SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of
Education Semester: IV (Two Years)
Syllabus with Effect from: June - 2022-23

Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal Passing/ Total	External Passing/ Total	Total Passing/ Total
EPC-3, 4	UE04CBED51	Application of ICT in Education	Theory	2	2	1.5 Hours	6/15	14/35*	20/50
	UE04CBED52	Understanding the Self(2)	Theory	2	2	1.5 Hours	6/15	14/35	20/50
PE-5, 6, 7	UE04CBED53	Gender, School and Society	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04CBED54	Knowledge and Curriculum-Part II	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04CBED55	Creating an Inclusive School	Theory	2	2	1.5 Hours	6/15	14/35	20/50
Optional Course									
CPS 7 (Any One)	UE04GBED51	Vocational Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED52	Peace Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED53	Guidance and Counseling	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED54	Health, Physical Education and Yoga	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED55	Life skills Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED56	Environmental Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED57	School Organization and Management	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED58	Statistics in Educational Research	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED59	Indian Philosophical Thinking and Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
Practicum : Submission	UE04CBED56	**Enhancement of Professional Understanding-3 (All Sub-Submission are Compulsory)** • Field Visit (1) • Preparation of Teaching Presentations using PPT CPS-5 • Preparation of Teaching Presentations using PPT CPS-6 • Analytical study of a film/documentary/ Famous personality (1)	-	4	-	-	40/100	-	40/100

	Course Code	Course Name							
	UE04CBED57	**Enhancement of Research Insight (4)** **(All Sub-Submission are Compulsory)** - Case Study(2) - Action Research(2)	-	4	-	-	40/100	-	40/100
	UE04CBED58	**Enhancement of Measurement Skills** **(All Sub-Submission are Compulsory)** Psychological test(2)	-	2	-	-	20/50	-	20/50
Lesson	UE04CBED59	Block Teaching :10 Lessons **(Internal)**	-	4	-	-	40/100	-	40/100
	UE04CBED60	Annual Lessons **(External)**	-	4	-	-	40/100	-	40/100

Note *: For EPC-3 (COURSE CODE : UE04CBED51), THE EXTERNAL Examination consists of theory (25 marks) and Practical (10 Marks). The practical Examination has to be conducted by each Institution on their own and the marks (out of 10) have to be sent to the university as External Practical Marks.

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED51	Title of the Course	EPC-3 : Application of ICT in Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1.	The student-teachers clarify the concept of ICT and explain its types.
	2.	The student-teachers examine different operating systems and recall its history, describe tasks done by its parts.
	3.	The student-teachers describe the uses of internet for various purposes and review online web material for its use in classrooms.
	4.	The student-teachers design teaching learning material incorporating theories of CAL and TPACK Model.
	5.	The student-teachers explain the role of virtual dimension in teaching learning.
	6.	The student-teachers conduct online teaching learning session using software and Applications.
	7.	The student-teachers analyze various MOOCS aiming at teacher enhancement.
	8.	The student-teachers demonstrate the use of MS word, MS Power Point, MS Excel and Blogs in education.

Course Content		
Unit	Description	Weightage* (%)

1.	**Understanding ICT**
	
	A. Information and communication technology
	   1. Concept
	   2. Types: Radio, Television, Newspaper, Computer
	B. Computer as an ICT Tool
	   1. Operating System: Concept
	   2. Types of operating System: Windows, Linux, Ubantu
	C. Internet
	   1. Basic Concepts and uses of www, URLs, search-engines
	   2. Online dictionaries, Encyclopaedia, E-mail, and Online web-materials, Google form : Meaning, Examples and General benefits.
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	D. Self Learning : Introduction to Computers
	
	    1. Definition of Computers, Characteristics, and History
	
	    2. Its way of Working and Important Parts	

2	**Techno-pedagogy**
	
	A. Computer Assisted Learning (CAL)
	
	    1. Concept
	
	    2. Planning
	
	B. TPACK Model by Mishra and Kohlar for integration of Technology
	
	    1. Components of TPACK Model
	
	    2. Implementation of TPACK Model in teaching.
	
	C. Virtual Dimension in Teaching_ Learning
	
	    1. Virtual Classroom : Concept and Techniques
	
	    2. Virtual Field Trip : Concept and Implementation
	
	D. Self Learning : Online Teaching Learning
	
	    1. Software and Applications for Online Teaching
	
	    2. Various MOOCs for Teacher enhancement at school level.
		32

3.	**ICT in Practice**
	
	A. Microsoft Word
	
	    1. Basic Functions
	
	    2. Educational Use : Creation of Question Papers, Pamphlets.
	
	B. Microsoft Power Point
	
	    1. Basic Functions
	
	    2. Educational Use : Preparation of Interactive Power Point
	
	C. Microsoft Excel
	
	    1. Basic Functions
	
	    2. Educational Use : Preparation of Result Sheet, Graphical Presentation for result analyses and various formulas
	
	D. Self Learning : Educational Blog
	
	    1. Concept
	
	    2. Preparation of Educational Blog
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Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work in Computer Laboratory.

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the concept of ICT.
2.	Examine the role of ICT Tools.
3.	Differentiate between various operating systems.
4.	Explain basic concepts related to internet and select online web material for adaptation and adaptation in their teaching learning process.
5.	Clarify the concept of CAL and Design plans for its implementation.
6.	Explain components of TPACK Model and illustrate them and design plans for its implementation.
7.	Identify and review online software/ applications for online teaching.
8.	Identify various MOOCs for their development as a teacher and review the strength and weaknesses of the MOOCs.
9.	Demonstrate the use of MS word, MS Power Point, MS Excel and Blogs in education.

Suggested References:	
Sr. No.	References
1.	Archambault, L. & Crippen, K. (2009). Examining TPACK among K-12 online distance educators in the United States. Contemporary Issues in Technology and Teacher Education.
2.	Bhatt, B. D. (1994). Modern encyclopaedia of Educational Technology: Volume 4 Educational Technology: Use of Computers, Delhi. Kanishka Publishers.

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3.	Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. Journal of Research on Technology in Education.
4.	Jenkins, B and Goswami, A (Editors). (2001). Computer Fundamentals. New Delhi. Dominantpublishers and distributers.
5.	Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: Aframework for teacher knowledge. Teachers College Record.
6.	Wetzel, K. & Marshall, S. (2011-12). TPACK goes to sixth grade - Lessons from a middle school teacher in a high technology access classroom. Journal of Digital Learning in Teacher Education.
7.	Garca-Valcarcel, A. (2009). Integrating ICT into the teaching-learning process. *British Journal of Educational Technology.*
8.	Prestridge, S. (2010). ICT professional development for teachers in online forums: Analysing the role of discussion. *Teaching and Teacher Education*.

On-line Resources
https://www.researchgate.net/publication/236578705_Application_of_ICT_in_Education
https://www.researchgate.net/publication/332843634_THE_CONCEPT_AND_APPLICATION_OF_ICT_TO_TEACHINGLEARNING_PROCESS

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED52	Title of the Course	EPC-4 : Understanding the Self
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1.	The student-teachers clarify and differentiate between the concepts of self and self identity.
	2.	The student-teachers enlist factors affecting self identity and explain role of the teacher in developing the understanding of the self.
	3.	The student-teachers clarify Indian perspective of the self.
	4.	The student-teachers explain meaning of various techniques of developing the understanding of the self.
	5.	The student-teachers critically examine the components of professional identity of a teacher and teacher's self.
	6.	The student-teachers derive expected values required in educational system.
	7.	The student-teachers derive professional ethics related to education field.

