Kadi Sarva Vishwavidyalaya Gandhinagar

{Established Under the State Act of Gujarat, No-21, May 2007}

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UGC Approved

Curriculum for Two Year Bachelor of Education

Year: 2025-26

Faculty of Education,
Kadi Sarva Vishwavidyalaya
W.E.F. JUNE 2025

B.Ed. Program: Program Outcomes

PO1: Problem-solving:

The graduates should be able to demonstrate the capability to:

- Diagnose classroom challenges—such as diverse learning needs, behavioral issues and then apply pedagogical theories to craft targeted interventions.
- Sequence and deploy appropriate teaching–learning methods in a logical order to systematically address educational objectives.
- Brainstorm a variety of instructional approaches to select the most effective strategy for real-classroom implementation.

PO2: Critical thinking:

The graduates should be able to demonstrate the capability to:

- apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,
- identify relevant assumptions or implications; and formulate coherent arguments,
- identify logical flaws and holes in the arguments of others,
- analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

PO3: Creativity:

The graduates should be able to demonstrate the ability to:

- create, perform, or think in different and diverse ways about the same objects or scenarios,
- deal with problems and situations that do not have simple solutions,
- innovate and perform tasks in a better manner,
- view a problem or a situation from multiple perspectives,
- think 'out of the box' and generate solutions to complex problems in unfamiliar contexts,
- adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO4: Communication Skills:

The graduates should be able to demonstrate the skills that enable them to:

- listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,
- express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself,

- construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

PO5: Educational Technology Integration:

The graduates should be able to

- Demonstrate the capability to utilize digital tools and ICT effectively to enhance teaching-learning processes and promote digital literacy among students.
- Skilled in selecting and applying appropriate digital.
- Facilitate collaborative learning, critical thinking, and engagement through innovative methods like flipped classrooms.
- Capable of designing, developing, and curating digital learning resources such as videos, quizzes, and e-learning modules.
- Adapting to new educational technologies is essential for continuous improvement in teaching practices.

PO6: Understanding of Learner Diversity:

The graduates should be able to demonstrate the capability to:

- Identify and analyze learner diversity in terms of social, cultural, linguistic, and economic backgrounds, and evaluate how these factors influence student learning and behavior.
- Design and implement inclusive teaching strategies effectively to address the varied needs of all learners.
- Apply culturally responsive pedagogy and utilize multilingual support systems to make learning meaningful and accessible for diverse student populations.
- Engage with families and communities, and reflect on teaching practices to continuously adapt instruction for supporting and valuing every learner.

PO7: Value inculcation:

The graduates should be able to demonstrate the capability to:

- **Demonstrate** commitment to constitutional, humanistic, ethical, and moral values by **practicing** truth, peace, love, nonviolence, scientific temper, and responsible citizenship in daily life.
- **Engage** with global issues and **promote** peace, inclusivity, tolerance, and sustainability to **foster** responsible global citizenship.
- **Analyze** ethical issues from multiple perspectives and **construct** well-reasoned arguments to make balanced and morally sound decisions.

- Identify community needs and analyze local social issues to understand the challenges faced by diverse groups within society.
- **Recognize** environmental and sustainability challenges and **participate** in initiatives that **support** ecological balance and sustainable development.
- **Adopt** objective and truthful actions in all professional endeavours and **demonstrate** integrity through consistent ethical behavior.

PO8: Curriculum, Content Mastery & Pedagogical Competence:

The graduates should be able to demonstrate the capability to:

- Develop proficiency in subject-specific pedagogy and modern teaching methods to effectively facilitate learning for diverse learners.
- Apply modern teaching methods, including ICT tools, experiential learning, and learner-centered approaches, to enhance classroom engagement and learning outcomes.
- Design lesson plans and instructional materials that cater to the diverse needs, learning styles, and abilities of students.
- Evaluate the effectiveness of teaching practices through reflection, student feedback, and assessment data to continuously improve pedagogical approaches.
- **Understand** the structure, objectives, and components of the school curriculum to ensure alignment with educational standards and learner needs.
- **Apply** interdisciplinary teaching strategies by **integrating** knowledge from multiple subjects to create holistic and meaningful learning experiences.

PO9: Classroom Management and Assessment Skills:

The graduates should be able to demonstrate the capability to:

- Demonstrate effective classroom management, formative and summative assessment practices, and learner-centered evaluation techniques.
- Establish a positive and inclusive classroom environment by implementing rules, routines, and behavior management strategies that promote respect and active participation.
- Apply effective classroom management techniques to maintain discipline, ensure smooth transitions, and foster student engagement.
- Design formative and summative assessments aligned with learning objectives to measure student progress and understanding accurately.
- Analyze assessment data to identify learning gaps and modify instructional strategies for improved student outcomes and personalized support.

PO10: Reflective Teaching Practice & Educational Leadership:

The graduates should be able to demonstrate the capability to:

- Engage in critical reflection, ethical decision-making, and continuous professional development to enhance teaching quality.
- Engage in critical self-reflection to analyze teaching practices, classroom experiences, and learner outcomes for ongoing improvement.
- Identify areas for personal and professional growth and participate in continuous professional development activities such as workshops, seminars, and peer learning.
- Incorporate feedback from students, peers, and mentors to enhance teaching effectiveness and uphold professional standards.
- Collaborate with school stakeholders such as teachers, administrators, parents, and community members to foster a supportive and inclusive learning environment.
- Demonstrate leadership by initiating and participating in school improvement activities, committees, and decision-making processes.
- Communicate effectively with colleagues and stakeholders to share ideas, address challenges, and build a culture of trust and teamwork.

Program Specific Outcomes (PSOs): B.Ed.

PSO1: To develop pedagogically capable, professionally qualified, and ethically grounded teachers equipped with both theoretical and practical expertise in educational psychology, assessment, and classroom management.

PSO2: To integrate ICT and creative, innovative teaching strategies throughout lesson planning, instruction, and evaluation fostering digital literacy, enhancing student engagement and learning outcomes, and cultivating core 21st-century teaching competencies.

PSO3: To nurture reflective practitioners and lifelong learners by engaging student-teachers in action research, critical thinking, and collaborative learning, empowering them to lead in curriculum design, pedagogy, school improvement, and inclusive education for continuous professional development.

I. COURSES AND EXAMINATION SCHEME

	Semester – I					
	Theory Papers					
	Perspectives in Education (Core Papers)					
COURSE CODE	**COURSE**	**INSTRU. H./W.**	**CREDIT**	**MARKS**		
				INTERNAL	**EXTERNAL**	**TOTAL**
BEDCC101	Childhood and Growing Up	4	4	30	70	100
BEDCC102	Contemporary India and Education	4	4	30	70	100
Curriculum and Pedagogic Study (Any One)						
BEDCP101	Language Across the Curriculum	2	2	15	35	50
BEDCP102	Understanding Disciplines & Subjects	2	2	15	35	50
Pedagogy of School Subject (Any two - One from Each Group)						
BEDPS101	Pedagogy of School Subject–1	2	2	15	35	50
BEDPS102	Pedagogy of School Subject–2	2	2	15	35	50
Enhancing Professional Capacity (EPC)(Any One)						
BEDEPC101	Reading and Reflecting on Text	2	2	50	-	50
BEDEPC102	Basics of Computer	2	2	50	-	50
Choice Based Credit System (CBCS) (Any One)						
BEDCBCS101	Environmental Studies	2	2	15	35	50
BEDCBCS102	Ethics & leadership: Insight from Bhagavad Geeta	2	2	15	35	50
Total Theory Work		**18**	**18**	**170**	**280**	**450**
	Practical Work					
BEDP101	Pre-Practice Teaching	-	4	100	-	100
BEDP102	English Speaking and Personality Development -1	-	1	25	-	25
BEDP103	Content Assignment –School Subject: 1 *	-	1	25	-	25
BEDP104	Content Assignment –School Subject: 2 *	-	1	25	-	25
Total		**-**	**07**	**175**	**-**	**175**

COURSE FOR SEMESTER – I
BEDCC101- CHILDHOOD & GROWING UP

Course Outcomes:

- CO1. Explain foundations, scope, branches and methods of Educational Psychology and apply appropriate methods to diagnose and resolve classroom problems.

- CO2. Analyze stages and factors of child development and adolescence, and design age-appropriate instructional strategies and interventions.

- CO3. Assess personality, creativity and intelligence using suitable tools; design classroom activities that foster creativity, multiple intelligences and socio-emotional growth.

- CO4. Identify individual differences, adjustment problems, maladjustment, mental-health and stress; formulate and apply strategies for prevention, intervention and classroom support.

- CO5. Develop inclusive, guidance-oriented teaching strategies for children with physical, mental, emotional, social and economic challenges and engage families/communities in support.

- CO6. Critically evaluate emerging trends and practice ethical, reflective professionalism to improve learner wellbeing and pedagogical decisions.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDCC101	Childhood & Growing Up	4	4	3	30	70	100

Unit 1 Educational Psychology	**Teaching Hours: 15 (Weightage 25%)**

1.1 Meaning & Nature of Educational Psychology
1.1.1 Scope of Educational Psychology
1.1.2 Branches of Psychology
1.1.3 Needs & Importance of Educational Psychology
1.2 Child Psychology
1.2.1 Concept of Childhood & Importance of Child Psychology
1.2.2 Problems of Children and Role of the Teacher
1.3 Methods of Educational Psychology
1.3.1 Interview Method
1.3.2 Observation Method
1.3.3 Experimental Method
1.3.4 Case Study Method
1.3.5 Sociometry / Sociometric Techniques
1.4 Classroom Problems and Solutions: Applying Educational Psychology in the Classroom

Unit - 2 Child Development & Adolescence:	**Teaching Hours: 15 (Weightage 25%)**

2.1 Child Development
2.1.1 Concept of growth, development and its differences

2.1.2 Factors affecting growth and development
2.1.3 Stages of Developments: Jean Piaget, E.H. Ericson
2.1.4 Educational implications of growth and development
2.2 Adolescence
2.2.1 Concept & Characteristics of Adolescence
2.2.2 Characteristics of development of Adolescence
2.2.3 Factors Influence Development of Adolescence
2.2.4 Problems & needs of Adolescence and Role of teacher

Unit 3 - Personality and Various Abilities of Children:

Teaching Hours: 15 (Weightage 25%)

3.1 Personality
3.1.1 Concept of personality, self-concept of the learner, and characteristics of personality
3.1.2 Development of personality, factors affecting personality, and importance of teacher's personality
3.1.3 Theories of personality: R. B. Cattell and Sigmund Freud
3.1.4 Tools for assessment of personality: Inventory and Rating Scale
3.2 Creativity
3.2.1 Concept & Characteristics of Creativity
3.2.2 Methods of Developing Creativity: Brainstorming, De Bono's lateral-thinking techniques, and problem-solving approaches
3.2.3 Importance of Creativity
3.3 Intelligence
3.3.1 Concept, Characteristics and Importance of Intelligence
3.3.2 Theories of Intelligence: Multiple Intelligences (Howard Gardner) and Emotional Intelligence (Daniel Goleman)
3.3.3 Tools for Measurement of Intelligence — Verbal & Non-verbal
3.3.4 Concept of Artificial Intelligence (AI) and its Importance in Education

Unit 4 Individual Difference, Adjustment & Stress, Challenges of Children

Teaching Hours: 15 (Weightage 25%)

4.1 Individual Difference
4.1.1 Concept of Individual Differences
4.1.2 Types of Individual Differences
4.1.3 Factors of Individual Differences
4.1.4 Provisions for Individual Differences
4.2 Adjustment
4.2.1 Concept of Adjustment and Methods of Adjustment (Direct and Indirect)
4.2.2 Problems of Adjustment and Role of School and Teachers in Solving Them
4.2.3 Concept and Causes of Maladjustment
4.3 Mental Health and Stress
4.3.1 Concept of Mental Health and Role of Teachers
4.3.2 Types of Stress and Their Effects
4.3.3 Causes of Stress and Strategies for Reducing Stress
4.4 Challenges of Children
4.4.1 Challenges of Children: Physically, Mentally, Emotionally, Socially and Economically Challenged
4.4.2 Teacher's Role and Guidance for the Above Challenges

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

REFERENCES:

1. Agarwal, J.C., (2007). Basic Ideas in Educational Psychology Shipra publications, New Delhi.

2. Agrawal, J.C., (2004). "Essentials of Educational Psychology", Vikas Publishing House Private Limited, New Delhi.

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20. Skinner Charles E.. (1970). "Educational Psychology", Prentice Hall of India Private Ltd., New Delhi.

