construction - steps
- (D) Qualities of test; reliability, validity; Construction of item

**Unit – 2 Interpreting measurement and measuring device**

- (A) Normal probability curve - Characteristics, Equations, Kurtosis - Skewness their computation.
- (B) Correlation: Spearman's rank correlation method and Karl Pearson's product moment method. Chi Square test - Equal probability method, 't' test - Uncorrelated mean,
- (C) Regression – meaning, uses and illustrations
- (D) Meaning of attitude and measurement of attitude - Thurstone method and likert method. Meaning of behavior and measurement of behavior - Sociometry, rating scale, check list.

**Practicum:**

1. Chi Square Test: which is the most favourite subject by taking random sampling - calculate
2. 't' test: to test the significance difference between the reading ability of students of two different schools.
3. Correlation: among marks of various subjects, result of subjects
4. Study of sociometry : in the class, school, subject wise
5. Study the reliability and validity of any two standard test and prepare a report on that.
6. Get the specific opinions based on attitude test.
7. Study the attitude test- construction of Likert scale- five points, three points, Thurston method, check list

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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## **Second Year - Sem. 4**

### **Course - 403 / 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. Understand the concept of Value Education.
4. Know the internal conflicts among values and the remedies for them.
5. Familiarize with the methods of Value Development.
6. Evaluate the values of a Teacher, Guardian and the Management Members.
- 7.

#### **Unit : 1 Understanding Values**

- 1.1 Values : meaning and concept
- 1.2 Types of Values : Social, Moral, National and Cultural
- 1.3 Conflict among values (reasons and solutions)
- 1.4 Teaching of values as an integral part of education

#### **Unit : 2 Development of Values and Education**

- 2.1 Eradication of negative values through education
- 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. Discuss five values which you have observed in your teacher / friend / relative.
2. Discuss 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.
6. Prepare a detailed note on the activities you have observed in schools for value development.
7. State the incidents of your teachers regarding values or commitment for values.
8. Prepare a detailed note on the incidents/ news/ facts you have listened/ heard/watched on T.V., Radio or in news papers regarding values.
9. Values you have observed in the lives of great people.
10. Discuss the values of Indian Culture.
11. Discuss the reasons for degradation of values which you have observed in real life and prepare a note on that.
12. Which values you like to inculcate in your students? Why?
13. Prepare a list of value based films and review one of them keeping in mind the dominant values described in the film.
14. Collect the real life incidents from the schools/ colleges / society in which values play major roles.

## Field work:

1. Prepare and try out a short questionnaire to evaluate the values of your students.
2. Prepare and try out a short questionnaire to evaluate the values of teachers.
3. Prepare and try out a short questionnaire to evaluate the values of guardians.
4. Make a survey of ten families to know the values dominated in the family.
5. Prepare a plan to evaluate the values of guardians.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 4**  
**Course - 404**  
**Course - 403 / 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 21<sup>th</sup> 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 Centre & state government's guiding & promotional planning for vocation.
- 2.4 21<sup>th</sup> 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 arrange lectures of respective authorities for educational & vocational guidance
5. Visit to industrial associations for getting information about placement.
6. To get information through a visit to industry for their getting of grant

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 4**  
**Course - 404**  
**Course - 403 / 6 Health and physical education**

**Practicum :**

1. To know the meaning and importance of Physical education.
2. To understand the role of schools in preservation of health.
3. To know the concept of mental and social health.
4. To understand the importance of prayer, yoga, asana and meditation.
5. To know the meaning and importance of health education.
6. To know the role of schools regarding health education.
7. To know the meaning and concept of sex education.

**Unit : 1 Health Education**

1. Health education : Meaning and importance
2. Role of school in health preservation.
3. Health education : Mental and social Health : Meaning and concept
4. Importance of Prayer, Yoga, Aasans and Dhyan in health education

**Unit : 2 Physical Education**

1. Physical Education : Meaning & concept
2. Role of school for physical education
3. Physical health : growth development & Nutrition
4. Sex Education : Meaning, concept and importance

**Practicum and Field Work:**

1. Comparative study of characteristics of physically healthy and unwell persons.
2. Organize the discussion/talk with the doctor regarding health preservation and prepare a report on that.
3. Organize the yoga camp.
4. Organize the exhibition for addiction free
5. Organize the discussion for understanding the sex education.
6. Organize the meditation camp
7. Planning and implementation of sports day

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 4**  
**Course - 404**  
**Course - 403 / 7 Education for peace**

**Objectives:**

1. To motivate the student teachers to take experiments and projects for contribution of peaceful and non-violent society.
2. Student teachers will know and understand the concept of peace.
3. To know and apply the strategies to remove the conflicts emerge at personal and social level.
4. To understand and live the importance of loving and peaceful relationship among people in the institutions.
5. Student teachers get acquainted with special person and institutions contributing for world peace.
6. Student teachers will develop the attitude and skills for removing conflicts.

**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 : families, societies and NGOS (National Foundation for Indian, New Delhi and All India Anti Corruption & Human Rights, Surat wouling for peace)
4. Role of schools for peace in the society, country and the world.

**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 Empowering skill: yoga & meditation.

**Practicum :**

1. Visit the different institutions working for peace and institutions like Yoga Centres and NGOs and prepare a report on that.
2. Visit the institutions helpful to the needy people like old age home, orphanage, nari savrakshan gruh and prepare a report on that.
3. Organise Yoga and meditation camp 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” (21 September)
8. To understand the message in the celebration of different religious festivals.
9. Organize the workshop , competitions on the subject like slogan for peace, drawing in the schools/ colleges.
10. To arrange lectures/ exhibitions/ presentation on the person/institutions contributing for the world peace.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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**Second Year - Sem. 4**  
**Course - 403 / 8 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 Process of Guidance and Counselling**

- 2.1 Introduction of Useful Tools and Techniques for Guidance (Tools : Formative Evaluation, Rating Scale, 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 Counselling Centre and write a report on it.
7. List any ten fields of career after School Education.
8. Make an interest inventory and apply.
9. Role play on Counselling and Guidance.
10. Visit to an Employment Office.
11. Display career bulletin on Bulletin Board and career corner.
12. Make rating scale and apply.
13. Make chart for career counselling to 12 commerce students.

14. Make chart for career counselling to 12 science students.
15. Make chart for career counselling to 12 arts students.
16. Make chart for career counselling to 10 students.
17. Visit any special school ( for disabled) and list their problems and counsel them.
18. List out problems of girls of in both girls school and coeducation school and counsel them.
19. Make sociometry of a class.
20. observe certain group of a school in ground and in class and list out their behavioural characteristics.
21. Observe /interview some clever students of a school and make their sociometry chart/ behavioural characteristic.
22. Collect the some articles from news paper regarding to career counselling.
23. Collect some articles from magazine about personal guidance and counselling.
24. Collect information from media and make a chart for vocational guidance and guide to the students of 10.
25. Make a report on problems of socially deprived students of a class of a school and counsel them.

**NOTE:** The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

### સદર્ભ પુસ્તકો

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