Course Content		
Unit	Description	Weightage* (%)

1.	**Self and Self-Identity**
	A. Self
	   1. Meaning: Philosophical and Psychological outlook
	   2. Components of Self : Attitude, Beliefs ,Values.
	B. Self-Identity
	   1. Meaning, Types, Need for Self Identity
	   2. Factors affecting Self Identity, Role of teacher in developing awareness about self-identity, Methods of understanding self : Listening (shravan), Reflective thinking, Nididhyasan, Introspection, dialogue with the self
	C. Indian Perspective of Self : 1
	   1. Astangyog (Proposed by Patanjali) and Implications for developing the self.
	   2. Panchkosh and implications for developing the Self
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	D. Indian Perspective of Self : 2 　　1. Satva, Rajas, & Tamas : Guna and Implications for developing the self. 　　2. Characteristics of 'Sthitpragya' person and Implications for developing the self.	
2.	**Techniques for Developing Self Understanding** A. Self-Concept 　　1. Meaning 　　2. Techniques for Developments B. Transactional Analysis 　　1. Concept 　　2. Implications C. Johari Window 　　1. Concept, Process 　　2. Implications D. SWOT Analysis 　　1. Meaning, Process 　　2. Implications	32
3.	**Professional Identity of the Teacher and Teacher's Self** A. Professional Identity 　　1. Meaning and Difference between Identity and Professional Identity 　　2. Influence of Socio-Cultural, Historical and Political factors in creation of professional identity B. Self of a Teacher 　　1. Philosophical Perspective of Teacher's Self 　　2. Cultural Perspective of Teacher's Self C. Identification of Teacher's Self 　　1. Teacher's aspirations & worries 　　2. Challenges before the teachers and Responsibilities D. Expected Values and Professional Ethics of teachers 　　1. Importance of Human Values in Educational System, Values and Behaviour of Teachers in context of creating required environment 　　2. Professional Ethics related to Education field Proposed by NCTE	32

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Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Differentiate between philosophical and psychological outlook towards understanding of the self.
2.	Explain the components of self and self identity.
3.	Generate need for building self identity.
4.	Infer the role of the teacher in developing the understanding of the self.
5.	Explain different methods and techniques of developing the understanding of the self.
6.	Derive implications of ASTANGYOG, PANCHKOSH, TRI GUNAS and STHITPRAGY in developing the understanding of the self.
7.	Differentiate identity and professional identity.
8.	List and analyse factors influencing professional identity.
9.	Differentiate between philosophical and cultural perspectives of teacher's self.
10.	Identify their self in context of their own aspirations, worries, challenges and responsibilities.
11.	Explain importance of Human values required for teaching profession.
12.	Assess the professional ethics proposed by NCTE related to education field.

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Suggested References:	
Sr. No.	References
1.	Maslow A.H (1973). On Dominance, Self-Esteem, and Self-Actualization: (1st Edition). Cole Publication.
2.	Rogers, C.R. (1961). On Becoming a person: A psychotherapists view of psychotherapy. Houghton Mifflin.
3.	Stevens, Richard. (1996). Understanding the self. Sage publication Ltd.
4.	Nrupendrashing & Others.(2017). Atama bodha : (1st Edition).Uttarakhand Open University.
5.	Shah Sanjiv.(2014). Mahan Hrudayona Sa Re Ga Ma Pa Dha Ni : Oasis Publication.
6.	Satyapal (1987). Yog Ashan & Sadhana (7th Edition). Bhartiya Yog Sansathan.Delhi.

On-line resources to be used if available as reference material
On-line Resources
1. Panchkosha.(2020). https://en.wikipedia.org/wiki/panchkosha

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED53	Title of the Course	PE-5 : Gender, School and Society
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers explain the Philosophical difference between basic Concepts in context of Gender.
	2. The student-teachers appraise Gender related Realities and beliefs from one's own Social perspective.
	3. The student-teachers enlist of the Reasons behind Gender Inequality.
	4. The student-teachers explain the Role of Social Agencies and Schemes in the prevention of Gender Inequality.
	5. The student-teachers examine the effectiveness of Social awareness media in the context of Gender.
	6. The student-teachers assess the Validity of textbook in context of Gender Equality.

Course Content		
Unit-1	**Gender, Sex and Socialization Process**	Weightage* (%)

	A. Gender and Sex
	   1. Concept of Gender and Sex
	   2. Difference between Gender Gender and Sex
	B. Basic concepts
	   1. Masculinity, Femininity, Patriarchy, Equality
	   2. Patriarchy Society : Meaning, beliefs and practices
	C. Gender Equality and socialization
	   1. Concept and Need of Gender equality
	   2. Agencies of socialization : Family, School and Mass Media
	D. Self Learning - Objectives of Gender Equality and Importance of Socialization Process
	   1. Objectives of Gender Equality
	   2. Importance of Socialization Process
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Unit-2	**Gender Realities and Social Awareness**	32
	A. Gender Inequalities	

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	1. Factors Responsible for Gender Inequalities
	2. Role of Education in redressing Inequalities of Gender
	B. Gender related realities and Challenge in Education
	    1. Realities of Gender
	    2. Challenge for Education in redressing Inequalities of Gender
	C. Social Awareness
	    1. Role of Mass Media in Social Awareness - News Papers, Television, Movies.
	    2. Women Empowerment - Meaning and Women Empowerment through Education
	D. Self Learning - Side Effects of Gender Inequalities and Policy of Women Education
	    1. Effects of Gender Inequality
	    2. Policy of Women Education		

Unit -3	**Dimensions of Gender Equality in Educational**	32	

	A. Equality of Educational Opportunity
	    1. Concept and Need for Equal of Educational Opportunity
	    2. Obstacles to Equal Educational Opportunity
	B. Racial Equality
	    1. Right to Education (RTE) Act - 2009
	    2. School Activities for Gender Equality
	C. Gender Sensitivity and Awareness
	    1. Concept and Significance of Gender Education
	    2. Laws and Regulations for Gender Equality
	D. Self Learning - Critical Evaluation of Text Book with respect to Gender and Balanced Attitude for Co-Existence through Education
	    1. Critical Evaluation of Text Book with respect to Gender
	    2. Balanced Attitude for Co-Existence through Education		

Teaching-Learning Methodology	Lecture, Self-learning, Discussion, Group Discussion, Assignment, Case Study, Filed Visits, Problem solving, Film Show, Project work, Workshop

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Clarify the philosophical distinction between basic concepts in context of Gender.
2.	Find out the reasons and give solutions behind the Realities related to Gender.
3.	Assess validity of Social beliefs related to Gender.
4.	Iimplement various measures to address Gender Inequality.
5.	Appraisethe work of social organizations for prevention of Gender Inequality.
6.	Evaluate various Schemes for prevention of Gender Inequality.
7.	Evaluate the effectiveness of Social awareness media in the context of Gender.
8.	Verify the authenticity of textbooks and make necessary suggestions regarding Gender Iquality.
9.	Implement Strategies to bring Gender Equality.

Suggested References:	
Sr. No.	References
1.	ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ (૧૯૯૮). સ્ત્રી સમાનતા અને સશક્તિકરણ. મેન્યુઅલ, ગાંધીનગર : સ્ટેટ પ્રોજેક્ટ ઓફિસ, ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ.
2.	ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ(૨૦૦૨). જાતીય સંવેદનશીલતા. મેન્યુઅલ, ગાંધીનગર : સ્ટેટ પ્રોજેક્ટ ઓફિસ, ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ.
3.	પટેલ, વી., અને ક્સ્વેકર, એ.(૨૦૦૪).સ્ત્રીભૂણ હત્યા અટકાવીએ. અમદાવાદ : સ્વાસ્થ્ય સેવા ટ્રસ્ટ.

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4.	Aggrawal, N. (2002).Women and law in india, New Dilhi : New Century pub.
5.	Agnes, F., Chandra, S., & Basu M.(2004). Women and law in india. New Delhi : Oxford University
6.	Maswood, S. (2004). Laws relating to women. New Delhi : Orient Law House.
7.	Basin, K. (2000). Understanding Gender . New Delhi : Kali for Women.
8.	Basin, K. (2004). Exploring Masculinity. New Delhi : Women Unlimited.
9.	Andale, N. (2002). Women and Indian Society. Rabat Publication. New Delhi.
10.	Anthill, C. &, J. (2009). The Gender – responsive School : An Action Guide. Commonwealth Secretariat. UK. (e-book)
11.	Davies, B. (1995). Gender Bias in School Text Books. Commonwealth Secretariat.UK (e-book)
12.	Sharam, U. (2003). Women Empowerment through Information Technology. New Delhi : Authors Press.
13.	Poddar, S. And Bhuimali, A. (2005). Development of Rural women through Education and Empowerment. New Delhi : Abhijeet Publication.
14.	Wane, N.N. (2000). Equity in School and Society. Canadian Scholars' Press, Ontario (e-book)

On-line resources to be used if available as reference material
On-line Resources

1. http://hi.vikaspedia.in//education/policies-and schemes
2. http: //icds-wed.nic.in/h empwomen.htm.
3. http://escholarship.uk.gov.in/frmGauradeviDe-fau//.aspx
4. http://www.unesco.org/education/efa/
5. http://www.ungei.org
6. http://ssa.nic.in/news/
7. http://education.nic.in/policy/npe86- mod 92
8. http://wcd.nic.in/empwomen.htm
9. http://www.education.nic.in/ms/ms.asp
10. http://ssa.nic.in/girls-education/npegel

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED54	Title of the Course	PE-6 : Knowledge and Curriculum - Part II
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1.	The student-teachers evaluate basic tenets of different Educational Philosophies.
	2.	The student-teachers derive Educational ideas of Eastern and Western Educational Thinkers for curriculum.
	3.	The student-teachers give justification of their selection between global and local values from present context.
	4.	The student-teachers justify curriculum as need and outcome of social change.
	5.	The student-teachers evaluate recommendations of NEP 1986 and NEP 2020 for school education, higher education and teacher education
	6.	The student-teachers explain special features of components of curriculum development.
	7.	The student-teachers justify different approaches to curriculum development.