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22. Yadav Kusum & Singh Tomba, (2011)."Essentials of Educational Psychology",Akshar publication, Ahmedabad

	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain foundations, scope, branches and methods of Educational Psychology and apply appropriate methods to diagnose and resolve classroom problems.	PO1, PO8, PSO1	Understand; Apply; Analyze	Conceptual; Procedural	12
CO2	Analyze stages and factors of child development and adolescence, and design age-appropriate instructional strategies and interventions.	PO6, PO8, PSO1	Analyze; Apply; Evaluate	Conceptual; Procedural	12
CO3	Assess personality, creativity and intelligence using suitable tools; design classroom activities that foster creativity, multiple intelligences and socio-emotional growth.	PO3, PO9, PSO1	Apply; Create; Evaluate	Procedural; Conceptual	12
CO4	Identify individual differences, adjustment problems, maladjustment, mental-health and stress; formulate and apply strategies for prevention, intervention and classroom support.	PO6, PO9, PO7, PSO1	Analyze; Evaluate; Apply	Conceptual; Metacognitive	12
CO5	Develop inclusive, guidance-oriented teaching strategies for children with physical, mental, emotional, social and economic challenges and engage families/communities in support.	PO6, PO7, PO1, PSO3	Apply; Create; Analyze	Procedural; Affective/ Conceptual	6
CO6	Critically evaluate emerging trends and practice ethical, reflective professionalism to improve learner wellbeing and pedagogical decisions.	PO5, PO10, PSO2, PSO3	Evaluate; Reflect (Metacognitive); Create	Conceptual; Metacognitive	6
	Total Instruction Hours				**60**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	2							2			3		
CO2						3		2			3		
CO3			1						2		3		
CO4						3	2		2		3		
CO5	2					3	2						1
CO6					1					1		1	1

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I
BEDCC102- CONTEMPORARY INDIA AND EDUCATION

Course Outcomes:

- **CO1.** Explain the sociological foundations of education, compare ancient and contemporary Indian educational practices, and articulate the role of education in a diverse society.
- **CO2.** Interpret constitutional provisions, Fundamental Rights/Duties, Directive Principles and the Right to Education (RTE 2009), and assess their implications for schools and teachers.
- **CO3.** Critically analyze the development of Indian education, major commissions/committees (Kothari, Yashpal), NEP 2020 and NCF–SE 2023, and relate policy recommendations to curriculum and teacher education.
- **CO4.** Evaluate the objectives, functions and roles of central and state educational agencies (NCTE, UGC, NCERT, GCERT, DIET) and their contribution to school quality, accreditation and management.
- **CO5.** Design school-level strategies to address social stratification, equalization of opportunities, inclusion and community engagement (including SSA/Sarva Shiksha Abhiyan).
- **CO6.** Apply quality-assessment frameworks and basic educational management practices to propose school improvement actions and implement relevant policy recommendations.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDCC102	Contemporary India and Education	4	4	3	30	70	100

Unit 1 Contemporary Indian Society And Education Teaching Hours: 15 (Weightage 25%)

1.1 Contemporary Indian Society and Education
- Meaning of Society
- Characteristics of Traditional Indian Society and Contemporary Indian Society
- Importance of Education in Contemporary Indian Society

1.2 Comparative Study of Ancient Indian Education with Contemporary Indian Education
- Discipline
- Character Development
- Knowledge and Learning Experiences
- Teacher–Pupil Relationship
- Curriculum and Teaching Methodology

1.3 Role of Education in Creating Positive Attitude Towards Diverse Society

1.4 Problems Arising Due to Social Stratification

Unit 2 Indian Constitution And Education   **Teaching Hours: 15 (Weightage 25%)**

2.1 Constitutional Concept and Its Importance

2.2 Indian Constitution

- Fundamental Rights and Their Need
- Fundamental Duties
- Directive Principles

2.3 Right to Education Act (2009)

- Concept and Importance
- Responsibility of Schools and Teachers
- Challenges in Implementation
- School Management Committee

2.4 Constitutional Provisions on Education that Reflect National Ideals

- Democracy and the Values of Equality

Unit 3 Development Of Education And National Policies

Teaching Hours: 15 (Weightage 25%)

3.1 Development of Education and National Policies

- Kothari Commission & its Recommendations (1964–66)
- National Aims of Education
- Structure of Education
- Teacher Training
- Equalization of Educational Opportunities
- Vocational, Technical and Engineering Education
- Three Language Formula
- Work Experience

3.2 Knowledge Commission : Introduction, objectives, Organization, Recommendations

3.3 Yashpal Committee: Learning Without Burden

3.4 National Education Policy (2020): Recommendations

- Higher Education
- Teacher Education
- Assessment and Examination
- Adult Education

3.5 Overview of NCF–SE 2023

Unit 4 Quality Development Of Education & Educational Agencies

Teaching Hours: 15 (Weightage 25%)

4.1 Educational Agencies – Education System at Central Level

- NCTE: Objectives and Functions
- UGC: Objectives and Functions
- **NCERT: Objectives and Functions**

4.2 Education System at State Level

- GCERT: Objectives and Functions
- DIET: Objectives and Functions

4.3 School Assessment & Accreditation

- Areas of Assessment of Schools
- Quality Issues in Schools

4.4 Sarva Shiksha Abhiyan (2004)

- Introduction
- Objectives
- Activities

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/

Presentations /Quizzes/Surprise Tests.

***SEE:** Semester End Evaluation

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1. Agrawal, J.C. (2007), "Development of Education System in India", Shipra Publication, New Delhi.

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the sociological foundations of education, compare ancient and contemporary Indian educational practices, and articulate the role of education in a diverse society.	PO8, PO6, PO7, PSO1	Remember; Understand; Analyze	Conceptual; Factual	12
CO2	Interpret constitutional provisions, Fundamental Rights/Duties, Directive Principles and the Right to Education (RTE 2009), and assess their implications for schools and teachers.	PO7, PO8, PSO1	Understand; Apply; Evaluate	Conceptual; Procedural	12

CO3	Critically analyze the development of Indian education, major commissions/committees (Kothari, Yashpal), NEP 2020 and NCF–SE 2023, and relate policy recommendations to curriculum and teacher education.	PO2, PO8, PSO3, PSO1	Analyze; Evaluate; Apply	Conceptual; Metacognitive	12
CO4	Evaluate the objectives, functions and roles of central and state educational agencies (NCTE, UGC, NCERT, GCERT, DIET) and their contribution to school quality, accreditation and management.	PO10, PO8, PSO1	Understand; Analyze; Evaluate	Conceptual; Procedural	12
CO5	Design school-level strategies to address social stratification, equalization of opportunities, inclusion and community engagement (including SSA/Sarva Shiksha Abhiyan).	PO6, PO1, PO7, PSO3	Apply; Create; Analyze	Procedural; Affective	6
CO6	Apply quality-assessment frameworks and basic educational management practices to propose school improvement actions and implement relevant policy recommendations.	PO9, PO5, PO10, PSO2	Apply; Evaluate; Create	Procedural; Metacognitive	6
Total Instruction Hours					**60**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1						2	3	3			3		
CO2							3	3			3		
CO3		1						3			3		2
CO4								3		2	3		
CO5	1					2	3						2
CO6					1				1	2		1	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I
BEDCP101-LANGUAGE ACROSS THE CURRICULUM

Course Outcomes

- **CO1.** Explain the concept, need, benefits and barriers of the Language-Across-the-Curriculum (LAC) approach and the role and qualities of a language teacher.

- **CO2.** Analyze learners' language backgrounds, multilingual classroom environments and use of L1/L2 to design inclusive classroom language practices.

- **CO3.** Demonstrate and apply listening, speaking, reading and writing skills and techniques to develop learners' communicative competence across subjects.

- **CO4.** Apply language-sensitive strategies in examination instruction, lesson planning and school-level language policies aligned with NEP 2020.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDCP101	Language Across the Curriculum	2	2	1.5	15	35	50

Unit – 1 Language-across-the-curriculum (LAC) Approach

                              Teaching Hours: 7 (Weightage 25%)

1.1 1.1 Concept, Need, Benefits and **Barriers** of LAC Approach
1.2 Language and Communication (Concept, Definition, Characteristics, Effective Communication)
1.3 Quality and Role of Language Teacher in LAC Approach
1.4 Brief Introduction to Linguistics as A Separate Discipline

Unit – 2 Understanding Language Background   Teaching Hours: 8 (Weightage 25%)

2.1 Use of First and Second Language in Teaching
2.2 Language Diversity and Language Environment in Class and School
2.3 Types of Text and Multilingualism in The Class
2.4 Language Acquisition Process **(Noam Chomsky)**

Unit – 3 Skills for Language Development   **Teaching Hours: 8 (Weightage 25%)**

3.1 Listening (Concept, Importance, Types and Techniques)
3.2 Speaking (Concept, Importance, Types and Techniques)
3.3 Reading (Concept, Importance, Types and Techniques)

Writing (Concept, Importance, Types and Techniques)

Unit – 4 Importance of Language in Examination, Teaching Practice and Planning

Teaching Hours: 7 (Weightage 25%)

4.1 Helping Students Understand the Instructions on Test and Examination Papers

4.2 **Place and Importance of Language in School Curriculum**

4.3 **Provision in NEP 2020 Recommendation Regarding Language Education**

4.4 Language in Lesson Planning, Preparation of Development Action Plan

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

REFERENCES:

1. National Curriculum Framework for Teacher Education (National Council for Teacher Education) 2009

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the concept, need, benefits and barriers of the Language-Across-the-Curriculum (LAC) approach and the role and qualities of a language teacher.	PO4, PO8, PSO1	Remember; Understand; Analyze	Conceptual; Factual	7

CO2	Analyze learners' language backgrounds, multilingual classroom environments and use of L1/L2 to design inclusive classroom language practices.	PO6, PO4, PSO3	Analyze; Apply; Evaluate	Conceptual; Affective; Procedural	8
CO3	Demonstrate and apply listening, speaking, reading and writing skills and techniques to develop learners' communicative competence across subjects.	PO4, PO3, PSO1	Apply; Create; Evaluate	Procedural; Conceptual; Factual	8
CO4	Apply language-sensitive strategies in examination instruction, lesson planning and school-level language policies aligned with NEP 2020.	PO8, PO10, PSO2	Apply; Analyze; Reflect (Metacognitive)	Procedural; Metacognitive; Conceptual	7
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1				3				3			3		
CO2				3		2							2
CO3			2	3							3		
CO4								3		2		2	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDCP102- UNDERSTANDING DISCIPLINE AND SUBJECTS

Course Outcomes:

- **CO1**: Explain the meaning, types, and role of disciplinary knowledge in school education.
- **CO2**: Analyse the historical and socio-political context of the emergence and transformation of disciplines and subjects.
- **CO3**: Examine the social history of curricular inclusion and exclusion of subject areas and their impact.
- **CO4**: Evaluate the principles and innovations in content selection and design of school subjects and textbooks

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	*CCE	*SEE	
BEDCP102	Understanding Discipline and Subjects	2	2	1.5	15	35	50

Unit – 1Language-across-the-curriculum(LAC) Approach	
Teaching Hours: 8 (Weightage 25%)	

1.1 Concept, need and benefits of LAC approach

1.2 The respective roles of content subject teachers and Language teachers in an LAC approach

1.3 Teacher's Language

1.4 Classroom Language (Teachers' List) (Students' List)

| **Unit – 2 Understanding Language Background** | **Teaching Hours: 7 (Weightage 25%)** |

2.1 Use of first and second Language in Teaching

2.2 Language diversity and language environment in class and school

2.3 Engaging with subject related reference books and educational writing

2.4 Language acquisition process

| **Unit – 3 Skills for Language Development** | **Teaching Hours: 7 (Weightage 25%)** |

3.1 Listening

3.2 Speaking

3.3 Reading

3.4 Writing

Unit – 4 Importance of Language in Examination, Teaching Practice and Planning

Teaching Hours: 8 (Weightage 25%)

4.1 Helping students understand the instructions on test and examination papers

4.2 Helping students answer examination questions

4.3 Language in lesson planning

4.4 Preparation of development action plan

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

SEE: Semester End Evaluation

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Describe the Language-Across-the-Curriculum (LAC) approach, including roles of content and language teachers, and classroom language components.	PO2, PO4, PO6 / PSO1, PSO3	Understand / Analyze	Conceptual	8
CO2	Analyze language backgrounds, including first and second language use, diversity, and engagement with subject-related resources.	PO2, PO6, PO8, PO10 / PSO1, PSO3	Analyze	Conceptual + Procedural	7
CO3	Apply listening, speaking, reading, and writing strategies to promote language development across the curriculum.	PO3, PO4, PO5, PO6, PO10 / PSO2, PSO3	Apply	Conceptual + Procedural	7
CO4	Evaluate language support in examinations, teaching practice, and planning, including interpreting test instructions and preparing development action plans.	PO4, PO9, PO10, PO8 / PSO2, PSO3	Evaluate	Conceptual + Procedural	8
Total Hours of Instructions					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1				3				3			3		
CO2				3	2								2
CO3			2	3							3		
CO4								3		2		2	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102 - PEDAGOGY OF SCHOOL SUBJECT: ACCOUNTANCY

Course Outcomes:

- **CO1:** Explain the historical foundations, aims, objectives, and scope of teaching Accountancy.

- **CO2:** Apply micro-teaching and lesson-planning techniques to design effective Accountancy lessons.

- **CO3:** Analyze and implement various Accountancy teaching methods and techniques to enhance learner engagement.

- **CO4:** Evaluate the qualities of an Accountancy teacher and integrate appropriate teaching aids and resources for effective instruction.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Hrs.	Max Marks *CCE	*SEE	Total Marks
BEDPS101/BEDPS102	Pedagogy of School Subject: Accountancy	2	2	1.5	15	35	50

Unit 1 Historical knowledge about subject   **Teaching Hours: 7.5 (Weightage 25%)**

1.1 History of teaching of Accountancy
1.2 Aims of teaching of Accountancy
1.3 Basic construction of aims
1.4 Overview of Bloom's Taxonomy
1.5 General and Specific Objective in Outcomes of Teaching of Accountancy.
1.6 Objective of teaching of Accountancy according to Tara Devi Seminar.
1.7 Importance & Scope of teaching of Accountancy

Unit 2 Planning in Accountancy Teaching   **Teaching Hours: 7.5 (Weightage 25%)**

2.1 Micro teaching : Concepts, Importance, Steps, Skills
   1) Skill of Questioning
   2) Illustration Skill
   3) Skill of Black Board Work
   4) Stimulus Variation Skill
- Micro Lesson Planning
- Bridge Lesson Planning
2.2 Lesson Planning

- Importance of Stray Lesson Planning
- Stray Lesson Planning
- Unit Planning
- Difference Between Stray Lesson Planning and Unit Planning
    Annual Lesson Planning ,Monthly Planning

Unit 3 Methods and techniques in Accountancy Teaching

Teaching Hours: 7.5 (Weightage 25%)

3.1 Methods :
- Lecture Method
- Inductive-Deductive Method
- Analytic and Synthetic Method
- Problem solving Method
- Constructivist learning
- Flipped classroom

3.2 Techniques **:**
- Assignment
- Illustration
- Drilling Techniques & Overview Techniques

Unit 4 Accountancy Teacher, Teaching Aids & Resources

Teaching Hours: 7.5 (Weightage 25%)

4.1 Accountancy Teacher :
- General Qualities
- Specific Qualities
- Professional development of Accounts Teacher

4.2 Teaching Aids & Resources :
- Importance
- Print resources: Newspapers - Journals – Magazines - Encyclopedias.
- Visual resources: Pictures – charts - flashcards
- ICT resources: Internet -multimedia - interactive whiteboard.

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

REFERENCES:

1. Aggrawal J.C.(2007) Teaching of Commerce- Practical Approach, New Delhi
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11. Shah Bhavik Ane Anya. (2007), "Vanijya Vyavastha Vishay Paddhati", Akshar Prakashan, Ahmedabad.