Course Content		
Unit	Description	Weightage* (%)

1.	**Epistemological Bases of Education**
	A. Historical Perspectives of Curriculum based on educational philosophies
	  1. Concept of Idealism, curriculum based on Idealism
	  2. Concept of Pragmatism, curriculum based on pragmatism
	B. Modern Child Centred Education
	  1. Concept of Activity with reference to Gandhi
	  2. Concept of Activity with reference to John Dewey
	C. Educational Philosophies and Curriculum
	  1. Concept of Education based on naturalism with reference to Tagore
	  2. Concept of Education based on Dialogue with reference to Plato
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	D.	Self learning:Educational Philosophies and Curriculum	
		1. Curriculum as suggested by Gijubhai Bhadheka	
		2. Curriculum as suggested by J J Rousseau	
2.	**Curriculum Development**		32
	A.	Components of Curriculum	
		1. Formal Curriculum: Concept and characteristics	
		2. Ideal Curriculum : Concept and characteristics	
	B.	Different approaches to Curriculum Development	
		1. Subject Centred Curriculum	
		2. Competency based Curriculum	
	C.	Different approaches to Curriculum Development	
		1. Learner-centred Curriculum	
		2. Constructivist approach	
	D.	Components of Curriculum	
		1. Hidden Curriculum	
		2. Difference between Ideal Curriculum and Hidden Curriculum	
3.	**Social bases of Education**		32
	A.	Modern world and its Values	
		1. Concept: Nationalism, Universalism, Secularism	
		2. Interrelationship of Nationalism, Universalism, Secularism	
	B.	Curriculum Construction in context of changing society	
		1. Curriculum as the need for Social Change	
		2. Curriculum as the result of Social Change	
	C.	National Educational policy 2020	
		1. School curriculum as suggested in National Educational policy 2020	
		2. Teacher Education as suggested in National Educational policy 2020	
	D.	Self Learning: National Educational Policy 1986	
		1. Guiding principles of National Policy on Education 1986	
		2. Curriculum Reforms	

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Interview of an Expert

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Derive and Classify basic tenets of different Educational Philosophies.
2.	Explain the relationship between educational philosophies of educational thinkers and curriculum
3.	Differentiate between Educational ideas of Eastern and Western Educational Thinkers for curriculum construction.
4.	Choose and exhibit global and local values from present context.
5.	Define and clarify curriculum as need and outcome of social change.
6.	Explain recommendations of NEP 1986 and NEP2020 for school education higher education and teacher education
7.	Students explain special features of components of curriculum development.
8.	Students classify and clarify different approaches to curriculum development

Suggested References:	
Sr. No.	References
1.	Apple, M.W. (2008). Can schooling contribute to a more just Society Education citizenship and social justice, 3(3),239-261.
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5.	Krishnamurti,J. (1992). Education and World peace. In Social responsibility. Krishnamurti Foundation.
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7.	Plato. (2009). Reason and persuasion: Three dialogues(chapter 6). In J.Holb (Ed.), Meno:Reason,persuasion and virtue.Pearson.
8.	દેસાઈ અને દેખતાવાલા. (૧૯૮૪). અભ્યાસક્રમ સિદ્ધાંતો અને અભ્યાસક્રમ રચના . અમદાવાદ. યુનિવર્સીટી ગ્રંથનિર્માણ બોર્ડ.
9.	પાંડે,રામશકલ. (૨૦૦૭-૦૮). ઉદીયમાન ભારત સમાજ મે શિક્ષક. આગ્રા.અગ્રવાલપબ્લિકેશન.

On-line resources to be used if available as reference material
On-line Resources
Apple, M. W. ,&BEANE,J.A.(2006) Democratic schools: Lessons in powerful education. Eklavya. Retrived from http://www.arvindguptatoys.com
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED55	Title of the Course	PE-7 : Creating an Inclusive School
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1.	The student-teachers explain the concept of inclusive school to students.
	2.	The student-teachers identify the factors that affect individual variability.
	3.	The student-teachers identify the symptoms of abnormal children.
	4.	The student-teachers define exceptional children.
	5.	The student-teachers identify factors affecting exceptional children.
	6.	The student-teachers define children with behavioural problems.
	7.	The student-teachers identify the factors that affect behavioural problems.
	8.	The student-teachers clarify principals of inclusive school
	9.	The student-teachers identify the factors that affect student's individual differences
	10.	The student-teachers identify the factors that affect behavioural children.
	11.	The student-teachers make a list of government schemes for children with behavioural problems.
	12.	The student-teachers define dyslexic children.
	13.	The student-teachers classified the dyslexic children.
	14.	The student-teachers explain the meaning of dyslexia and examine the causes.
	15.	The student-teachers dyslexic children's symptoms.
	16.	The student-teachers prepare and implements plan for the education of dyslexic children.
	17.	The student-teachers conduct educational activities for children with behavioural problems.
	18.	The student-teachers organize informal assessment for special children.
	19.	The student-teachers arrange counselling for special children.
	20.	The student-teachers create an in-definition list for special children.
	21.	The student-teachers conduct assessment techniques for special children.

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Course Content		
Unit	Description	Weightage* (%)

1.	**Inclusive School, Individual differences, Abnormal Children**
	A. Inclusive School
	    1. Concept and Need
	    2. Metris and Demerits
	B. Individual Differences
	    1. Concept and Scopes
	    2. Factors affecting individual difference and classroom and education execution in individual differences
	C. Abnormal Children
	    1. Abnormal Children: Meaning and Characteristics
	    2. Calcification of Abnormal Children and ……
	D. Self Learning
	    1. Principals of Inclusive
	    2. Educational implications of Individual Difference
		35

2.	**Behavioural problem Child, Planning and Education Management**
	A. Behavioural Problem Child
	    1. Behavioural Problem Child Meaning & responsible factors for behavioural problems
	    2. Behavioural Problem Child:
	      (I) Classification of behavioural problem Child
	      (II) Role of School and Teacher
	B. Education Management & planning for child of individual differences
	    1. Schemes of Government for Behavioural Problem Child
	    2. Classroom management for Behavioural Problem Child
	C. Children of learning Disability
	    1. Dyslexic : Meaning and Causes
	    2. Dyslexia Children: Characteristics and Education
	D. Self Learning
	    1. Educational Activates of Behaviour Problem Childs
	    2. Identification of Methods of Individual differences
		32.5

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3.	**Counselling, Evaluation and Techniques**		32.5
	A.	Planning Guidance for Special Child	
		1. Interview, Visit of parents and Teacher for Special Child.	
		2. Motivational Techniques for Special Child	
	B.	Evaluation	
		1. Concept and Importance for Special Child	
		2. Check list: Meaning and constriction	
	C.	Evaluation Techniques	
		1. Informal Evaluation of special child	
		2. Holistic Evaluation of special child	
	D.	Self Learning	
		1. Tools of Evaluations of special child	
		2. Formal Evaluation of special child	

Teaching-Learning Methodology	Group discussion, Seminar, Preparation of report, Lecture, Demonstration, Practical, Visit, Workshop, Assignment.

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Specify the benefits and limitations of an inclusive school
2.	Specify individual variations implementation in classroom and teaching.
3.	Classify based on the characteristics of the abnormal children.
4.	Engage in the day-to-day educational activities of exceptional children.
5.	Draw on the educational implications of individual differences.
6.	Classify children with behavioural problems.

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7.	Prepare list of government schemes for children with individual differences.
8.	Arrange classroom arrangement for children with individual difference.
8.	Diagnose dyslexic children's symptoms and implement them in education.
9.	Arrange visits, parent contact and teacher contact for specific children.
10.	Create identification lists for specific children.
11.	Create checklist for special children.
12.	Specify difference ways of informal assessment for specific children.
13.	Celerity techniques for motivating special children.

Suggested References:	
Sr. No.	References
1.	• દોંગા,નનુભાઈ એસ.ધનવંત મ ., શિક્ષણનું મનોવિજ્ઞાન, નિર્વ પ્રકાશન, અમદાવાદ • પટેલ, સોમાભાઈ ટીસલાહ મનોવિજ્ઞાન .,યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય • પટેલ, મફતલાલ, અસાધારણ મનોવિજ્ઞાન , યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય • ભટ્ટ, કુસુમબેન કે, ચિકિત્સા મનોવિજ્ઞાન, યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય • દેસાઈ, યોગેન્દ્ર, વિકાસ મનોવિજ્ઞાન, યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય • શાહ, ગુણવંત તથા અન્ય, શૈક્ષણિક મનોવિજ્ઞાન, યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય • ભટ્ટ, હરિપ્રસાદ જે તથા અન્ય ., શૈશવનું મનોવિજ્ઞાન, યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય • ભટ્ટ, દેવેન્દ્ર તથા અન્ય, શૈક્ષણિક મનોવિજ્ઞાન, અનડા પ્રકાશન, અમદાવાદ
2.	1. Booth, T., Ainscow, M., Black-Hawkins, K., Vughan, M., & Shaw, L. (2000). Index for inclusion: Developing Learning and participation in school. Centre for Studies on Inclusive Education 2. GOl. (1986). National policy of education. GOl 3. GOl. (2009). The right of children to free and compulsory education act,2009

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	4. GOl. (2011). Sarva shiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act,2009. Gol
	5. UNESCO.(1988).UN convention on the rights of the children. UNESCO
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On-line Resources

1. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf

2. http://www.upefa.com/upefawed/admin/myuploads/SSA_Fame_work_(revised)_9_6-2011.pdf

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED51	Title of the Course	CPS-7 : Vocational Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers describe the concept, objectives, need, importance and principles of Vocational Education.
	2. The student-teachers explain the term Vocational Information and list different sources of Vocational Information.
	3. The student-teachers list and analyze various vocational courses after 10th and 12th standard.
	4. The student-teachers describe different methods for collecting Occupational Information.
	5. The student-teachers classify Occupational Information.
	6. The student-teachers identify the types of vocation selection.
	7. The student-teachers clarify the concept of Vocational Development.
	8. The student-teachers improve Vocational Competence and Aptitude to use different types of Vocational Tests.

Course Content

Unit	Description	Weightage* (%)
1.	**Foundations of Vocational Education** A. Vocational Education 　1. Concept and Objectives 　2. Need, Importance and Principles B. Vocational Information Services 　1. Meaning and Need 　2. Sources and Types C. Vocational Curriculum 　1. Need and Importance 　2. Courses after 10th and 12th Standard D. Self Learning 　1. History of Vocational Education in India 　2. Problems and Challenges of Vocational Education in Indian Context	36

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2.	**Management of Occupational Information**		32
	A.	Occupational Information	
		1. Methods of Collection	
		2. Methods of Classification	
	B.	Techniques of Occupational Information	
		1. Career Talk and Career Week	
		2. Career Day and Career Visit.	
	C.	Selection of Vocation and Vocational Development	
		1. Types of Vocation Selection and Atmosphere	
		2. Views for Development of Vocation	
	D.	Self Learning	
		1. Evaluation of Occupational Information Material	
		2. Mobilising Resources for Setting Up Occupational Information Service Programme	
3.	**Foundations of Vocational Competence**		32
	A.	Vocational Motivation	
		1. Concept	
		2. Vocational Maturity and Vocational Satisfaction	
	B.	Vocational Tests	
		1. Tests for Selection of Vocation and Steps	
		2. Types and Utility	
	C.	Vocational Aptitudes	
		1. Definitions and Characteristics	
		2. General Aptitudes and Measurement of Aptitudes	
	D.	Self Learning	
		1. Strategies for Effective Implementation of Vocational Education Programme - Industry-School Linkage, Collaborative Arrangement, On-the-Job Training	
		2. Vocational Teachers and their Competencies	

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Justify and Use the various principles of Vocational Education.
2.	Explain the importance of Vocational Curriculum.
3.	Describe the need for collecting and classifying Occupational Information.
4.	Analyze and discuss the techniques of Occupational Information.
5.	Derive and review the views for Vocational Development.
6.	Explain the term Vocational Maturity and Vocational Satisfaction.
7.	Use various Vocational Tests.
8.	Acquire characteristics of Vocational Aptitude and evaluate them.

Suggested References:	
Sr. No.	References
1.	Evans, R.N. & Herr, E.L. Foundations of Vocational Education (2nd ed.). New York: Macmillan Publishing Co.
2.	Government of India (1988). Scheme of Vocationalization of Secondary Education. New Delhi: Ministry of HRD (Deptt. Of Education).
3.	Kumar, T,P. (2010). Vocational Education. Eastern Book House Publications.
4.	Kamat, H.D. (2007). Vocational Education. Eastern Book House Publications.
5.	Mays, A.B. Principles and Practices of Vocational Education. New York: McGraw Hill Book Co., Inc.

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6.	NCERT Higher Secondary Education and its Vocationalization.
7.	NCERT Socially Useful Productive Work: Sample Curriculum Units, New Delhi.
8.	NCERT (1970). "The Concept of Work Experiences". New Delhi: NCERT.
9.	NCERT (1984). Vocational Education at the +2 stage, New Delhi : NCERT.
10.	NCERT Vocationalizatin of Post Secondary Education (A Critical Study of Implementation in the Statues). New Delhi: NCERT.
11.	Pritam Singh, Criterion Referenced Testing - A Monograph. New Delhi: NCERT.
12.	Salooja, M.K. (1997). A Hand book for Vocational Survey Worker, PSSCIVE NCERT; (1977).
13.	Sengupta, M. (1997). On Teacher and Teacher Preparation – Guidelines. New Delhi: NCERT.
14.	Sharma, S.R. Vocational Education and Training. New Delhi : Mittal Publishers.
15.	Shivarudrappa, G. Vocationalisation of Education. Bombay : Himalaya Publishing House.
16.	Singh and Sudarshan (2010). Vocational Education. New Delhi : Discovery Publishing House.

On-line resources to be used if available as reference material
On-line Resources
http://www.meerutcollege.org/mcm_admin/upload/1587107317.pdf
https://www.yourarticlelibrary.com/education/guidance-in-schools/occupational-information-service-meaning-need-types-and-sources/63676

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED52	Title of the Course	CPS-7 : Peace Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers explain the concept of peace and peace education.
	2. The student-teachers derive characteristics of peaceful personality.
	3. The student-teachers develop techniques and activities for developing peaceful personality.
	4. The student-teachers practice the skills for staying in peace.
	5. The student-teachers elaborate the role of education in resolving conflicts.
	6. The student-teachers decide role of citizen for protection of human rights.
	7. The student-teachers differentiate between national and international understanding for peace education.
	8. The student-teachers search role of various agencies for education of peace.

Course Content

Unit	Description	Weightage* (%)
1.	**Conceptual Introduction**	36
	A. Peace	
	1. Need of Peace	
	2. Concept and Scope of Peace	
	B. Peace Education	
	1. Need of Peace Education	
	2. Concept and Scope of Peace Education	
	C. Peaceful Personality	
	1. Characteristics of Peaceful Person	
	2. Behaviour of a Peaceful Person	
	D. Self Learning	
	Role of a Teacher	
	1. Techniques for developing Peaceful Personality	
	2. School activities for developing Peaceful Personality	

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2.	**Preparation for Peace**	32
	A. Cultivating the perspectives and skills necessary for peace	
	1. Introspection	
	2. Meditation	
	B. Resolving Conflicts	
	1. Nature of Conflicts	
	2. Role of Education in resolving Conflicts	
	C. Human Rights, Fundamental Rights and Duties	
	1. Human Rights : Concept and Evolution	
	2. Human Rights Education	
	D. Self Learning	
	Protection of Human Rights	
	1. Dimension of Human Rights	
	2. Fundamental Duties of Citizen	
3.	**National Integration, International Understanding and Peace Education**	32
	A. National Integration	
	1. Need for promotion of National Integration	
	2. Value to be cultivated for promoting National Integration	
	B. International Understanding and Peace	
	1. Measures for developing International Understanding among Students	
	2. Education for National and International Understanding	
	C. Role of Various Institutions for Education of Peace	
	1. N.G.O. and Religious Organisations	
	2. UNO and UNICEF	
	D. Self Learning	
	Some Thinkers of Harmony	
	1. Sri Aurobindo (The Ideal of Human Unity)	
	2. Dalai Lama (Universal Responsibility)	

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Realise and appreciate the need of peace education.
2.	Create awareness for issues of education for peace.
3.	Identify the curriculum and determine the role of a teacher for integrating peace education with different subject areas.
4.	Explain the need and importance of human rights education.
5.	Analyze the role of human rights, fundamental rights and duties in the context of peace education.
6.	Incorporate peace education in curriculum while transacting it.
7.	Suggest activities for peace education in schools.
8.	Highlight the role of teacher in promoting national integration among students.
9.	Describe approaches suitable for promoting international understanding among students.
10.	Collect philosophical resources, i.e., thinkers of harmony and study relevant extracts from the writings of various thinkers.