12. Shah Bhavik (2008), "Vanijyanu Adhyapan", Akshar Prakashan, Ahmedabad.

13. Wadhava R.K.(2006) Management Policy and new Technology Kanishaka

	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the historical foundations, aims, objectives, and scope of teaching Accountancy.	PO8, PO2, PSO1	Remember; Understand; Analyze; Evaluate	Conceptual; Factual	7
CO2	Apply micro-teaching and lesson-planning techniques to design effective Accountancy lessons.	PO1, PO8, PO10, PSO1	Understand; Apply; Create; Analyze; Evaluate	Procedural; Conceptual; Metacognitive	8
CO3	Analyze and implement various Accountancy teaching methods and techniques to enhance learner engagement.	PO3, PO5, PO8, PSO2	Understand; Apply; Analyze; Evaluate; Create	Procedural; Conceptual; Factual	7
CO4	Evaluate the qualities of an Accountancy teacher and integrate appropriate teaching aids and resources for effective instruction.	PO4, PO5, PO10, PSO2	Understand; Apply; Evaluate; Create; Reflect (Metacognitive)	Procedural; Affective; Metacognitive; Conceptual	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		2						3			3		
CO2	2							3		3	3		
CO3			2		3			3				3	
CO4				2	3					3		3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I
BEDPS101/BEDPS102- PEDAGOGY OF SCHOOL SUBJECT: COMMERCE

Course Outcomes:

- **CO1:** Explain the need, aims, objectives and scope of teaching Commerce at the higher secondary level.

- **CO2:** Apply micro-teaching skills and lesson/bridge/unit/annual planning techniques to design effective Commerce lessons.

- **CO3:** Analyze and implement appropriate teaching methods, techniques and ICT (including AI tools) to enhance learner engagement in Commerce.

- **CO4:** Evaluate professional qualities of a Commerce teacher and integrate print, visual, audio-visual and ICT teaching aids for effective instruction.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/BEDPS102	**Pedagogy of School Subject: Commerce**	**2**	**2**	**1.5**	**15**	**35**	**50**

Unit 1 Need, Objectives and aims of teaching commerce at higher secondary level
Teaching Hours: 8 (Weightage 27%)

1.1 Trade and Commerce (Meaning, Concept, Difference Between Trade And Commerce)
1.2 Teaching of Commerce (Meaning, Need, Scope and Importance of Teaching Commerce at Higher Secondary Level)
1.3 Overviews of Bloom's Taxonomy, General Objectives and Specific Objectives of Teaching of Commerce
1.4 Aims of Teaching of Commerce, Difference Between Aims and Objective of Teaching of Commerce

Unit 2 Planning in Commerce Teaching   Teaching Hours: 7 (Weightage 23%)

2.1 Micro Teaching (Concepts, Steps and Importance), Types of Skills (Set Induction, Reinforcement, Explanation, Use of Audio-Visual aids)
2.2 Bridge Lesson Planning (Concept, Importance)
2.3 Lesson Planning (Meaning, Importance, Merits/Advantages of Good Lesson Planning)
2.4 Types Lesson Planning (Stray Lesson Plan, Unit Lesson plan, Annual Lesson Planning, Difference Between Stray Lesson planning and Unit Lesson Planning)

Unit 3 Methods and techniques in Commerce Teaching

Teaching Hours: 8 (Weightage 27%)

3.1 3.1 Teaching Methods (Meaning and Importance)

3.2 Methods of Teaching (Lecture, Problem Solving, Project, Group Discussion, Inductive and Deductive, Team Teaching)

3.3 Techniques of Commerce Teaching (Questioning, Illustration, Field Work, Role Play)

3.4 ICT in Commerce Teaching (Smart Classrooms, Commerce-related Educational Software and Apps, Integration of Artificial Intelligence)

Unit 4 Teaching Aids and Commerce Teacher	**Teaching Hours: 7 (Weightage 23%)**

4.1 Commerce Teacher (Professional Qualifications, General Qualities, Specific Qualities, Professional Competency)

4.2 Teaching Aids in Commerce (Meaning, Importance, and Types of Teaching Aids)

4.3 Visual Aids for Commerce Teaching (Charts, Models, Posters and Flashcards)
        Audio-Visual Aids in Commerce (Films and Documentaries, Educational Television), ICT Resources: Internet, Multimedia, Interactive whiteboard)

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

REFERENCES:

1. Aggrawal J.C.(2007) Teaching of Commerce- Practical Approach, New Delhi

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11. Shah Bhavik (2008), "Vanijyanu Adhyapan", Akshar Prakashan, Ahmedabad.

12. Wadhava R.K.(2006) Management Policy and new Technology Kanishaka

	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the need, aims, objectives and scope of teaching Commerce at the higher secondary level.	PO8, PO2, PSO1	Remember; Understand; Analyze; Evaluate	Conceptual; Factual	8
CO2	Apply micro-teaching skills and lesson/ bridge/ unit/ annual planning techniques to design effective Commerce lessons.	PO1, PO8, PO10, PSO1	Understand; Apply; Create; Analyze; Evaluate	Procedural; Metacognitive; Conceptual	7
CO3	Analyze and implement appropriate teaching methods, techniques and ICT (including AI tools) to enhance learner engagement in Commerce.	PO3, PO5, PO8, PSO2	Apply; Analyze; Evaluate; Create	Procedural; Conceptual; Factual	8
CO4	Evaluate professional qualities of a Commerce teacher and integrate print, visual, audio-visual and ICT teaching aids for effective instruction.	PO4, PO5, PO10, PSO2	Understand; Apply; Evaluate; Reflect (Metacognitive)	Affective; Procedural; Metacognitive	7
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1		2						3			3		
CO2	2							3		3	3		
CO3			2		3			3				3	
CO4				2	3					3		3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I
BEDPS101/BEDPS102- PEDAGOGY OF SCHOOL SUBJECT: SCIENCE AND TECHNOLOGY

Course Outcomes:

- **CO1:** Explain the nature, scope and values of Science, and relate contributions of key scientists to science teaching and its social significance.

- **CO2:** Apply Bloom's taxonomy and lesson/unit planning (micro, simulation, unit, monthly, yearly) to design measurable science learning outcomes and effective lesson plans.

- **CO3:** Select, analyze and implement appropriate methods and approaches (demonstration, experiment, and project, inquiry, collaborative, problem-solving, and experiential) to foster scientific inquiry and learner engagement**.**

- **CO4:** Evaluate and integrate suitable teaching aids (audio, visual, audio-visual, ICT) and demonstrate professional qualities for effective Science instruction.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/ BEDPS102	Pedagogy of School Subject: Science And Technology	2	2	1.5	15	35	50

UNIT 1 Science and Teaching of Science	**Teaching Hours: 8 (Weightage 27%)**

1.1 Nature, Scope and Values of Science.
- Utilitarian value
- Cultural value
- Disciplinary value

1.2 Significant Contribution of Well-Known Scientists
- C.V Raman
- Dr. Vikram Sarabhai
- Newton
- Jagdish Chandra Bose
- Marie Curie
- Charles Darwin

1.3 Science Teacher : General And Specific Qualities

UNIT 2 Planning in Science Teaching	**Teaching Hours: 8 (Weightage 27%)**

2.1 Taxonomy Of Education Objectives: Bloom Taxonomy, Objectives of science teaching at Secondary school level, Formation of General objectives and specific objectives in terms of learning out comes of the learner

2.2 Concept, Need, Importance
- Lesson planning : Micro lesson, Simulation
- Unit planning
- Monthly planning
- Yearly planning

2.3 Difference Between Lesson Planning And
    Unit Planning

UNIT 3 Methods and Approaches in Science Teaching

Teaching Hours: 7 (Weightage 23%)

3.1 Methods Of Science Teaching
- Lecture,
- Demonstration,
- Experiment,
- Project,
- Group discussion,
- Seminar method.

3.2 Approaches Of Science Teaching :
- Problem solving.
- Collaborative Learning
- Inquiry
- Experiential Learning

UNIT4 Teaching aids in Science teaching   Teaching Hours: 7 (Weightage 23%)

4.1 Teaching Aids
- Type & Importance of teaching aids
- Audio aids - Science Podcasts, Audiobooks, Pre-recorded Lessons
- Visual aids – Bulletin board, models and pictures, charts, Projector, Flash card.
- Audio visual aids : Computer, Interactive White board.

4.2 Specific Aids
   Aquarium, Vivarium, Herbarium

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/

   Presentations/Quizzes/Surprise Tests.

 ***SEE:** Semester End Evaluation

REFERENCES:

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2. Bhatnagar S. S (2003) "Teaching of Science", Surya Publication

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the nature, scope and values of Science, and relate contributions of key scientists to science teaching and its social significance.	PO8, PO7, PSO1	Remember; Understand; Analyze	Conceptual; Factual	8
CO2	Apply Bloom's taxonomy and lesson/unit planning (micro, simulation, unit, monthly, yearly) to design measurable science learning outcomes and effective lesson plans.	PO1, PO8, PO10, PSO1	Understand; Apply; Create	Procedural; Metacognitive	8
CO3	Select, analyze and implement appropriate methods and approaches (demonstration, experiment, project, inquiry, collaborative, problem-solving, experiential) to foster scientific inquiry and learner engagement.	PO3, PO5, PO8, PSO2	Apply; Analyze; Create	Procedural; Conceptual	7
CO4	Evaluate and integrate suitable teaching aids (audio, visual, audio-visual, ICT) and demonstrate professional qualities for effective Science instruction.	PO4, PO5, PO10, PSO2	Apply; Evaluate; Reflect (Metacognitive)	Procedural; Affective; Metacognitive	7
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1							2	3			3		
CO2	2							3		3	3		
CO3			2		3			3				3	
CO4				2	3					3		3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102- PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

Course Outcomes:

- **CO1:** Explain the nature, values, objectives and historical contributions in Mathematics and relate them to learner outcomes.

- **CO2:** Apply Bloom's taxonomy, micro-teaching and various lesson/unit planning techniques to design measurable Mathematics lessons.

- **CO3:** Select, analyze and implement appropriate methods and techniques (inductive-deductive, problem-solving, experimental, play-way, Vedic, STEM) to enhance mathematical understanding and engagement.

- **CO4:** Evaluate and integrate suitable teaching aids (graphical, 3D, projection, ICT) and demonstrate professional qualities for effective Mathematics instruction.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Hrs.	Max Marks *CCE	Max Marks *SEE	Total Marks
BEDPS101/BEDPS102	**Pedagogy of School Subject: Mathematics**	2	2	1.5	15	35	50

Unit:1 Nature, Values & Objectives of Mathematics   Teaching Hours: 8 (Weightage 27%)

1.1 Nature of Mathematics.
1.2 Contributionof Mathematicians
- Aryabhatt
- Bhaskaracharya
- Ramanujan
- Pythagoras
- Euclid
1.3 ValuesofMathematics :
- Disciplinaryvalue
- Utilitarianvalue
- Culturalvalue
1.4 General Objectives and specific Objectivesintermsoflearningoutcomes
     ofthe learner.

Unit 2 Planning in Mathematics Teaching	Teaching Hours: 8 (Weightage 27%)

2.1 Micro Teaching : Meaning Concept Steps importance and limitations
2.2 Micro Teaching Skill planning
2.3 Bridge lesson Planning: Meaning Concept and importance
2.4 Difference between Micro Teaching and Bridge Lesson

Unit3 Methods and techniques in mathematics teaching

Teaching Hours: 8 (Weightage 27%)

3.1 Methodsofteaching Mathematics:
- Inductive-DeductiveMethod
- Analysis-synthesis method
- ProblemSolvingmethod
- Experimental method
- Play way method

3.2 Techniquesfor teaching Mathematics:
- Drilland review work
- Assignment
- Supervised study
- Oral work
- Peer group

3.3 Vedic Mathematics:
- Concept and importance
- Multiplicationanddivisiontechniques

3.4 STEM -meaning ,concept ,merits and demerits

Unit 4 Teaching Aids in Mathematics	Teaching Hours: 6 (Weightage 19%)

4.1 4 Meaning and concept of teaching aids
4.2 Typesof teaching aids
- Graphicalaids:chart,figure,poster, drawing
- 3Dteachingaids:object,model, campus box, etc.
- Projection aids: Television, LCD Projector, interactive board(i.e.whiteboard, smart board) etc.
- Otheraids:newspaper,radio, magazine, book, etc.

4.3 Importance of teaching aids
4.4 Points to be considered while preparing teaching aid

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the nature, values, objectives and historical contributions in Mathematics and relate them to learner outcomes.	PO8, PO2, PSO1	Remember; Understand; Analyze	Conceptual; Factual	8
CO2	Apply Bloom's taxonomy, micro-teaching and various lesson/unit planning techniques to design measurable Mathematics lessons.	PO1, PO8, PO10, PSO1	Understand; Apply; Create; Analyze	Procedural; Metacognitive; Conceptual	8
CO3	Select, analyze and implement appropriate methods and techniques (inductive-deductive, problem-solving, experimental, play-way, Vedic, STEM) to enhance mathematical understanding and engagement.	PO3, PO8, PO5, PSO2	Apply; Analyze; Evaluate; Create	Procedural; Conceptual; Factual	8
CO4	Evaluate and integrate suitable teaching aids (graphical, 3D, projection, ICT) and demonstrate professional qualities for effective Mathematics instruction.	PO5, PO4, PO10, PSO2	Apply; Evaluate; Reflect (Metacognitive); Create	Procedural; Affective; Metacognitive	6
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		2						3			3		
CO2	2							3		3	3		
CO3			2		3			3				3	
CO4				2	3					3		3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102 - PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS

Course Outcomes:

- **CO1:** Explain the meaning, scope, importance, and objectives of Economics teaching along with the contributions of eminent economists.

- **CO2:** Apply principles of micro-teaching, lesson planning, and bridge lesson planning to design effective Economics lessons.

- **CO3:** Analyze and implement suitable methods, techniques, and ICT tools in Economics teaching to enhance learner engagement.