Suggested References:	
Sr. No.	References
1.	Balvinder K. (2006). Peace Education. New Trends and Innovations. New Delhi : Deep & Deep Publications Pvt. Ltd.
2.	Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York.
3.	Burns, Robin Joan and Robert Aspeslagh (1996). Three Decades of peace education Around the world, New Jersey : Garland Publication, INC.

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4.	Cremin, P., ed. (1993). Education for Peace. Educational Studies Association of Ireland and the Irish Peace Institute.
5.	Galtung, I (1996). Peace by peaceful means : Peace and conflict, Development and civilization, PRIO - International peace research institute of Oslo and sage publications.
6.	Hicks, David (1988). Education for Peace. New York : Routlege.
7.	Lederach, J.P. (1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.
8.	Machel, G. (1996). Promotion and protection of the rights of children: impact of armedconflict on children. United Nations, New York.
9.	NCERT National Curriculum Framework (2005). Position Paper, National Focus Group on Education for Peace, NCERT, New Delhi (2006).
10.	Reardon, B., ed. (1988). Educating for global responsibility: Teacher-designed curricula for peace education, K-12. New York: Teachers College Press, Columbia University.
11.	Reardon, B. (1993). Pedagogy as purpose: peace education in the context of violence.
12.	Shah, I. (1971). Thinkers of the East. London: Penguin Books.
13.	Timpson, William M. (2002) Teaching and Learning peace. Madision, Wisconsin : Atwood Publishing
14.	UNICEF (1994). I Dream of Peace. New York: Harper-Collins.
15.	UNICEF (1996). The State of the World"s Children Report 1996. Oxford University Press.
16.	UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation, and peace.

On-line resources to be used if available as reference material
On-line Resources
https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf
https://www.learningclassesonline.com/2020/10/peace-education.html

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED53	Title of the Course	CPS-7 : Guidance and Counseling
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	
	1. The student-teachers clarify the concept of guidance and counselling, enlist its types and determine its scope as per types.
	2. The student-teachers justify the need of guidance.
	3. The student-teachers determine the need of educational guidance & frame objectives of it for school level.
	4. The student-teachers evaluate need of guidance and counselling for Indian students in context of their problems.
	5. The student-teachers explain various standardized and non standardized tools for measuring psychological traits of students.
	6. The student-teachers clarify different objectives and subjective techniques of gathering data for guidance and counselling purposes.
	7. The student-teachers describe counselling process.
	8. The student-teachers clarify the concept of counselling session and justify the need of specific environment.
	9. The student-teachers examine various counselling methods.
	10. The student-teachers derive characteristics of counsellor and counsellor-client relations.

Course Content		
Unit	Description	Weightage* (%)

1.	**Guidance & Counselling**
	
	 A. Guidance
	     1. Meaning, concept, types and scope as per types.
	     2. Need of guidance: basic assumptions.
	 B. Guidance at school level
	     1. Need of educational guidance at school level.
	     2. Objectives of guidance at school level.
	 C. Counselling
	     1. Meaning, concept and characteristics.
	     2. Difference between counselling, guidance & psycho therapy.
		36

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	D.	Self Learning : Need of counselling in Indian context	
		1. Need of counselling	
		2. Problems of Indian students and need for counselling	
2.	**Tools For Guidance: Standardised & Non-Standardised**		32
	A.	Objective-psychological tests-1	
		1. Interest inventories: - meaning, examples & usefulness.	
		2. Aptitude tests: meaning, examples & usefulness.	
	B.	Subjective psychological tests-2	
		1. Attitude tests: meaning, examples & usefulness.	
		2. Personality tests: meaning, examples & usefulness.	
	C.	Objective , non standardised tools:1	
		1. Anecdotes: meaning, examples & usefulness.	
		2. Rating scale: meaning, examples & usefulness.	
	D.	Subjective non standardised tools:2	
		1. Interview: meaning, examples & usefulness.	
		2. Case study: meaning, examples & usefulness.	
3.	**Counselling**		32
	A.	Process of counselling.	
		1. Prerequisites for counselling process.	
		2. Steps of counselling process.	
	B.	Counselling sessions.	
		1. Meaning and steps of counselling sessions.	
		2. Environment for organizing counselling sessions.	
	C.	Methods of counselling	
		1. Directive and non directive method.	
		2. Elective method.	
	D.	Counsellor and counsellor-client relationship.	
		1. Characteristics of effective counsellor.	
		2. Concepts of effective counsellor-client relationship its characteristics and its importance.	

Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain guidance and counselling and their need.
2.	Reason out the foundation for guidance and counselling.
3.	List need of educational guidance.
4.	Frame objectives of educational guidance at school level.
5.	Assess need of counselling and relate it with students' problem.
6.	Clarify and conduct standardized and non-standardised tests for guidance purpose.
7.	Study different psychological tests to gather data for imparting counselling and guidance.
8.	Undertake objectives and subjective methods for gathering data to impart guidance and counselling.
9.	Explain the concept of counselling and describe its process.
10.	Explain the concept of counselling session and its steps.
11.	Describe various counselling methods.
12.	Derive characteristics of effective counsellor.
13.	Derive characteristics of effective counsellor-client relationship.

Suggested References:	
Sr. No.	References
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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED54	Title of the Course	CPS-7 : Health, Physical Education and Yoga
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers enlist steps for maintaining Health of self and Society and implement it.
	2. The student-teachers compare different symptoms of Infectious disease and execute steps to protect spreading of these diseases.
	3. The student-teachers describe the need of physical education in present context.
	4. The student-teachers conduct mass drill in school.
	5. The student-teachers appraise importance of yoga in today's complex life.
	6. The student-teachers compare and contrast between different yogasan.
	7. The student-teachers perform Surya Namaskar and varied Hand Mudras.

Course Content		
1.	**Health and Human anatomy**	Weightage* (%)

	A. Health Education
	     1. Concept of Health Education
	     2. Objectives and Importance of Health Education
	 B. Human anatomy and physiology
	     1. Main organ system of body and parts included it
	     2. Work process of systems
	 C. Contagious diseases
	     1. (I) Covid-19 (II) Typhoid (III) Swine Flu
	       Symptoms and measures to prevent spread
	     2. (I) AIDS (II) Pneumonia (III) Dengue
	       Symptoms and measures to prevent spread
	 D. Self Learning - Activities for awareness about health and Activities for maintaining cleanliness of home,
	     1. Activities for awareness about health
	     2. Activities for maintaining cleanliness of home, school and Society
		36

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2.	**Physical Education**	32

	A. Physical Education
	    1. Concept of Physical Education
	    2. Objectives and Importance of Physical Education
	 B. Programs for Physical Education
	    1. Principles of planning for Physical Education
	    2. Obstacles and suggestions
	 C. Mass Drill
	    1. Meaning and Importance of Mass drill
	    2. Types of Mass drill
	 D. Self Learning- The role of Physical Education for development of Nation and Importance of Khel Mahakunbha
	    1. The role of Physical Education for development of Nation
	    2. Importance of Khel Mahakunbha	

3.	**Yoga**	32

	A. Yoga
	    1. Concept and Importance of yoga
	    2. Points to be kept in mind when doing yoga
	 B. Astang yoga
	    1. Meaning and Step of Astang yoga
	    2. Concept and importance of Pranayam
	 C. Yogasan
	    1. Chakrasan, Vajrasan, Garudasan : Method and Importance
	    2. Padmasan, Bhujangasan, Sarvangasan : Method and Importance
	 D. Self Learning- Surya Namsakar and Mudras
	    1. Surya Namsakar : Step and advantages
	    2. Mudras : Gyan Mudras, Pruthvi Mudras, Surya Mudara – Process and advantages	

Teaching-Learning Methodology	Lecture, Self – learning , Group Discussion, Assignment, Project work, Workshop, Discussion,

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Evaluate the need for maintaining health of Society and self.
2.	Prepare a list of Infectious disease and put into practice the steps for protection against these diseases.
3.	Organise various programmes of physical education at school level.
4.	Suggest steps to overcome obstacles of arranging physical Education program.
5.	Perform deficient yoga as a stress free.
6.	Choose between different yagasan and demonstrate it.
7.	Differentiate between steps of Surya Namskar and hand Mudaras

Suggested References:	
Sr. No.	References
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2.	કુલ,ડી.(૧૯૯૮).શરીર રચના, ક્રિયા વિજ્ઞાન અને સ્વાસ્થ્ય શિક્ષણ. દિલ્હી:ફ્રેન્ડઝ પબ્લિકેશન.
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4.	પ્રજાપતિ,બી.એ.,પંડ્યા અને મહેતા ,વી.(૨૦૦૦)માનવ શરીર અને વ્યાયામ .:ગાંધી નગર : ગુજરાત રાજ્ય પાઠ્યપુસ્તક મંડળ
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On-line resources to be used if available as reference material
On-line Resources
1. www.yogapoint.com
2. www.myupchar.com

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED55	Title of the Course	CPS-7 : Life Skills Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers explain life skills and examine the inter relations.
	2. The student-teachers infer the need of life skills.
	3. The student-teachers justify role of WHO in determining life skills.
	4. The student-teachers review Dellor's report in context of life skills.
	5. The student-teachers clarify various life skills and derive characteristics of them.
	6. The student-teachers design skill specific activities, general language games and co curricular activities.
	7. The student-teachers explain Indian life skills and their importance.
	8. The student-teachers evaluate the role of teacher in developing life skills.
	9. The student-teachers review current text books in context of life skills.

Course Content		
Unit	Description	Weightage* (%)
1.	**Understanding life Skill**	36

	A. Life Skills Concept and Needs
	   1. Life skills: Concept Classification and interrelations
	   2. Need of life Skill Education
	
	B. Theoretical Background of Life Skills
	   1. Life skill as proposed by 'WHO'
	   2. Delloir's Report : Focus on Life skills
	
	C. Social Skills
	   1. Inter Personal Relationship Skill : Concept, Characteristics of person having the skill
	   2. Self Awareness Skill: Concept, Characteristics of person having the skill
	
	D. Self Learning
	   1. Activities for development of Inter Personal Relationship Skill.
	   2. Activities for development of Self Awareness Skill.	

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2.	**Cognitive and Emotional Skills**	32

	A. Cognitive Skills
	  1. Critical Thinking Skill : Concept, Characteristics of person having the skill.
	  2. Creative Thinking skill: Concept, Characteristics of person having the skill
	
	B. Emotional Skills
	  1. Coping with emotions skill : Concept, Characteristics of person having the skill.
	  2. Empathy skill: Concept, Characteristics of person having the skill.
	
	C. Thinking Skills
	  1. Decision Making Skill: Concept, Characteristics of person having the skill.
	  2. Problem Solving Skill: Concept, Characteristics of person having the skill
	
	D. Self learning
	  1. Activities for development of Cognitive and thinking Skills
	  2. Activities for development of Emotional Skills	

3.	**Communication Skill, Indian Life Skills and Identification and Implementation of Life Skills in the Classroom**	32

	A. Communication skill and role of teacher in developing life skills
	  1. Communication Skill: Concept, Characteristics of person having the skill.
	  2. Role of Teacher in developing Life Skills
	
	B. Indian Life Skills
	  1. Indian Life Skills
	  2. Importance of Indian Life Skill
	
	C. Identification and Implementation of Life Skills in the Classroom
	  1. Core Life Skills Identification from Text Book
	  2. Unit based Life Skill tasks and Implementation in the Classroom
	
	D. Self learning:
	  1. Experiential learning for developing life skills: Concept and educational implications
	  2. Co-curricular activities and games for developing life skills	

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Teaching-Learning Methodology	Discussion, Questioning, Presentation by students, Workshop, Blended learning designs, Flipped classroom strategies

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weight age
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30 %
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
	1. Define and classify life Skills and relate skills as per their common characteristics.
	2. Justify the need of life skills.
	3. List life skills proposed by WHO and explain the role of WHO in context of life skills.
	4. Derive life skills from Dellor's report.
	5. Explain social skills and derive characteristics from the person having the skill.
	6. Explain emotional skills and derive characteristics from the person having the skill.
	7. Explain thinking skills and derive characteristics from the person having the skill.
	8. Explain Indian skills.
	9. Plan and execute skills specific activities, language games and co curricular activities.
	10. Explain role of the teacher in developing life skills.
	11. Examine the current text book and identify language skill interwoven in lessons.

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	• James Larry. (2006). Life Skills. Embassy Books Distributor. Maharastra.
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- David Andrade.(2015). The Importance of Communication in Education. Retrieve from Online on 15/08/2015 http://www.techlearning.com/blogentry/8716
- Freddie Silver .(NA).Why Is It Important for Teachers to Have Good Communication Skills?. Retrieve from Online on 11/08/16. http://work.chron.com/important-teachers-good-communication-skills10512.html).

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED56	Title of the Course	CPS-7 : Environmental Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers differentiate between the concepts of Environment and Environment Education.
	2. The student-teachers evaluate the effect of the Environmental problems on mankind.
	3. The student-teachers explain Environmental problems with appropriate examples.
	4. The student-teachers explain the role of various institutes in Environment Protection.

Course Content		
Unit	Description	Weightage* (%)

1.	**Environment, Environment Education and Environment Awareness**
	A. Environment and Environment Education
	  1. Environment : Concept
	  2. Environment Education : Concept and Need
	B. Environment Education
	  1. Objectives of Environment Education
	  2. Significance of Environment Education
	C. Environmental Awareness
	  1. Eco-club : Meaning and Objectives
	  2. Activities of Eco-club related to Environmental Awareness
	D. Self-Learning : Environment and Environment Education
	  1. Significance of Environment Education
	  2. Environment Protection Act, 1986
		36

2.	**Environmental Issues**
	A. Pollution (Air, Water, Noise, Land)
	  1. Causes
	  2. Remedies
		32

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	B. Global Issues	
	1. Global warming : Concept and its Impact	
	2. Ozone Layer : Causes of its Depletion and its Impact	
	C. Deforestation	
	1. Causes	
	2. Impact	
	D. Self-Learning : Acidic Rain	
	1. Concept	
	2. Effects	
3.	**Role of various Agencies in Environmental Conservation**	32
	A. Role of School	
	1. Individual (Teacher & Learner)	
	2. Community & Women	
	B. Role of Mass Media	
	1. Print Media	
	2. Electronic Media (Film, TV, Internet)	
	C. Role of Government And NGO's	
	1. Local to State Level	
	2. Role of NGO's in conservation	
	D. Self-Learning: Role of UNFCCC	
	1. Kyoto Protocol	
	2. Paris Agreement	

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

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	Course Outcomes: Having completed this course, the learner will be able to
1.	Differentiate between Environment and Environment Education.
2.	Analysis the effect of the environmental problems on mankind.
3.	Enlist Environmental problems with appropriate examples.
4.	Suggest remedial measures for eradication of environmental problems.
5.	Explain the role of various institutes in Protection of Environment.

	Suggested References:

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2.	Ambasht , R.S. (1990). *Environment & Pollution- An approach ecological*
1.	Bakshi, T.S. & Navesh, Zev (1980). *Environment Education Method & Approaches, Princeton Applications.* New York.
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3.	Bhatia, S.C. (1980). *Environmental Education Consciousness & Adult Education.*
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5.	પટેલ, ડી.જી. (૨૦૦૧) . *પર્યાવરણ શિક્ષણ સભાનતા કાર્યક્રમ.* વલ્લભ વિદ્યાનગર : એમ.બી.પટેલ કોલેજ ઓફ એજ્યુકેશન પરિવાર.
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7.	વ્યાસ, હરીશચંદ્ર (૧૯૯૯). માનવ અને પર્યાવરણ. નવી દિલ્હી : વિદ્યા વિહાર.
8.	શેઠ, પ્રવીણ ન. (૨૦૦૬). *પર્યાવરણવાદ : રાજકારણ, ઇકોલોજી અને વિકાસ.* અમદાવાદ : ગુર્જરગ્રંથ કાર્યાલય.
9.	માધુર, રમા (૨૦૦૬). *પર્યાવરણ અધ્યયન.* દિલ્હી : સંજય પ્રકાશન.

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10.	જાની, યોગેન્દ્ર (૨૦૦૬). *પ્રદૂષણ જગતનું મહાન સદૂષણ.* અમદાવાદ: આદર્શ પ્રકાશન.
11.	રાવલ, નટુભાઈ અને પાઠક, ઉપેન્દ્રભાઈ. *પર્યાવરણ શિક્ષણ.* અમદાવાદ : નીરવ પ્રકાશન.
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13.	પટેલ, ભૂપેશ અને ઠક્કર , વિજય (૨૦૦૮). *પર્યાવરણ શિક્ષણ.* અમદાવાદ : બી.એસ.શાહ પ્રકાશન.
14.	ભટ્ટ, બી.કે. અને પટેલ, એમ.બી. (૨૦૦૮). *પર્યાવરણ.* સુરત: ન્યુ પોપ્યુલેશન પ્રકાશન.
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16.	પટેલ, જયંતી (૨૦૧૪) . *ઈકો ક્લબ, પર્યાવરણ જતન અને સંવર્ધન.* અમદાવાદ : અવંતિકા પ્રકાશન.