- **CO4:** Evaluate and integrate teaching aids and activity-based strategies (case studies, field trips, debates, simulations) for effective Economics instruction.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/BEDPS102	Pedagogy Of School Subject: Economics	2	2	1.5	15	35	50

Unit 1 An introduction of Economics and its teaching : Teaching Hours: 7 (Weightage 25%)

1.1 Economics Meaning, Concept, Importance and Scope of Economics
1.2 General Objectives and Specific Objectives of Teaching of Economics
1.3 Contribution of Economists Indian: Chanakya, Pandit Deandayal Upadhyay
    Western: Adam Smith, Prof. Marshal
1.4 Economics Teacher (Professional Qualifications, General Qualities, Specific Qualities, Professional Competency)

Unit 2 Planning in Economics Teaching: Teaching Hours: 7 (Weightage 25%)
- Importance of Planning (Meaning, Importance, Merits/Advantages of Good Lesson Planning)
- Micro Teaching (Concepts, Steps, Importance, Types of Skills and Importance)
- Bridge Lesson Planning (Concept, Importance)
- Lesson Planning (Stray Lesson Plan, Unit Lesson plan, Difference Between Stray Lesson planning and Unit Lesson Planning)

Unit 3 Methods, Techniques in Economics teaching: **Teaching Hours: 8 (Weightage 25%)**

3.1 Teaching Methods (Meaning and Importance)

3.2 Methods of Teaching (Lecture, Problem Solving, Project, Group Discussion, Inductive and Deductive, Flipped Classroom Method)

3.3 Techniques of Economics Teaching (Questioning, Illustration, Field Work, Role Play)

3.4 ICT in Economics Teaching (Smart Classrooms, Economics-related Educational Software and Apps, Integration of Artificial Intelligence and Virtual Labs)

Unit 4 Teaching aids and activities for Economics teaching

Teaching Hours: 8 (Weightage 25%)

4.1Teaching Aids in Economics (Meaning, Importance, and Types of Teaching Aids)

4.2 Visual Aids for Economics Teaching (Charts, Graphs and Diagrams, Maps and Models, Posters and Flashcards)

4.3 Audio-Visual Aids in Economics (Films and Documentaries, Educational Television and Radio Programs, Multimedia Presentations and Simulations, Online Resources and E-Content)

4.4 Activity-Based Learning in Economics (Case Studies and Problem-Solving Activities, Field Trips and Surveys, Group Discussions and Debates)

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

***SEE:** Semester End Evaluation

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the meaning, scope, importance, and objectives of Economics teaching along with the contributions of eminent economists.	PO8, PO2, PSO1	Remember; Understand; Analyze	Factual; Conceptual	7
CO2	Apply principles of micro-teaching, lesson planning, and bridge lesson planning to design effective Economics lessons.	PO1, PO8, PO10, PSO1	Understand; Apply; Create; Analyze	Procedural; Conceptual; Metacognitive	7
CO3	Analyze and implement suitable methods, techniques, and ICT tools in Economics teaching to enhance learner engagement.	PO3, PO5, PO8, PSO2	Apply; Analyze; Evaluate; Create	Procedural; Conceptual; Factual	8
CO4	Evaluate and integrate teaching aids and activity-based strategies (case studies, field trips, debates, simulations) for effective Economics instruction.	PO4, PO5, PO10, PSO2	Apply; Evaluate; Reflect (Metacognitive); Create	Procedural; Affective; Metacognitive	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		2						3			3		
CO2	2							3		3	3		
CO3			2		3			3				3	
CO4				2	3					3		3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102- PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Course Outcomes:

- **CO1:** Explain the nature, characteristics, functions, and importance of the English language, including challenges in second language learning and its role in a multilingual society.

- **CO2:** Apply appropriate methods and techniques of teaching English (direct, bilingual, grammar-translation, role play, simulation, games, TPR, etc.) to enhance classroom learning.

- **CO3:** Design lesson plans for prose, poetry, and grammar using microteaching skills, integrating effective audio-visual aids, ICT, and e-resources.

- **CO4:** Develop and evaluate learners' linguistic skills (listening, speaking, reading, writing) through suitable tasks, activities, and materials.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/BEDPS102	Pedagogy Of School Subject: English	2	2	1.5	15	35	50

Unit 1 : Nature and importance of English Language : Teaching Hours: 8 (Weightage 27%)

1.1 Language: Its meaning, Characteristics, Functions
1.2 Importance of English language and Problems Faced by Second Language Learners
1.3 Language Acquisition and Learning (Noam Chomsky)
1.4 Importance of English in a Multi-lingual society.

Unit 2 : Methods and Techniques of Teaching English

Teaching Hours: 8 (Weightage 27%)

2.1 Methods of Teaching English (nature, principles, procedure, merits and demerits)
- Direct method
- Bilingual method
- Grammar translation method

2.2 Techniques of teaching English: Role play, Simulation, Dialogue, Language games, Demonstration, Total Physical Response, Brain storming

Unit 3 : Objectives and Planning of Teaching English :

Teaching Hours: 6 (Weightage 19%)

3.1 General and Specific Objectives

3.2 Microteaching concept and Planning of Prose, Poetry and Grammar

3.3 Teaching learning aids and resources

Audio Visual Aids & Resources : types (Projective & Non-Projective Devices : Interactive Board, Mobile, Using Social Media in Learning English, E-Resources), Their effective use

Unit 4 : Developing Linguistic Skills :   **Teaching Hours: 8 (Weightage 27%)**

4.1 Developing Listening Skill Sub-skills of Listening Tasks,

Materials and Resources for Listening Skills Listening activities

4.2 Developing Speaking Skill Sub-skill of Speaking Tasks,

Materials and Resources for Speaking Skills Speaking activities

4.3 Developing Reading Skill Sub-skills of Reading,

Importance and development of reading skills,

Types of Reading : Extensive and Intensive Reading

Referencing/Study Skills, Activities for improving Reading skill

4.4 Developing Writing Skill Stages of Writing Process of Writing

Note taking and Note-Making Formal and informal writing

Activities for improving Writing Skill

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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9.   Pathak, Kalpesh H.(2005), "Teaching English", Varishen Publication, Ahmedabad.

	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the nature, characteristics, functions, and importance of the English language, including challenges in second language learning and its role in a multilingual society.	PO8, PO2, PSO1	Remember; Understand; Analyze	Factual; Conceptual	8
CO2	Apply appropriate methods and techniques of teaching English (direct, bilingual, grammar-translation, role play, simulation, games, TPR, etc.) to enhance classroom learning.	PO1, PO3, PO8, PSO2	Apply; Analyze; Evaluate; Create	Procedural; Conceptual	8
CO3	Design lesson plans for prose, poetry, and grammar using microteaching skills, integrating effective audio-visual aids, ICT, and e-resources.	PO1, PO5, PO10, PSO2	Understand; Apply; Create; Reflect (Metacognitive)	Procedural; Metacognitive	6
CO4	Develop and evaluate learners' linguistic skills (listening, speaking, reading, writing) through suitable tasks, activities, and materials.	PO4, PO5, PO8, PSO2	Apply; Evaluate; Create	Procedural; Affective; Metacognitive	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1		2						3			2		
CO2	3		2					3				3	
CO3	3				3					2		3	
CO4				2	3			3				3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102-PEDAGOGY OF SCHOOL SUBJECT: SOCIAL SCIENCE

Course Outcomes:

- **CO1:** Explain the concept, nature, scope, and aims of social science education, along with general and specific objectives.

- **CO2:** Apply principles of micro-teaching and prepare effective stray, block, and annual lesson plans for teaching social science.

- **CO3:** Select and use appropriate teaching aids, digital resources, and social science club activities for effective learning.

- **CO4:** Employ suitable methods and techniques (questioning, storytelling, role play, project, seminar, etc.) to enhance student engagement and learning outcomes in social science.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/BEDPS102	**Pedagogy of School Subject: Social Science**	**2**	**2**	**1.5**	**15**	**35**	**50**

Unit 1 Historical Knowledge about Social Science   **Teaching Hours: 7 (Weightage 23%)**
1.1 Concept, nature & scope of social science 1.2 Need of teaching Social Science 1.3 Aims of teaching social science 1.4 Types of objectives: General and Specific objectives of Social Science
Unit 2 Lesson Planning   **Teaching Hours: 8 (Weightage 27%)**

2.1 **Micro Teaching:** Concept, cycle of micro/ Pre- Practice
     teaching, bridge lesson planning
2.2 Importance of micro teaching
2.3 **Lesson Plan**: Concept, steps of stray, block and annual lesson
     planning
2.4 Importance of lesson planning
2.5 Difference between stray and unit lesson planning

Unit 3 Teaching Aids, Social Science Club & E-Resources   **Teaching Hours: 7 (Weightage 23%)**

3.1 Concept and need of Teaching Aids
3.2 **Types of Teaching Aids**: Audio, Visual, Audio visual (Pictures,
   Charts, Globe, Maps, Coins, Stamps, Date Line, Magazines,
   interactive whiteboard, interactive smart board)
3.3 Use of web resources & Social media in learning of Social Science
3.4 **Social Science Club**: Concept, formation, functions and importance

Unit 4 Methods and Techniques of teaching Social Science

Teaching Hours: 8 (Weightage 27%)

4.1 **Techniques**: Questioning, storytelling, role play
4.2 Methods: Source, Lecturer, Project, Exhibition, Group
   Discussion, Seminar and Assignment
4.3 Impotence of using methods of teaching social science

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/
      Presentations /Quizzes/Surprise Tests.
*SEE: Semester End Evaluation

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the concept, nature, scope, and aims of social science education, along with general and specific objectives.	PO2, PO8, PSO1	Remember; Understand; Analyze	Factual; Conceptual	7
CO2	Apply principles of micro-teaching and prepare effective stray, block, and annual lesson plans for teaching social science.	PO1, PO3, PSO2	Understand; Apply; Create	Procedural; Conceptual	8
CO3	Select and use appropriate teaching aids, digital resources, and social science club activities for effective learning.	PO4, PO5, PO10, PSO2	Apply; Evaluate	Procedural; Metacognitive	7
CO4	Employ suitable methods and techniques (questioning, storytelling, role play, project, seminar, etc.) to enhance student engagement and learning outcomes in social science.	PO1, PO4, PO8, PSO2	Apply; Analyze; Evaluate	Procedural; Affective	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		2						3			2		
CO2	3		2									3	
CO3				3	2					2		3	
CO4	3			3				3				3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102- PEDAGOGY OF SCHOOL SUBJECT: HINDI

Course Outcomes:

- **CO1:** Explain the nature, origin, and development of Hindi language and its importance in non-Hindi regions and national contexts.

- **CO2:** Interpret the principles and objectives of Hindi education and utilize library resources to foster reading interest among students.

- **CO3:** Develop and apply skills in listening and oral expression, addressing pronunciation errors in school children.

- **CO4:** Employ appropriate methods of Hindi teaching and effectively integrate audio-visual aids and ICT tools for language learning.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Hrs.	Max Marks		Total Marks
					*CCE	*SEE	
BEDPS101/ BEDPS102	Pedagogy of School Subject: Hindi	2	2	1.5	15	35	50

UNIT 1 भाषा का स्वरूप

Teaching Hours: 7 (Weightage 25%)

१.१ भाषा का अर्थ, आधार, प्रकृति एवं   हिंदी की उत्पति तथा विकास
१.२ अहिन्दी भाषा के क्षेत्रों में हिन्दी शिक्षा का महत्व
१.३ राष्ट्रभाषा शिक्षा का स्वरूप एवं राष्ट्रभाषा शिक्षा की साहित्यिक, सांस्कृतिक, व्यावसायिक एवं राजकीय महत्ता

UNIT 2 हिन्दी शिक्षा के सिध्दांतसूत्र और उद्देश्य एवं पुस्तकालय :

Teaching Hours: 7 (Weightage 25%)

२.१ भाषा शिक्षा के सिध्दांतसूत्र
२.२ शिक्षा : राष्ट्रभाषा शिक्षा के उद्देश्य, सामान्य एवं विशिष्ट उद्देश्य
२.३ भाषा पुस्तकालय की उपयोगिता व व्यवस्था तथा छात्रों में पठन रुचि विकसित करने के उपाय

UNIT 3 भाषा शिक्षण के कौशल्य   Teaching Hours: 8 (Weightage 25%)
३.१ श्रवण कौशल्य की संकल्पना,   प्रक्रिया, महत्व एवं श्रवण कौशल्य के विकास की प्रवृतियाँ
३.२ मौखिक अभिव्यक्ति की शिक्षा : मौखिक अभिव्यक्ति का महत्व, गुण, प्रयुक्तिया,
    विधालयी बच्चोंमें पायेजानेवाले उच्चार दोष एवं उसके सुधार

UNIT 4 भाषा शिक्षाकी विधियाँ एवं दृष्य-श्राव्य साधनः Teaching Hours: 8 (Weightage 25%)

४.१. भाषा शिक्षाकी विधियाँ – प्रत्यक्ष विधि. परोक्ष विधि, डो.वेष्ट विधि, आगमन – निगमन पध्दति
४.२ राष्ट्रभाषा शिक्षा में दृष्य-श्राव्य साधनः दृष्य-श्राव्य साधनों का महत्व एवं उपयोग
  Charts, Mobile, Laptop, Tablet, Interactive Board, (White board, Smart Board)
   Other : Newspaper, Radio, Magazine, Books, OHP, Television

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

SEE: Semester End Evaluation

REFERENCES:

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the nature, origin, and development of Hindi language and its importance in non-Hindi regions and national contexts.	PO2, PO8, PSO1	Remember; Understand; Analyze	Factual; Conceptual	7
CO2	Interpret the principles and objectives of Hindi education and utilize library resources to foster reading interest among students.	PO1, PO3, PSO2	Understand; Apply; Evaluate	Conceptual; Procedural	7
CO3	Develop and apply skills in listening and oral expression, addressing pronunciation errors in school children.	PO4, PO7, PSO2	Apply; Analyze; Evaluate	Procedural; Metacognitive	8
CO4	Employ appropriate methods of Hindi teaching and effectively integrate audio-visual aids and ICT tools for language learning.	PO1, PO4, PO10, PSO2	Apply; Evaluate; Create	Procedural; Technological	8
Total Instruction Hours					30

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		2						2			2		
CO2	3		2									3	
CO3				3			2					3	
CO4	3			3						2		3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102- PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

Course Outcomes:

- **CO1:** Explain the historical significance, importance, and literary-cultural contributions of Sanskrit language.

- **CO2:** Interpret objectives and reasons for learning Sanskrit and design effective lesson planning for prose and poetry.