On-line resources to be used if available as reference material
On-line Resources
http://climateaction.unfccc.int
https://unfccc.int/kyoto_protocol

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED57	Title of the Course	CPS-7 : School Organization and Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1.	The student-teachers assess the difference between the concept of school organization and Educational Management.
	2.	The student-teachers explain the indicators of concept of Quality for school programme.
	3.	The student-teachers evaluate/justify the need of different types of Educational Leadership.
	4.	The student-teachers appraise remedial measures for improvement of school inspection.
	5.	The student-teachers evaluate the need of maintaining different school records.
	6.	The student-teachers evaluate the role of principal in terms of personal attributes and professional expertise.

Course Content		
Unit	Description	Weightage* (%)
1.	**School Organization, Educational Management and Quality** A. School Organization 1. Concept and Characteristics 2. Importance and Scope B. Educational Management 1. Concept and Characteristics 2. Importance and Scope C. Quality 1. Concept and Characteristics 2. Importance D. Self Learning : Best Practices in Educational Management 1. Concept 2. Samples of Best Practices	36

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2.	**Educational Leadership, School Budget and Inspection**	32
	A. Educational Leadership	
	1. Concept and Characteristics	
	2. Types - Autocratic, Democratic and Leisure Leadership	
	B. School Budget	
	1. Meaning and Importance	
	2. Essentials factors effecting for Budget	
	C. Inspection	
	1. Concept and Importance	
	2. Scope and Improving measures of School Inspection	
	D. Self Learning : Supervision	
	1. Concept of Supervision	
	2. Importance of Supervision	
3.	**School Records, Time-Table and Co-curricular Activities**	32
	A. School Records	
	1. Meaning and Importance	
	2. School Records - Classroom Register and General Register	
	B. Time-Table	
	1. Meaning and Importance	
	2. Essentials factors effecting for framing Time-Table and Steps	
	C. Co-curricular Activities	
	1. Concept and Importance	
	2. Classification	
	D. Self Learning : Role of Principal	
	1. Personal & Professional attributes of School Principal	
	2. Role of Principal in managing School Resources	

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students

Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

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Course Outcomes: Having completed this course, the learner will be able to	
1.	Differentiate between the concept of school organisation and Educational Management.
2.	Choose/Select among the indicators of Quality for school programmes.
3.	Distinguish between different types of Educational Leadership.
4.	List down and categorise the remedial measures for improvement of school inspection.
5.	Compare and contrast different features of school records.
6.	Illustrate the role of Principal in terms of personal attributes and professional expertise.

Suggested References:	
Sr. No.	References
1.	Aggrawal, J.C.(1967). *Educational Administration*, Arya Book Depot, New Delhi.
2.	Desai, D.M. (1963). *Some Concept & Terms in Education Administration*, M.S. University of Baroda, Vadodara.
3.	Flanders, Ned A. (1966). *Interaction Analysis of the Classroom*, An Arbor University of Michigan.
4.	Flanders, Ned A., *Analyzing Teaching Behaviour*, An Arbor University of Michigan.
5.	James, J. (1988). *Classroom Management Strategies*, Longman, N.Y.
6.	Khan, Mohd. Sharif & Khan (1880). *Educational Administration*, Mohd. Saleem Ashish Publishing House, New Delhi.
7.	Nwankwo, John I. (1982). *Educational Administration*, Vikas Publishing House Pvt.Ltd. New Delhi.
8.	Patel, I.J., Buch M.B. and Trivedi, R.S. (1970). *Reading in Inspection and Supervision*, Vallabh Vidyanagar, Sardar Patel University.
9.	Shelat, Neela. *School Climate & Educational Change*, R.R. Sheth & Co. Ahmedabad.
10.	દેસાઇ, ધનવંત મ., *શિક્ષણશાસ્ત્રના મૂળતત્વો અને શાળા સંચાલન* , એ.આર. શેઠની કંપની , અમદાવાદ.

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12.	ભદ્ર, આર.જી, *શાળા સંચાલન*, યુનિ.ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
13.	રાવલ, નટુભાઇ અને અન્યો. *શાળા વ્યવસ્થાપન અને શૈક્ષણિક સંગઠન* , નીરવ પ્રકાશન , અમદાવાદ.
14.	દેસાઇ, દોલતભાઇ અને પરીખ,જે.સી. *અભિનવ શાળા સંચાલન*, અનડા બૂક ડેપો, અમદાવાદ.
15.	દવે, પટેલ, પાઠક અને કાપડીયા (૧૯૭૩). *ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ*, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
16.	કાનાવાલા, એસ.સી. (૧૯૭૩). *માનવ સંબધીનું ગતિ શાસ્ત્ર*, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
17.	ભદ્ર, મહેન્દ્ર. *શાળા પ્રબંધ*, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
18.	પાઠક, સી.સી. *વર્ગઅધ્યયનની ભીતરમાં* , એમ.બી. પટેલ કોલેજ ઓફ એજ્યુકેશન, વલ્લભ વિદ્યાનગર.
19.	બારૈયા, વી.વી. *શૈક્ષણિક વ્યવસ્થાપન*, પ્રતિક પ્રકાશન, આણંદ.
20.	બારૈયા, વી.વી. *શાળા સંચાલન*, પ્રતિક પ્રકાશન, આણંદ.
21.	બારૈયા, વી.વી. *શિક્ષણમાં વર્તમાન પ્રવાહો*, પ્રતિક પ્રકાશન, આણંદ.

On-line resources to be used if available as reference material
On-line Resources
https://www.learningclassesonline.com
http://dsert.kar.nic.in/circulars/position/PlanningAndManagement.pdf
https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-802C-Administration%20and%20Management%20of%20Education.pdf

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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED58	Title of the Course	CPS-7 : Statistics in Educational Research
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1.	The student-teachers elaborate concepts of Educational research and Evaluation.
	2.	The student-teachers illustrate Variables and Hypothesis using research problem.
	3.	The student-teachers interpret Scales of measurement.
	4.	The student-teachers explain Process of Standardization.
	5.	The student-teachers design research problem and suggest sampling, process of standardization and other factors.
	6.	The student-teachers Formulate research problem and assess Hypothesis applying t-test, Correlation.

Course Content		
Unit	Description	Weightage* (%)

1.	**Educational Research and Evaluation**
	A. Educational Research and Evaluation
	    1. Concept, Characteristics
	    2. Need, Importance
	B. Variable and Hypotheses
	    1. Variable : Concept, Types
	    2. Hypothesis : Concept, Types
	C. Measurement and Evaluation
	    1. Measurement : Concept, Types,
	       Scale of Measurement : Nominal, Ordinal, Interval and
	       Ratio Scale
	    2. Evaluation : Concept, Characteristics, Steps, Uses.
	D. Self Learning
	    1. Illustrations of Measurement Scale
	    2. Identification of Variables and Hypothesis based
	       on title of research
		30

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2.	**Process of Standardization**	35
	A. Sampling	
	1. Concept	
	2. Types: Random, Stratified Random, Cluster and Systematic Sampling	
	B. Item Analysis	
	1. Construction of Items and Item Analysis	
	2. Administration of Test and Interpretation of Results	
	C. Reliability and Validity	
	1. Reliability : Meaning, Types - Test-retest, Parallel forms, Split-half, Kuder Richardson Score Reliability	
	2. Validity : Meaning, Types - Content, Criterion, Construct Validity	
	D. Self Learning	
	Norms :	
	1. Meaning, Types : Age Norms, Grade Norms	
	2. Standard Scores : Z - Scores, T - Scores	
3.	**Educational Statistics, Correlation, t - test and Chi Square**	35
	A. Educational Statistics	
	1. Concept, Importance, Measures of Central Tendency : Mean, Median, Mode - Calculation and Interpretation in terms of Research	
	2. Variability : Standard Deviation and Quartile Deviation, Calculation and Interpretation	
	B. Correlation	
	1. Correlation: Meaning, Types,	
	2. Calculation of Correlation : Rank Difference Method, Carl Pearson's Product Moment Method (Examples)	
	C. t - test and X^2 - test	
	1. t - test : Calculation and Interpretation	
	2. X^2 – test : (a) Equal Probability Method, (b) Normal Distribution Method, (c) Analog Data Method, (d) 2 x 2 Method	
	D. Self-Learning	
	1. Interpretation of t-test with reference to Research	
	2. Interpretation of X^2 - test with reference to Research	

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Teaching-Learning Methodology	Lecture-cum-discussion, Problem solving, Computation, Group work, Formulation of Research problem, Research-design, Experiential learning

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30 %
2.	University Examination	70 %

Course Outcomes: Having completed this course, the learner will be able to	
1.	Interpret Research title in the context of variables and hypothesis.
2.	Differentiate the concepts of measurement and Evaluation.
3.	Calculate Measures of Central tendency and Variability.
4.	Interpret Mean, Median and Mode in relation to research.
5.	Construct research problem to understand the process of Standardization.
6.	Compare techniques of calculating Correlation and X-square.