- **CO3:** Apply diverse methods of teaching Sanskrit prose, poetry, and grammar using modern ICT tools and resources.

- **CO4:** Develop reading, writing, pronunciation, and oral skills in Sanskrit with strategies to overcome learning difficulties.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/BEDPS102	Pedagogy of School Subject: Sanskrit	2	2	1.5	15	35	50

UNIT 1 प्रथमान्वितिः- संस्कृतभाषाया ऐतिहासिकं ज्ञानं महत्त्वं च

Teaching Hours: 6 (Weightage 25%)

१.१ संस्कृतभाषायाः महत्वं
१.२ संस्कृतभाषायाः शिक्षणं लोकप्रिय करणोपायाः
१.३ भारतीयभाषाणां विकासे संस्कृतभाषायाः योगदानम्
१.४ संस्कृतस्य अन्यविषयैस्सह अनुबन्धः
१.५ संस्कृतभाषायां साहित्यम्
१.६ संस्कृते भावात्मकैकता

UNIT 2 द्वितीयान्वितिः- संस्कृतभाषाया अध्ययनं हेतवश्च   Teaching Hours: 8 (Weightage 25%)

२.१ संस्कृतभाषाशिक्षणस्यध्येयानि च हेतवः
२.२ संस्कृतभाषाशिक्षणस्य प्राचीन–अर्वाचीनाः हेतवः
२.३ संस्कृतभाषाशिक्षायाः सामान्यविशिष्टहेतवः
२.४ अध्यापनायोजनस्य संकल्पना, महत्त्वं सोपानानि च
२.५ गद्यअध्यापनायोजनस्य हेतवः सोपानानि च
२.६ पद्यअध्यापनायोजनस्य हेतवः सोपानानि च

UNIT 3 तृतीयान्वितिः- संस्कृतभाषाशिक्षणस्य पद्धतयः   Teaching Hours: 8 (Weightage 25%)

३.१ संस्कृतगद्यद्यशिक्षणस्य पद्धतयः (अनुवादपद्धतिः, उद्बोधनपद्धतिः, शब्दकोशपद्धतिः, प्रश्नोत्तरपद्धतिः
३.२ संस्कृतपद्यशिक्षणस्य पद्धतयः (गीताभिनयपद्धतिः,तुलनापद्धतिः, भाष्यपद्धतिः, अर्थबोध पद्धतिः)

३.३ संस्कृतशिक्षायाःव्याकरण पद्धतयः (व्याख्यानपद्धतिः, आगमनपद्धतिः;निगमनपद्धतिः)

३.४ शैक्षणिक–उपकरणानि, तेषां महत्त्वम् उपयोगश्च (निदर्शनं; Tap-recorder, Model and Computer, Interactive Board (स्मार्टपट्टः) , Interactive_ श्वेतपट्टः, शिक्षणे social media इत्यस्य च अन्तर्जाल स्रोतोपयोगः

UNIT 4 चतुर्थान्वितिः संस्कृतभाषाकौशल्यानां विकासः Teaching Hours: 8 (Weightage 25%)

४.१ संस्कृतभाषायां पठनममहत्वं तस्य प्रकाराः, लक्षणानि, पठने दोषाः, सुयोग्यपठनाय सुधारकार्याणि

४.२ संस्कृतभाषाशिक्षणे लेखनकार्य, सुन्दराक्षराणां महत्वं लक्षणानि, दोषाः, सुधारकार्याणि

४.३ अपरिचितशब्दानां शिक्षणाय प्रयुक्तयः

४.४ संस्कृतभाषायाम् शुद्धोच्चारणस्य महत्त्वं, उच्चारदोषाः, उच्चारणदोषाणां कारणानितेषामुपायाश्च

४.५ संस्कृतभाषायां मौखिककार्यम्

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

SEE: Semester End Evaluation

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	Course Outcome (CO)	**POs / PSOs**	**CL (Cognitive Level)**	**KC (Knowledge Category)**	**Class Sessions**
CO1	Explain the historical significance, importance, and literary-cultural contributions of Sanskrit language.	PO2, PO8, PSO1	Remember; Understand	Factual; Conceptual	6
CO2	Interpret objectives and reasons for learning Sanskrit and design effective lesson planning for prose and poetry.	PO1, PO3, PSO2	Understand; Apply; Analyze	Conceptual; Procedural	8
CO3	Apply diverse methods of teaching Sanskrit prose, poetry, and grammar using modern ICT tools and resources.	PO4, PO7, PO10, PSO2	Apply; Evaluate; Create	Procedural; Technological	8
CO4	Develop reading, writing, pronunciation, and oral skills in Sanskrit with strategies to overcome learning difficulties.	PO1, PO4, PSO2	Apply; Analyze; Evaluate	Procedural; Metacognitive	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1		2						2			2		
CO2	3		2									3	
CO3				3			2			2		3	
CO4	3			3								3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102 - PEDAGOGY OF SCHOOL SUBJECT: GUJARATI

Course Outcomes:

- **CO1.** Explain the nature, origin, development and components of Gujarati language and justify the importance of mother-tongue education and nurturing (poshak) factors.

- **CO2.** Analyse aims, types and methods of mother-tongue (Gujarati) teaching and select appropriate pedagogical methods for varied classroom contexts.

- **CO3.** Design lesson plans and instructional strategies for prose and poetry (Gadya & Padya) including staging of lessons and alignment with learning objectives.

- **CO4**. Develop and implement classroom activities to enhance language skills—listening, speaking, reading, writing—including corrective measures for pronunciation and use of formative assessment techniques.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/BEDPS102	Pedagogy of School Subject: Gujarati	2	2	1.5	15	35	50

UNIT 1 ગુજરાતી ભાષાના વિકાસનું અધ્યયન અને મહત્વ, પોષક પરિબળો :

Teaching Hours: 8 (Weightage 26%)

1.1 ગુજરાતી ભાષાનો અર્થ, સ્વરૂપ, ઉદ્ભવ અને વિકાસ
1.2 ભાષા અને ભાષા વિકાસ (ભાષાનાં ઘટકો,ભાષાની વિવિધ લાક્ષણિકતાઓ)
1.3 માતૃ ભાષા શિક્ષણની ઉપેક્ષા અને દુર કરવાના ઉપાયો
1.4 માતૃભાષા શિક્ષણનું મહત્વ અને માતૃભાષા અધ્યયનમાં પોષક પરિબળો (શક્તિઓ,પેરણા,વાતાવરણ)

UNIT 2 ગુજરાતી ભાષાના હેતુઓ, પધ્ધતિઓ અને પ્રયુક્તિઓ: **Teaching Hours: 8 (Weightage 27%)**

2.1 શૈક્ષણિક હેતુઓનું મહત્વ અને પ્રકારનું વર્ગીકરણ

2.2 માતૃભાષા શિક્ષણના હેતુઓ:-(સામાન્ય હેતુઓ અનેવિશિષ્ટ હેતુઓ)- સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ વચ્ચેનો તફાવત

2.3 માતૃભાષાશિક્ષણની પધ્ધતિઓ, પધ્ધતિઓનું વર્ગીકરણ અને વ્યાખ્યાનપધ્ધતિ, આગમન નિગમન પધ્ધતિ, નીરીક્ષિત અભ્યાસ પધ્ધતિ (મહત્વ,મર્યાદા,વિનિયોગ)

2.4 માતૃ ભાષા શિક્ષણની પ્રયુક્તિઓની સંકલ્પના અને મહત્વ (કથન,વાચન,ગાન,ચર્ચા)

UNIT 3 ગુજરાતી ભાષામાં પાઠ આયોજન અને હેતુઓ: **Teaching Hours: 6 (Weightage 20%)**

3.1 શૈક્ષણિક આયોજન:- મહત્વ,અને મહત્વના પાસા

3.2 પાઠઆયોજન:- મહત્વ,અને સોપાનો

3.3 ગધશિક્ષણ:-અર્થ,ગધશિક્ષણના આયામો, હેતુઓ અને ઘ્યાનમાં રાખવાની બાબતો

3.4 પધ્ધશિક્ષણ:- અર્થ,પધ્ધશિક્ષણના હેતુઓ અને ઘ્યાનમાં રાખવાની બાબતો.

UNIT 4 માતૃભાષાના કૌશલ્યો:	Teaching Hours: 8 (Weightage 27%)

4.1 ભાષાકૌશલ્યોનું વર્ગીકરણ

4.2 શ્રવણ અનેકથન કૌશલ્યનો :અર્થ અને મહત્વ

4.3 શ્રવણ કૌશલ્ય વિકસાવવા માટેની પ્રવૃતિઓ-:વર્ગ શિક્ષણની પ્રવૃતિઓ,પ્રયુક્તિઓ, સહઅભ્યાસિક પ્રવૃતિઓ

4.4 કથન કૌશલ્ય વિકસાવવા માટેની પ્રવૃતિઓ-:વર્ગ શિક્ષણની પ્રવૃતિઓ, પ્રયુક્તિઓ, અને અશુધ્દ ઉચ્યારણના કારણો અને ઉપાયો

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

REFERENCES:

1. Mukalel, J.C.(1998), "Approaches to English Language Teaching", Discovery Publishing House, New Delhi.

2. કોઠારી જયંત ,ગુજરાતી ભાષાનું સ્વરૂપ અને ભાષા પરિચય, યુનિ .ગ્રંથ નિર્માણ બોર્ડ :અમદાવાદ

3. શાસ્ત્રી જયેન્દ્ર ,ગુજરાતી અધ્યયનનું પરિશીલન ,એસ .બી.દેવ શાહ પ્રકાશન:અમદાવાદ.

4. પટેલ અશોક અને અન્ય, ગુજરાતીનું આદર્શ અધ્યયન, વારિષેણ પ્રકાશનઅમદાવાદ :

5. પટેલ મોતીભાઇ અને અન્ય, ગુજરાતી વિષયનું અધ્યયન, એ .બી.એસ.શાહ પ્રકાશનઅમદાવાદ:

6. રાવલ નટુભાઇ અને અન્ય, ગુજરાતી અભ્યાસ અધ્યયન પદ્ધતિ, નીરૂ પ્રકાશનઅમદાવાદ:

7. વાઘેલા ઇશ્વરલાલ અને અન્ય, ગુજરાતી વિષય પદ્ધતિ, અક્ષર પ્રકાશન :અમદાવાદ.

	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the nature, origin, development and components of Gujarati language and justify the importance of mother-tongue education and nurturing (poshak) factors.	PO8, PO1, PO7, PSO1	Remember, Understand, Analyze	Factual, Conceptual	8
CO2	Analyse aims, types and methods of mother-tongue (Gujarati) teaching and select appropriate pedagogical methods for varied classroom contexts.	PO2, PO8, PO1, PSO1	Analyze, Evaluate, Apply	Conceptual, Procedural	8
CO3	Design lesson plans and instructional strategies for prose and poetry (gady & pady) including staging of lessons and alignment with learning objectives.	PO8, PO3, PO6, PSO2	Apply, Create, Analyze	Procedural, Conceptual	6
CO4	Develop and implement classroom activities to enhance language skills—listening, speaking, reading, writing—including corrective measures for pronunciation and use of formative assessment techniques.	PO4, PO9, PO6, PO5, PSO3	Apply, Create, Evaluate	Procedural, Metacognitive, Conceptual	8
Total Instruction Hours					30

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	3						2	3			3		
CO2	3	2						3			3		
CO3			2			3		3				2	
CO4				2	2	3			2				2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDPS101/BEDPS102- PEDAGOGY OF SCHOOL SUBJECT: TEACHING OF COMPUTER SCIENCE

Course Outcomes:

- **CO1:** Explain the historical development, aims, and objectives of teaching computer science, and differentiate between past and present approaches to computer education.

- **CO2:** Demonstrate the ability to plan computer science lessons effectively, including unit planning, micro-teaching, and aligning objectives with learning outcomes.

- **CO3:** Apply appropriate teaching methods and aids in computer science instruction, including problem-solving, demonstration, laboratory, CAI/CAL, web-based learning, and audiovisual resources.

- **CO4:** Analyze and integrate disciplinary knowledge and fundamental computer science concepts, including hardware, software, internet, and computer security, for effective classroom teaching.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/ BEDPS102	Pedagogy of School Subject: Teaching of Computer Science	2	2	1.5	15	35	50

Unit 1: Historical Knowledge about Subject Teaching Hours: 7 (Weightage 25%)
1.1 Understand the historical development of Computer   1.2 Aims of teaching computer science   1.3 General objectives and specific objectives of teaching of Computer in terms of learning outcomes.   1.4 Importance of teaching computer science   1.5 Difference : Computer Education as a school subject in past and present situations
Unit 2 : Planning in Computer Science Teaching Teaching Hours: 7 (Weightage 25%)
2.1 Micro teaching   • Concepts , Importance, Steps   2.2 Lesson Planning :   • Importance of Lesson Planning   • Unit Planning   • Difference Between Lesson Planning and Unit Planning
Unit-3 Methods and Teaching aids in Computer Science Teaching :   Teaching Hours: 8 (Weightage 25%)

3.1 Method of teaching of Computer science:
- • Problem Solving method
- • Demonstration method
- • Laboratory Method
- • CAI, CAL
- • Web based learning/ Teaching

3.2 Teaching aids:
- • Concept and Importance of Teaching Aids
- • Types of Teaching Aids
  - Audio Visual Aids : Computer, Websites, Smart Classroom, Interactive Board
  - Using Web Resources and Social Media

Unit 4- Disciplinary Knowledge & Basic Concept of Computer Science:

Teaching Hours: 8 (Weightage 25%)

4.1 Computer : Definition, characteristics, Uses of computers in different areas in present situations

4.2 Hardware and software : definition
- • Types of software :
  - Application software : Microsoft Word,
    Power point, Excel
  - System Software : Operation System

4.3 Hardware Tools :
- • CPU- Control Unit, Arithmetic and Logic Unit
- • Memory Unit (Storage devices- CD, DVD, Pen drive, google drive, cloud storage etc)
- • Input Devices, Output Devices

4.4 Internet : Definition, Uses, Disadvantages

4.5 Computer virus, Types of Virus, What steps to be taken for protection from virus.

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations/Quizzes/Surprise Tests.