Suggested References:	
Sr. No.	References
1.	• Best John W. (2001), Research in Education, New Jegsey, Prentice Hall, Inc, 1978 • Groundland, N. E. (1981), Measurement and Evaluation in Teaching, McMillan Publishing Co. Inc. New York. • Garrette, H.E. (1969), 'Statistics in Psychology and Education', Vakils Feffer and Simons Pvt. Ltd. Bombay. • Kothari R.C. (2010), 'Research Methodology', 2nd Edi. New Age International (P) Ltd., Publishers, New Delhi. • Koul Lokesh, (2010). 'Methodology of Educational Research', 4th Edi. UBS Publishers Distributors Pvt. Ltd., New Delhi.

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- ઉચાટ ડી. એ(૨૦૧૨) ., 'શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધન નું પદ્ધતિશાસ્ત્ર : પારસ પ્રકાશન, રાજકોટ, ગુજરાત.
- દેસાઈ ડી. એમ અને અ .ન્ય, અભિનવ શૈક્ષણિક મૂલ્યાંકન : એ આર. શેઠની કંપની ., અમદાવાદ
- દેસાઈ ડી.આર.' શૈક્ષણિક માપન અને મૂલ્યાંકનની પ્રવિધિઓ: યુનીવર્સીટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
- દેસાઈ એચ.જી.અને અન્ય,'શૈક્ષણિક પ્રવિધિઓ અને પદ્ધતિઓ,યુનીવર્સીટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
- મહેતા અને પટેલ,' શૈક્ષણિક મૂલ્યાંકન' અનડા પ્રકાશન,અમદાવાદ
- પટેલ અને અન્ય (૨૦૦૮) 'શૈક્ષણિક સંશોધન સંશોધન,માપન,મૂલ્યાંકન અને આંકડાશાસ્ત્ર' બી.એસ.શાહ પ્રકાશન,અમદાવાદ
- પટેલ આર.એસ. (૨૦૧૪) 'શૈક્ષણિક સંશોધનનું પદ્ધતિશાસ્ત્ર' જય પબ્લીકેશન,આંગણજ,અમદાવાદ
- પટેલ આર.એસ. (૨૦૦૮) 'શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ' જય પબ્લીકેશન,આંગણજ,અમદાવાદ
- ત્રિવેદી એમ.ડી.અને અન્ય (૧૯૭૨) . 'શિક્ષણમાં આંકડાશાસ્ત્ર' યુનીવર્સીટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

On-line resources to be used if available as reference material
On-line Resources
https://open.umn.edu/opentextbooks/textbooks/459
http://onlinestatbook.com/2/
https://jeniferbatistalam.files.wordpress.com/2017/05/research-in-education-10th-edition-by-john-w-best-james-v-kahn.pdf
https://www.pdfdrive.com/john-w-creswell-research-design_-qualitative-quantitative-and-mixed-methods-approaches-d24960021.html

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SARDAR PATEL UNIVERSITY
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Syllabus with effect from the Academic Year 2022-2023

Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED59	Title of the Course	CPS-7 : Indian Philosophical Thinking and Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers clarify the concept of Philosophy and Education.
	2. The student-teachers derive points of Relation between Education and Philosophy.
	3. The student-teachers explain meanings of Metaphysics, Epistemology and Axiology.
	4. The student-teachers analyze philosophical thoughts of Vedanta, Yog Darshan, and Baudh Darshan and derive educational implications.
	5. The student-teachers analyze philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand and derive educational implications.

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	**Understanding Philosophy and Education**	36
	A. Philosophy	
	1. Concept	
	2. Nature and Scope	
	B. Education and Philosophy	
	1. Concept of Educational Philosophy	
	2. Relation between Education and Philosophy	
	C. Branches of Philosophy	
	1. Metaphysics : Concept	
	2. Epistemology : Concept	
	D. Self Learning : Axiology and Educational Implementation	
	1. Axiology : Concept	
	2. Implementation of Metaphysics, Epistemology and Axiology in Education	

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2.	**Indian Philosophy and Education**	32
	A. Vendanta (Shankar Vendanta):	
	1. Introduction	
	2. Metaphysics, Epistemology, Axiology	
	B. Yog Darshan (Patanjali):	
	1. Introduction,	
	2. Metaphysics, Epistemology, Axiology	
	C. Bauddh Darshan :	
	1. Introduction,	
	2. Metaphysics, Epistemology, axiology	
	D. Self Learning : Educational Implications	
	1. Educational Implications of Vedanta and Yog Darshan	
	2. Educational Implications of Baudh Darshan	
3.	**Indian Thinkers and Education**	32
	A. Rabindranath Tagore :	
	1. Philosophy, Educational Philosophy, Principles of Education,	
	2. Important concepts, objectives of education, curriculum, Role of teacher	
	B. Swami Vivekanand :	
	1. Philosophy, Educational Philosophy, Principles of Education,	
	2. Important concepts, objectives of education, curriculum, Role of teacher	
	C. J. Krishnamurti :	
	1. Philosophy, Educational Philosophy, Principles of Education,	
	2. Important concepts, objectives of education, curriculum, Role of teacher	
	D. Self Learning : Educational Implications	
	1. Educational Implications of Rabindranath Tagore's Philosophy and J. Krishnamurti's Philosophy	
	2. Educational Implications of Swami Vivekanand's Philosophy	

Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work in Computer Laboratory.

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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain Concept, nature and scope of Philosophy and Education.
2.	Examine relationship between Education and Philosophy.
3.	Differentiate various Indian Philosophical thoughts.
4.	Explain basic concepts related to Indian philosophical thoughts.
5.	Derive Educational Implications of Vedanta, Yog Darshan and Baudh Darshan.
6.	Explain components of Philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.
7.	Derive and review objectives of education, curriculum, Role of teacher proposed by Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.
8.	Design an educational plan on the basis of the philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.

Suggested References:	
Sr. No.	References
1.	Chandra S.S., R. Sharma, Rejendra K. (2002). "Philosophy of Education". New Delhi : Allantic publishers.
2.	Chakraborty A. K.(2003). "Principles and Practices of Education". Meerut : Lal Book Depot.
3.	Peters, R.S. (ed), (1975). The Philosophy of education. London : Oxford University Press.
4.	Winch, C. (1996). Key Concepts in the philosophy of education (1st ed.). Routledge.

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5.	રાવળ, એન.વી. (૨૦૧૧). કેળવણીની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલાઓ. નીરવ પ્રકાશન. અમદાવાદ.
6.	રાવળ, સી.વી. (૧૯૯૧). અવૈધિક દર્શનો. સ્વપ્નીલ પ્રકાશન. વઢવાણ.
7.	ભટ્ટ, કે.એમ. (૧૯૮૪). બૌદ્ધદર્શન. યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ. અમદાવાદ.
8.	શાહ, નગીન (૧૯૭૩). સંખ્ય-યોગ. યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ. અમદાવાદ.
9.	ઠાકર, જયંત (૨૦૧૧). ષડદર્શન.સરદાર પટેલ યુનિવર્સીટી. વલ્લભ વિદ્યાનગર.
10.	રાવળ, સી.વી. (૧૯૯૮) બ્રહ્મસુત્ર-શાંકરભાષ્ય. યુનિવર્સીટી ગ્રંથ નિર્માણ બોર્ડ. અમદાવાદ.
11.	રાવળ, સી.વી. (૨૦૦૬). ભારતીય દર્શન (ષડદર્શન) પ્રજ્ઞા પ્રકાશન. અમદાવાદ.

On-line Resources
https://www.cukashmir.ac.in/departmentdocs_16/PHILOSOPHY%20AND%20EDUCATION%20-%20Dinesh%20Kumar%20K.pdf
https://kkhsou.ac.in/eslm/E-SLM_Main/1st%20Sem/Master%20Degree/Education/Course-1-B-1.pdf

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