SEE: Semester End Evaluation

REFERENCES:

1. Shukla Satish (2009), *Information Technology in Education,*Ahmedabad, Varishen Prakashan, 2003.

2. Shukla Satish (2011), *ICT in Teacher Education,*Agra : Agrawal Publications.

3. Patel Ashok. (2004), "Information Technology in Education", Nirav Prakashan, Ahmedabad.

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5. Dr. Y.K. Singh(2004), " Teaching of computer science", A.P.H. Publication Corporation, New Delhi

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the historical development, aims, and objectives of teaching computer science, and differentiate between past and present approaches to computer education.	PO1, PO2, PO8, PSO1	Understand, Analyze	Factual, Conceptual	7
CO2	Demonstrate the ability to plan computer science lessons effectively, including unit planning, micro-teaching, and aligning objectives with learning outcomes.	PO1, PO8, PO9, PSO1, PSO2	Apply, Analyze	Procedural, Conceptual	7
CO3	Apply appropriate teaching methods and aids in computer science instruction, including problem-solving, demonstration, laboratory, CAI/CAL, web-based learning, and audiovisual resources.	PO1, PO3, PO5, PO8, PSO2	Apply, Analyze, Create	Procedural, Conceptual	8
CO4	Analyze and integrate disciplinary knowledge and fundamental computer science concepts, including hardware, software, internet, and computer security, for effective classroom teaching.	PO1, PO2, PO8, PO10, PSO3	Understand, Analyze, Evaluate	Conceptual, Procedural	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3	3						3			3		
CO2	3							3	2		3	3	
CO3	3		2		2			3				3	
CO4	3	3						3		2			2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I
<u>BEDEPC101- READING AND REFLECTING ON TEXTS</u>

Course Outcomes:

- **CO1:** Explain the concept, types, and importance of reading and reflection, and develop cognitive awareness through self-learning and reflective comprehension.

- **CO2:** Demonstrate understanding of different forms and purposes of writing, and apply reflective thinking in narrative, descriptive, essay, and report writing tasks.

- **CO3:** Analyze and apply effective study habits and strategies to enhance reading and writing proficiency in academic and professional contexts.

- **CO4:** Create original reflective writings and literary analyses by engaging with diverse forms of literature such as stories, biographies, and critical essays.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDEPC101	Reading and Reflecting on Texts	2	2	--	50	--	50

Unit 1: Reading And Reflection   **Teaching Hours: 9 (Weightage 36%)**

1.1 Meaning of Reading and its types
1.2 Process Of Reflection: Meaning and Strategies for Development Reflection
1.3 Self-Learning : Cognitive Development through Reading

Practical : (20 marks)
 1 Reading and Comprehension
 2 Review of Prose/Poetry

Unit – 2 Reflective reading and writing   **Teaching Hours: 10 (Weightage 36%)**

2.1 Meaning of Writing and Its Types
2.2 Basic Concepts of Writing
2.3 Narrative and Descriptive Writing
Practical (20 Marks)
- Essay Writing
- Report Writing

Unit – 3 Reflective Reading and Writing   **Teaching Hours:11 (Weightage 28%)**

3.1 Study Habit : Meaning, Concept and Components
3.2 Ways of developing writing skills
- Formal writing

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- Informal writing
3.3 Forms of Literature: Short Stories, biography,   autobiography, critical analysis
Practical : (10 marks)
1. Story Writing
</td></tr>
</table>

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

***SEE:** Semester End Evaluation

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1. Curriculum Framework two year B.Ed. programme (2014), National Council for Teacher Education, New Delhi.

2. Dave Jagdish,(1999). ' Gadhayarth Grahan&Padhayarth Grahan',Gurjar Prakashan,Ahmedabad.

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7. Syllabus for Two Year B.Ed., National Council for Educational Research and Training, 2008.

8. Two Year B.Ed. Curriculum Draft – 1 Prepared by IASE Gujarat Vidyapith, Ahmedabad.

	Course Outcome (CO)	**POs / PSOs**	**CL (Cognitive Level)**	**KC (Knowledge Category)**	**Class Sessions**
CO1	Explain the concept, types, and importance of reading and reflection, and develop cognitive awareness through self-learning and reflective comprehension.	PO1, PO2, PO4, PO10, PSO1	Understand, Apply, Analyze	Conceptual, Metacognitive	8
CO2	Demonstrate understanding of different forms and purposes of writing, and apply reflective thinking in narrative, descriptive, essay, and report writing tasks.	PO2, PO3, PO4, PO10, PSO2	Understand, Apply, Create	Conceptual, Procedural, Metacognitive	7
CO3	Analyze and apply effective study habits and strategies to enhance reading and writing proficiency in academic and professional contexts.	PO1, PO2, PO4, PSO1, PSO3	Apply, Analyze, Evaluate	Conceptual, Procedural	7
CO4	Create original reflective writings and literary analyses by engaging with diverse forms of literature such as stories, biographies, and critical essays.	PO3, PO4, PO10, PSO2, PSO3	Apply, Create, Evaluate	Procedural, Metacognitive	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	3	3		3						3	3		
CO2		3	3	3						3		3	
CO3	3	3		3							3		3
CO4			3	3						3		3	3

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I
BEDEPC102- BASICS OF COMPUTER

Course Outcomes:

- **CO1:** Describe the historical evolution, functions, and classifications of computers and explain fundamental information technology concepts.

- **CO2:** Identify and demonstrate understanding of various hardware components, software types, storage devices, and the functions of operating systems and file management tools.

- **CO3:** Apply word processing tools to create academic and administrative documents such as digital lesson plans, applications, and timetables using MS Word effectively.

- **CO4:** Design creative and interactive multimedia presentations using PowerPoint by integrating text, graphics, animations, and audio-visual elements for classroom use.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Hours Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDEPC102	**Basics of Computer**	2	2	--	50	--	50

Unit – 1 Historical Knowledge & Functions of computer

Teaching Hours: 7 (Weightage 25%)

1.1 History of development of Computer

1.2 Computer : Definition, characteristics, Uses of computers in different areas

1.3 Classifications of computers : Super, micro, mainframe, mini computers, personal computer, laptop etc

1.4 Concept of Information Technology – Data, Information, Process, Information Processing cycle

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Unit – 2 Parts of Computers and Operating System: Teaching Hours: 7 (Weightage 25%)

2.1 Parts of Computer : Hardware Tools:

- CPU- Control Unit, Arithmetic and Logic Unit, Memory Unit
- Input Devices: Mouse, Keyboard, Track ball, Joystick, Light Pen, touch screen, BCR, MICR etc.
- Output Devices: Printer, Monitor, Speaker, Plotter, LCD

2.2 Storage Devices: Hard Disk, CD,DVD, Pen drive, Cloud Storage etc

2.3 Types of Software :

- Application software : Microsoft Word, Power point, Excel
- System Software : Operation System

2.4 Operating System: Definition, Functions and types of Operating System, BIOS

- 2.5 File management- Files, Folders, Drives, Trees, Paths. File utilities- formatting, defragmenting, disc scanning, file deletion; recycle bins, Cloud-Based File Organization (Google Drive)

Unit – 3 Practical : Microsoft Word	**Teaching Hours: 8 (Weightage 25%)**

3.1 Writing paragraph in regional language using Google Input Tools in different font styles, sizes and colors,

   Apply tools: Spell check and grammar check, clip art, word art, image editing, mathematical equation etc.

3.2 Prepare any **Digital Lesson Plan** using MS Word

3.3 Write an application for the job of a teacher

3.4 Preparation of the timetable for a high school/college

3.5 Mail Merge

Unit – 4 Practical : PowerPoint	**Teaching Hours: 8 (Weightage 25%)**

- Preparation of a presentation on any school subject by including following options :
- Types of slides, Auto layout for slides, Format on text, background or design in slides
- Inserting word art, auto shapes, pictures, graphs, sound, hyperlink etc., Adding header and footer, slide master, Use of action buttons, custom animation, slide transition, rehearse timings etc
- Screen recording of your activity using PowerPoint, insert screenshot Convert PowerPoint slide to PDF and JPEG

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Describe the historical evolution, functions, and classifications of computers and explain fundamental information technology concepts.	PO1, PO2, PO5, PSO1	Remember, Understand	Factual, Conceptual	7
CO2	Identify and demonstrate understanding of various hardware components, software types, storage devices, and the functions of operating systems and file management tools.	PO1, PO2, PO5, PSO1, PSO2	Understand, Apply	Conceptual, Procedural	7
CO3	Apply word processing tools to create academic and administrative documents such as digital lesson plans, applications, and timetables using MS Word effectively.	PO3, PO4, PO5, PSO2	Apply, Analyze, Create	Procedural, Metacognitive	8
CO4	Design creative and interactive multimedia presentations using PowerPoint by integrating text, graphics, animations, and audio-visual elements for classroom use.	PO3, PO4, PO5, PSO2, PSO3	Apply, Create, Evaluate	Procedural, Metacognitive	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3	3			3						3		
CO2	3	3			3						3	3	
CO3			3	3	3							3	
CO4			3	3	3							3	2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I

BEDCBCS101- ENVIRONMENTAL STUDIES

Course Outcomes:

- **CO1:** Explain the concept, components, and structure of the environment and ecosystem, and recognize the scope and multidisciplinary nature of environmental studies.

- **CO2:** Identify and analyze major global environmental issues, types of pollution, and their causes, effects, and preventive measures.

- **CO3:** Evaluate the role of environmental education programs, NGOs, media, and sustainable development practices in promoting environmental awareness and management.

- **CO4:** Examine Indian environmental policies, acts, movements, and cultural perspectives to understand and advocate for environmental conservation and protection.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
| | | Hours Per Week | | Hrs. | Max Marks | | |
					*CCE	*SEE	
BEDCBCS 101	Environmental Studies	2	2	1.5	15	35	50

UNIT:1 Basic Environment concepts and Environmental Education

Teaching Hours: 7 (Weightage 25%)

1.1 Environment: Concept, Definition, Importance

1.2 1.2 Multidisciplinary Nature of Environmental Studies, Scope of Environmental Studies

1.3 Components of Environment – Biotic and Abiotic; Concept, Structure and Function of an Ecosystem

1.4 Environmental Education: Meaning, Concept and Importance

UNIT: 2 Global issues on Environment **Teaching Hours: 8 (Weightage 25%)**

2.1 Types of Pollution: Meaning, Causes & Effects
- Air Pollution
- Water Pollution
- Soil Pollution
- Noise Pollution
- Factors Affecting Environment: Global Warming, Greenhouse Effect, Ozone Layer Depletion, Acid Rain, E-Waste

2.2 Natural Hazards and Disasters: Earthquake, Landslide, Forest Fire, Tsunami, Flood

Unit : 3 Environmental Awareness, environmental programs and Environmental Management

Teaching Hours: 7 (Weightage 25%)

3.1 Environmental Education Programs and Role of School

3.2 Role of NGOs

3.3 Role of Mass Media and Information Technology

3.4 Environmental Management and Importance of Sustainable Development

UNIT : 4 :India and Environment Issues and Policies, Environmental Movements in India
Teaching Hours: 8 (Weightage 25%)

4.1 Environmental Protection and Policies in India

- Environmental Protection Act
- Prevention and Control of Pollution Act
- Wildlife Protection Act
- Forest Conservation Act

4.2 Constitutional Amendments Made and Environmental Laws

4.3 Environmental Movements in India – Silent Valley Movement, Chipko Movement, Narmada Bachao Andolan

4.4 Role of Indian Culture in Environmental Conservation and Protection

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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16. Subramanim, V, "A Text book in Environmental Science", Narosa Publication House, Mumbai.
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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain the concept, components, and structure of the environment and ecosystem, and recognize the scope and multidisciplinary nature of environmental studies.	PO1, PO2, PO6, PSO1	Understand, Apply	Factual, Conceptual	7
CO2	Identify and analyze major global environmental issues, types of pollution, and their causes, effects, and preventive measures.	PO1, PO2, PO6, PO7, PSO1	Understand, Analyze, Evaluate	Conceptual, Procedural	8
CO3	Evaluate the role of environmental education programs, NGOs, media, and sustainable development practices in promoting environmental awareness and management.	PO3, PO5, PO6, PO7, PSO2	Analyze, Evaluate, Create	Conceptual, Procedural, Metacognitive	7
CO4	Examine Indian environmental policies, acts, movements, and cultural perspectives to understand and advocate for environmental conservation and protection.	PO2, PO6, PO7, PO10, PSO3	Understand, Analyze, Evaluate	Conceptual, Metacognitive	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3	3				3					3		
CO2	3	3				3	3				3		
CO3			2		2	3	3					2	
CO4		3				3	3			2			2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – I
BEDCBCS102: Ethics & leadership: Insight from Bhagavad Geeta

Course Outcomes:
- **CO1:** Explain the ethical foundations and leadership ideals presented in the Bhagavad Gita.
- **CO2:** Analyze the philosophical principles of *Dharma* and *Karma Yoga* and their application to ethical decision-making.
- **CO3:** Evaluate leadership qualities and moral dilemmas through the teachings of the Bhagavad Gita.
- **CO4:** Apply Gita-based ethical principles to professional and moral responsibilities of teachers and educational leaders.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Hrs.	Max Marks *CCE	Max Marks *SEE	Total Marks
BEDCBCS102	Ethics & leadership: Insight from Bhagavad Geeta	2	2	1.5	15	35	50

Unit 1: Foundations of Ethics and Leadership   Teaching Hours: 8 (Weightage 25%)

1. Concept of Ethics: Meaning, Nature, and Scope
  • Definition and origin of ethics (Greek ethos, Indian dharma)
  • Ethics vs. Morality vs. Values
  • Personal ethics and professional ethics in teaching
  • The teacher as a moral agent and role model

2. Leadership: Definition, Types, and Qualities of a True Leader
  • Leadership vs. management
  • Types of leadership: transformational, servant, moral, instructional
  • Qualities of a true leader according to modern education and Indian thought
  • Teacher leadership in classroom, school, and community

3. Moral and Ethical Values in the Bhagavad Gita
  • Core values: truth (satya), duty (dharma), selfless action (karma yoga), equanimity (samatva)
  • Ethical dilemmas faced by Arjuna as metaphors for real-life conflicts
  • Balancing personal and professional responsibilities
  • Relevance of these values in teacher ethics and education policy

4. Relevance of Gita's Teachings in Contemporary Ethical Challenges
  • Ethical decision-making in a fast-changing, competitive world
  • Coping with moral relativism and cultural pluralism
  • Applying Gita's timeless wisdom to modern professions (education, business, administration)
  • Need for ethical leadership in the education system

Unit - 2 Ethical Philosophy of the Bhagavad Gita   Teaching Hours: 7 (Weightage 25%)

1. Dharma (Righteous Duty) and its Application in Daily Life
  • Concept of Svadharma and universal duty
  • Professional dharma of a teacher: fairness, responsibility, dedication
  • Ethical choices and consequences (Karmaphala)
  • Maintaining moral clarity in complex educational contexts

2. Karma Yoga: The Ethics of Selfless Action
  • Meaning and philosophy of Karma Yoga
  • "Action without attachment" – implications for teachers and leaders
  • Work as worship – focus on excellence and service
  • Reducing ego, bias, and stress through right action

3. Nishkama Karma and Ethical Decision-Making
  • Acting with dedication but without selfish motive
  • Balancing emotion, intellect, and conscience in ethical decisions
  • Handling moral conflicts in school administration and evaluation
  • Decision-making guided by conscience and compassion

4. The Three Gunas (Sattva, Rajas, Tamas) and Moral Conduct
  • Understanding personality traits from the Gita's perspective
  • Dominance of Sattva (purity), Rajas (activity), Tamas (inertia) in behavior
  • Developing Sattvic qualities for leadership and teaching
  • Practical methods to overcome negative traits in professional life

UNIT 3: Leadership Ideals in the Bhagavad Gita   Teaching Hours: 7 (Weightage 25%)

1. Qualities of an Ideal Leader as per the Gita
- Leadership through wisdom, self-control, and compassion
- Stitaprajna (equanimous mind) and Sthitadhir muni qualities
- Developing integrity, empathy, and vision in educational leadership
- Comparison of Gita's leadership ideals with modern theories

2. Arjuna's Dilemma: Ethical Conflict and Resolution
- Arjuna's moral confusion as a universal human experience
- Krishna's guidance: from doubt to duty
- Application to teacher dilemmas: grading, favoritism, bias
- Moral courage and ethical clarity for teachers

3. Visionary Leadership and Self-Mastery
- The concept of Atma-vijnana (self-knowledge) as the base of leadership
- Emotional regulation, mindfulness, and self-awareness
- Leadership through service and humility (Seva bhava)
- Building inner strength to lead with moral conviction

4. Ethical Leadership in Educational Institutions
- Role of educational leaders in shaping institutional ethics
- Transparency, accountability, and value-based governance
- Collaboration and trust-building among staff and students
- **Case studies of value-driven educational leadership**

UNIT 4: Application of Gita's Ethics for Teachers and Professionals

Teaching Hours: 8 (Weightage 25%)

1. Teacher as a Leader and Ethical Role Model
- The teacher's influence on students' moral development
- Leadership in pedagogy, mentorship, and innovation
- Ethical challenges in assessment, fairness, and classroom discipline
- Leading by example: humility, patience, and consistency

2. Gita's Teachings on Self-Discipline, Patience, and Integrity
- Cultivating Samatva (mental balance) amid classroom challenges
- Importance of integrity and authenticity in teacher identity
- Time management and mindfulness practices for teachers
- Personal ethics and professional commitment

3. Managing Stress and Emotions through Gita's Wisdom
- Stress as modern-day "Kurukshetra" for educators
- Detachment and inner calm through meditation and reflection
- Emotional intelligence as a leadership trait
- Role of Bhakti Yoga and Jnana Yoga in emotional balance

4. Professional Ethics and Value-Based Decision-Making
- Ethical frameworks for teaching profession (NCTE, UNESCO)
- Role of conscience in professional choices
- Building a culture of trust and ethical communication
- Developing ethical guidelines and case-based discussions in teacher education

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

References

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	Course Outcome (CO)	POs / PSOs	CL	KC	Class Sessions
CO1	Explain ethical foundations and leadership ideals in the Bhagavad Gita.	PO1, PO2, PO4, PO7 / PSO1, PSO3	Understand	Conceptual	8
CO2	Analyze *Dharma* and *Karma Yoga* for ethical decision-making.	PO2, PO3, PO7 / PSO1, PSO3	Analyze	Conceptual + Procedural	7
CO3	Evaluate leadership qualities and moral dilemmas in the Gita.	PO1, PO2, PO8, PO10 / PSO1, PSO3	Evaluate	Conceptual	7
CO4	Apply Gita's ethical principles to teacher and professional roles.	PO6, PO7, PO9, PO10 / PSO1, PSO2, PSO3	Apply	Conceptual + Procedural	8
Total Hours of Instructions					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	3	3		2			3				3		3
CO2		3	2				3				3		3
CO3	3	3						2		3	3		3
CO4						2	3		2	3	3	2	3

3: High, 2: Medium, 1: Low

BEDP101- PRE PRACTICE TEACHING

Course Code	Course Title	Credits	Total Hours	Marks		Total
				Internal	External	
BEDP101	Pre Practisce Teaching	4	128	100	-	100

Course Outcomes:

- **CO1:** Demonstrate the ability to design clear, measurable lesson plans aligned with stated objectives and   learner characteristics.

- **CO2:** Exhibit effective micro-teaching skills—presentation, questioning, and use of classroom language—through practice sessions.

- **CO3:** Integrate appropriate pedagogical methods and ICT tools to enhance teaching–learning processes during pre-practice teaching.

- **CO4:** Engage in self-reflection and peer feedback to critically evaluate and improve teaching performance.

- **Pre-Practice Teaching:**   To facilitate the development of teaching skills among student-teachers, they will design and deliver lessons using innovative teaching-learning approaches. Student-teachers will also be trained in fundamental skills essential for becoming effective educators. These lessons will first be demonstrated by teacher educators and then practiced by student-teachers within their peer groups.
- This phase includes 8 pre-practice lessons focused on specific teaching skills, along with 2 bridge lessons (i.e., 4 lessons and 1 bridge lesson for each of the two selected school subjects), making a total of 10 lessons. Each lesson carries 10 marks, amounting to a total of 100 marks, which will be converted to 50 marks in the final assessment.

Sr. No.	Criteria for assessment
1.	**Lesson Planning** • Learning objectives are clearly stated and appropriate for the content. • The content is logically sequenced and age-appropriate. • Appropriate teaching methods, strategies, and activities are selected. • Use of teaching aids and resources is thoughtfully planned. • Assessment techniques (oral, written, activity-based) are clearly integrated.
2.	**Presentation** • Clarity of speech, language, and explanation. • Confident and enthusiastic classroom presence. • Ability to engage and sustain learner interest. • Smooth transitions between different parts of the lesson. • Effective use of chalkboard/ICT/teaching aids.
3.	**Appropriate use of positive components of the skill** • Appropriate use of specific micro-teaching skill(s) demonstrated (e.g., introduction, questioning, reinforcement). • Encouragement of student participation and interaction. • Effective questioning techniques (open-ended, probing, inclusive). • Proper classroom management and time utilization. • Positive body language, eye contact, and voice modulation.

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		3						3			3		
CO2	2								2		3		
CO3					1			3					1	
CO4		3								1			1

 3: High, 2: Medium, 1: Low

BEDP102- ENGLISH SPEAKING AND PERSONALITY DEVELOPMENT -1

Course Code	Course Title	Credits	Total Hours	Marks		Total
				Internal	External	
BEDP102	English Speaking and Personality Development -1	1	32	25	-	25

Course Outcomes:
- **CO1**: Demonstrate spoken English fluency and appropriate lexical resource in varied contexts.
- **CO2:** Use accurate grammatical structures in oral and written communication.
- **CO3:** Exhibit effective presentation skills, including voice modulation, body language, and clear articulation.
- **CO4:** Collaborate in group discussions and tasks, demonstrating active listening, turn taking, and leadership.

- **English Speaking and Personality Development -1:** To develop student teachers' oral communication, presentation, and collaborative skills through a range of speaking and interactive activities. Learners will practice fluency drills, grammar exercises, individual presentations, group discussions, and group tasks, receiving formative feedback to enhance both language accuracy and interpersonal confidence.

Sr. No.	Criteria for assessment
1.	**Fluency and Lexical resource** • Speaks smoothly without unnatural pauses or hesitation. • Uses a wide range of vocabulary accurately and appropriately. • Clarity of Ideas: Expresses thoughts logically and coherently. • Confidence in Speech: Maintains a steady flow of speech confidently.
2.	**Grammatical range and accuracy** • Sentence Structure: Uses a variety of grammatical structures correctly (simple, compound, complex). • Tense Consistency: Maintains proper use of tenses throughout speech. • Subject-Verb Agreement: Applies grammar rules correctly in context. • Pronunciation and Intonation: Clear articulation and appropriate stress patterns.
3.	**Presentation Skill** • Body Language: Uses gestures, posture, and facial expressions effectively. • Voice Modulation: Varies tone, pitch, and volume to engage the audience. • Use of Visual Aids: Incorporates visuals to support content meaningfully. • Time Management: Adheres to allotted time without rushing or exceeding.
4.	**Group Discussion** • Participation: Actively contributes to the discussion without dominating. • Listening Skills: Pays attention to others and responds appropriately. • Logical Reasoning: Presents relevant arguments with justification. • Team Interaction: Encourages and respects different viewpoints.
5.	**Group Task** • Collaboration: Works effectively with others towards a shared goal.

BEDP103- CONTENT ASSIGNMENT – SCHOOL SUBJECT : 1

| Course Code | Course Title | Credits | Total Hours | Marks | | Total |
				Internal	External	
BEDP103	**Content Assignment – School Subject : 1** **Science & Technology, Accountancy Social Science, Computer Science, Sanskrit, Hindi**	1	32	25	-	25

Course Outcomes:

- **CO1:** Demonstrate in depth subject matter mastery of the assigned school level content (Std. 6–8 or Std. 11) through accurate research and synthesis.

- **CO2:** Organize and present content with clarity, logical sequencing, and coherence.

- **CO3:** Create engaging and well-designed presentation materials (textual, visual, or multimedia) to support the assignment.

- **CO4:** Defend and elaborate on the content orally during viva voce, demonstrating critical thinking and reflective insight.

Content Assignment – School Subject: 1: This component aims to strengthen student-teachers' subject content knowledge by engaging them in content-based assignments from selected school subjects. Each student-teacher will choose two school subjects and prepare content assignments based on the curriculum of Standards 6, 7, and 8. For Accountancy, Commerce, and Economics, Standard 11 will be considered. The assignments should demonstrate conceptual clarity, appropriate organization, and depth of understanding, followed by an oral viva to assess comprehension.

Sr. No.	Criteria for assessment
1.	**Content Clarity** • Accuracy and relevance of subject matter • Logical sequencing of concepts • Depth of understanding • Appropriate use of subject-specific terminology
2.	**Presentation** Clear structure with headings and subheadings • Neatness and formatting • Use of diagrams, charts, or tables where needed • Language proficiency (grammar, spelling, vocabulary)
3.	**Viva voce** • Confidence and fluency in explanation • Clarity and accuracy in responses • Ability to justify and elaborate on the content • Logical thinking and presence of mind

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		3						2			3		
CO2		3		2							3		
CO3			2		2							2	
CO4	2									2			2

3: High, 2: Medium, 1: Low

BEDP104 - CONTENT ASSIGNMENT – SCHOOL SUBJECT : 2

| Course Code | Course Title | Credits | Total Hours | Marks | | Total |
				Internal	External	
BEDP104	**Content Assignment – School Subject :2** **Mathematics Commerce, Economics Gujarati, English**	**1**	**32**	**25**	**-**	**25**

Course Outcomes:

- **CO1:** Demonstrate in depth subject matter mastery of the assigned school level content (Std. 6–8 or Std. 11) through accurate research and synthesis.

- **CO2:** Organize and present content with clarity, logical sequencing, and coherence.

- **CO3:** Create engaging and well-designed presentation materials (textual, visual, or multimedia) to support the assignment.

- **CO4:** Defend and elaborate on the content orally during viva voce, demonstrating critical thinking and reflective insight.

•	**Content Assignment – School Subject: 2:** This component aims to strengthen student-teachers' subject content knowledge by engaging them in content-based assignments from selected school subjects. Each student-teacher will choose two school subjects and prepare content assignments based on the curriculum of Standards 6, 7, and 8. For Accountancy, Commerce, and Economics, Standard 11 will be considered. The assignments should demonstrate conceptual clarity, appropriate organization, and depth of understanding, followed by an oral viva to assess comprehension.

Sr. No.	Criteria for assessment
1.	**Content Clarity** • Accuracy and relevance of subject matter • Logical sequencing of concepts • Depth of understanding • Appropriate use of subject-specific terminology
2.	**Presentation** Clear structure with headings and subheadings • Neatness and formatting • Use of diagrams, charts, or tables where needed • Language proficiency (grammar, spelling, vocabulary)
3.	**Viva voce** • Confidence and fluency in explanation • Clarity and accuracy in responses • Ability to justify and elaborate on the content • Logical thinking and presence of mind

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		3						2			3		
CO2		3		2							3		
CO3			2		2							2	
CO4	2									2			2

3: High, 2: Medium, 1: Low

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 1ˢᵗ Semester Examination: 20__
Perspectives in Education (Core Papers)

Date: _____   **Total Marks: 70**
Day: _____   **Time: 3hrs.**
Instructions: 1. All the questions are compulsory
                         2. Figures to the right indicate marks

Q.1 Answer any <u>two</u> from the following questions.   **(20)**

    1)
    2)
    3)

Q.2 Answer the following questions A & B.

    A) _____   **(08)**
        or
  A)   _____

  B)   _____   **(07)**
       Or
  B)_____

Q.3. Answer any <u>two</u> from the following questions.   **(20)**
    1)
    2)
    3)

Q.4. Answer any <u>three</u> from the following questions.   **(15)**
    1)
    2)
    3)
    4)

_____

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 1ˢᵗ Semester Examination: 20__
Curriculum and Pedagogic Papers

Date: _____   **Total Marks: 35**
Day: _____   **Time: 1:30hrs.**
Instructions: 1.All the questions are compulsory.
                   2. Figures to the right indicate marks.

Q.1 Answer in one sentence from the following questions.   **(05)**
   1)
   2)
   3)
   4)
   5)

Q.2 Answer <u>any one</u> from the following questions in 500 words.   **(08)**
   1)
   2)

Q.3 Answer <u>any two</u> from the following questions in 300 words.   **(10)**
   1)
   2)
   3)

Q.4. Answer <u>any four</u> from the following questions.   **(12)**

   1)
   2)
   3)
   4)
   5)

_____

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 1st Semester Examination : 20____
Choice Based Credit System Papers

Date: **Time: 1:30 hours**
Day: **Total marks: 35**
Instructions: 1) All questions are compulsory.
            2) Figures to the right indicate marks.

Q.1 Answer in one sentence from the following   **(05)**

    1)
    2)
    3)
    4)
    5)

Q.2 Answer <u>any one</u> from the following questions in 500 words   **(08)**
    1)
    2)

Q.3 Answer <u>any two</u> from the following questions in 300 words   **(10)**
    1)
    2)
     3)

Q.4. Answer <u>any four</u> from the following   **(12)**
    1)
    2)
    3)
    4)
    5)

_____

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 1st Semester Examination : 20___
Pedagogy of School Subject Papers

Date: **Time: 1:30 hours**
Day: **Total marks: 35**
Instructions: 1) All questions are compulsory.
                2) Figures to the right indicate marks.

Q.1 Answer in one sentence from the following questions.   **(05)**
    1)
    2)
    3)
    4)
    5)

Q.2 Answer <u>any one</u> from the following questions in 500 words.   **(08)**
    1)
    2)

Q.3 Answer <u>any two</u> from the following questions in 300 words.   **(10)**
    (Content cum Methodology)
    1)
    2)
     3)

 Q.4. Answer <u>any four</u> from the following questions.   **(12)**
    1)
    2)
    3)
    4)
    5)

—

Kadi Sarva Vishwavidyalaya Gandhinagar

{Established Under the State Act of Gujarat, No-21, May 2007}

&

UGC Approved

<div style="border:1px solid">

Curriculum for Two Year

Bachelor of Education

</div>

<div style="border:1px solid">

Year: 2025-26
Semester -2

</div>

Faculty of Education,

Kadi Sarva Vishwavidyalaya

W.E.F. NOVEMBER 2025

B.Ed. Program: Program Outcomes

PO1: Problem-solving:

The graduates should be able to demonstrate the capability to:

- Diagnose classroom challenges—such as diverse learning needs, behavioral issues and then apply pedagogical theories to craft targeted interventions.
- Sequence and deploy appropriate teaching–learning methods in a logical order to systematically address educational objectives.
- Brainstorm a variety of instructional approaches to select the most effective strategy for real-classroom implementation.

PO2: Critical thinking:

The graduates should be able to demonstrate the capability to:

- apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,
- identify relevant assumptions or implications; and formulate coherent arguments,
- identify logical flaws and holes in the arguments of others,
- analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

PO3: Creativity:

The graduates should be able to demonstrate the ability to:

- create, perform, or think in different and diverse ways about the same objects or scenarios,
- deal with problems and situations that do not have simple solutions,
- innovate and perform tasks in a better manner,
- view a problem or a situation from multiple perspectives,
- think 'out of the box' and generate solutions to complex problems in unfamiliar contexts,
- adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO4: Communication Skills:

The graduates should be able to demonstrate the skills that enable them to:

- listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,
- express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself,

- construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

PO5: Educational Technology Integration:

The graduates should be able to

- Demonstrate the capability to utilize digital tools and ICT effectively to enhance teaching-learning processes and promote digital literacy among students.
- Skilled in selecting and applying appropriate digital.
- Facilitate collaborative learning, critical thinking, and engagement through innovative methods like flipped classrooms.
- Capable of designing, developing, and curating digital learning resources such as videos, quizzes, and e-learning modules.
- Adapting to new educational technologies is essential for continuous improvement in teaching practices.

PO6: Understanding of Learner Diversity:

The graduates should be able to demonstrate the capability to:

- Identify and analyze learner diversity in terms of social, cultural, linguistic, and economic backgrounds, and evaluate how these factors influence student learning and behavior.
- Design and implement inclusive teaching strategies effectively to address the varied needs of all learners.
- Apply culturally responsive pedagogy and utilize multilingual support systems to make learning meaningful and accessible for diverse student populations.
- Engage with families and communities, and reflect on teaching practices to continuously adapt instruction for supporting and valuing every learner.

PO7: Value inculcation:

The graduates should be able to demonstrate the capability to:

- **Demonstrate** commitment to constitutional, humanistic, ethical, and moral values by **practicing** truth, peace, love, nonviolence, scientific temper, and responsible citizenship in daily life.
- **Engage** with global issues and **promote** peace, inclusivity, tolerance, and sustainability to **foster** responsible global citizenship.
- **Analyze** ethical issues from multiple perspectives and **construct** well-reasoned arguments to make balanced and morally sound decisions.

- Identify community needs and analyze local social issues to understand the challenges faced by diverse groups within society.
- **Recognize** environmental and sustainability challenges and **participate** in initiatives that **support** ecological balance and sustainable development.
- **Adopt** objective and truthful actions in all professional endeavours and **demonstrate** integrity through consistent ethical behavior.

PO8: Curriculum, Content Mastery & Pedagogical Competence:

The graduates should be able to demonstrate the capability to:

- Develop proficiency in subject-specific pedagogy and modern teaching methods to effectively facilitate learning for diverse learners.
- Apply modern teaching methods, including ICT tools, experiential learning, and learner-centered approaches, to enhance classroom engagement and learning outcomes.
- Design lesson plans and instructional materials that cater to the diverse needs, learning styles, and abilities of students.
- Evaluate the effectiveness of teaching practices through reflection, student feedback, and assessment data to continuously improve pedagogical approaches.
- **Understand** the structure, objectives, and components of the school curriculum to ensure alignment with educational standards and learner needs.
- **Apply** interdisciplinary teaching strategies by **integrating** knowledge from multiple subjects to create holistic and meaningful learning experiences.

PO9: Classroom Management and Assessment Skills:

The graduates should be able to demonstrate the capability to:

- Demonstrate effective classroom management, formative and summative assessment practices, and learner-centered evaluation techniques.
- Establish a positive and inclusive classroom environment by implementing rules, routines, and behavior management strategies that promote respect and active participation.
- Apply effective classroom management techniques to maintain discipline, ensure smooth transitions, and foster student engagement.
- Design formative and summative assessments aligned with learning objectives to measure student progress and understanding accurately.
- Analyze assessment data to identify learning gaps and modify instructional strategies for improved student outcomes and personalized support.

PO10: Reflective Teaching Practice & Educational Leadership:

The graduates should be able to demonstrate the capability to:

- Engage in critical reflection, ethical decision-making, and continuous professional development to enhance teaching quality.
- Engage in critical self-reflection to analyze teaching practices, classroom experiences, and learner outcomes for ongoing improvement.
- Identify areas for personal and professional growth and participate in continuous professional development activities such as workshops, seminars, and peer learning.
- Incorporate feedback from students, peers, and mentors to enhance teaching effectiveness and uphold professional standards.
- Collaborate with school stakeholders such as teachers, administrators, parents, and community members to foster a supportive and inclusive learning environment.
- Demonstrate leadership by initiating and participating in school improvement activities, committees, and decision-making processes.
- Communicate effectively with colleagues and stakeholders to share ideas, address challenges, and build a culture of trust and teamwork.

Program Specific Outcomes (PSOs): B.Ed.

PSO1: To develop pedagogically capable, professionally qualified, and ethically grounded teachers equipped with both theoretical and practical expertise in educational psychology, assessment, and classroom management.

PSO2: To integrate ICT and creative, innovative teaching strategies throughout lesson planning, instruction, and evaluation fostering digital literacy, enhancing student engagement and learning outcomes, and cultivating core 21st-century teaching competencies.

PSO3: To nurture reflective practitioners and lifelong learners by engaging student-teachers in action research, critical thinking, and collaborative learning, empowering them to lead in curriculum design, pedagogy, school improvement, and inclusive education for continuous professional development.

Semester –II						
Theory Papers						
Perspectives in Education(Core Papers)						
COURSE CODE	COURSE	INSTRU. H./W.	CREDIT	MARKS		
				INTERNAL	EXTERNAL	TOTAL
BEDCC201	Learning and Teaching	4	4	30	70	100
BEDCC202	Indian Perspective on Educational Philosophy	2	2	15	35	50
Curriculum and Pedagogic Study						
BEDCP201	Assessment for Learning	2	2	15	35	50
Pedagogy of School Subject (Any two - One from Each Group)						
BEDPS201	Pedagogy of School Subject – 1	2	2	15	35	50
BEDPS202	Pedagogy of School Subject – 2	2	2	15	35	50
Enhancing Professional Capacity (EPC) (Any One)						
BEDEPC201	Drama and Art in Education	2	2	50	-	50
BEDEPC202	Multimedia and Communication Technology In Education	2	2	50	-	50
Choice Based Credit System (CBCS) (Any One)						
BEDCBCS201	Guidance and Counseling	2	2	15	35	50
BEDCBCS202	Foundations of School management & administration	2	2	15	35	50
	Total	**16**	**16**	**155**	**245**	**400**
Practical Work						
BEDP201	Stray Lessons	-	4	100	-	100
BEDP202	Blue Print (In Method 1 & Method 2)	-	1	25	-	25
BEDP203	Content Assignment –School Subject: 1 *	-	2	50	-	50
BEDP204	Content Assignment –School Subject: 2 *	-	2	50	-	50
	Total	**-**	**09**	**225**		**225**

COURSE FOR SEMESTER –II

BEDCC201- LEARNING AND TEACHING

Course Outcomes:

- **CO1 :** Explain the concept, nature, and factors influencing learning and transfer of learning with reference to psychological theories.
- **CO2 :** Analyze and apply major learning theories and principles of motivation to classroom situations.
- **CO3 :** Describe the concept, nature, and principles of effective teaching and analyze classroom interaction patterns.
- **CO4 :** Demonstrate understanding of new trends and innovations in teaching–learning such as ICT integration, multimedia approach, and computer-assisted learning.
- **CO5 :** Apply various teaching-learning methods, strategies, and techniques effectively to enhance learner engagement.
- **CO6 :** Evaluate different approaches and styles of teaching–learning for developing self-regulated and multisensory learning experiences.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
| | | Theory Per Week | | Hrs. | Max Marks | | |
					*CCE	*SEE	
BEDCC201	Learning And Teaching	4	4	3	30	70	100

| Unit 1 Learning: | Teaching Hours: 16 (Weightage 26.6%) |

Unit 1 Learning: **Teaching Hours: 16 (Weightage 26.6%)**
  1.1 Learning : Concept, Factors affecting learning
  1.1.1 Factors affecting transfer of learning
  1.2 Nature of Learning Process, General Principles of Learning
  1.3 Theory of learning (Pavlov, Thorndike, Kohler and Skinner) and their educational implications
  1.4 Motivation in learning: Principles of Motivation in Learning, Abraham Maslow's Motivational Theory : Concept and educational implications.
  1.4.1 Types of learning (Active learning ,Observational learning ,situational and collaborative learning)

Unit - 2 Teaching: **Teaching Hours: 14 (Weightage 23.3%)**
 2.1 Teaching : Concept, Maxims of teaching, Models of Teaching (Concept of : Advanced Organizer, Inductive Thinking Model), and Nature of teaching , Concept and meaning of Models of teaching
 2.2 General and Psychological Principles of Teaching
 2.3 Analysis of Classroom Interaction: Concept and Components of Ned Flanders" Classroom Interaction Analysis.

Unit 3 - New Trends of Teaching – Learning **Teaching Hours: 14 (Weightage 23.3%)**
 3.1 Use of ICT in teaching – learning, E- learning, Multi Media Approach: Meaning and concept
 3.2 Experience Cone of Edger Dale, Programmed Learning Material : Concept and Types, Nature of Each Type and Advantages
 3.3 Computer Assisted Instruction, Computer Assisted Learning
 3.4 Online Learning, Talkative Books, Various types of Learning Gadgets
 3.4.1. Teaching learning resources

Unit:4 strategies ,Techniques of Teaching – Learning **Teaching Hours: 16 (Weightage 26.6%)**
 4.1 Methods / Strategies of Teaching – Learning : Supervised Study, Team Teaching, Peer Group Teaching, Brain Storming, Seminar, Inductive – Deductive, Focused Group Discussion
 4.1.1. Teacher controlled method : • Lecture cum demonstration • Team Teaching Learner controlled method • Peer group • Seminar • Brain Storming
 4.2 Techniques of Teaching
 4.3 Approaches of Teaching – Learning : Situational Approach, Structural Approach, Constructivist Approach
 4.4 Styles of Learning - Auditory, Visual, Kinesthetic and Multi-Sensory Learning & Self-Regulated learning.

 ***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

 *SEE: Semester End Evaluation

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23. શુતલા, સતીશપ્રકાશ(૨૦૧૩.)અધ્યાપન અને અધ્યયન ના અવઘવનયમો અને પ્રયુક્તતઓ, અગ્રવાલ પલલીકેશન, આગ્રા.
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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	CO1: Explain the concept, nature, and factors influencing learning and transfer of learning with reference to psychological theories.	PO1, PO6, PO8, PSO1	Remembering, Understanding	Conceptual	4
2	CO2: Analyze and apply major learning theories and principles of motivation to classroom situations.	PO1, PO2, PO8, PO9, PSO1	Understanding, Applying, Analyzing	Conceptual, Procedural	12
3	CO3: Describe the concept, nature, and principles of effective teaching and analyze classroom interaction patterns.	PO4, PO8, PO9, PO10, PSO1	Understanding, Analyzing	Conceptual, Procedural	14
4	CO4: Demonstrate understanding of new trends and innovations in teaching–learning such as ICT integration, multimedia approach, and computer-assisted learning.	PO3, PO5, PO8, PSO2	Applying, Creating	Procedural, Metacognitive	14
5	CO5: Apply various teaching-learning methods, strategies, and techniques effectively to enhance learner engagement.	PO1, PO3, PO4, PO8, PSO1, PSO2	Applying, Evaluating	Procedural	10
6	CO6: Evaluate different approaches and styles of teaching–learning for developing self-regulated and multisensory learning experiences.	PO2, PO3, PO6, PO7, PO8, PO10, PSO3	Analysing, Evaluating, Creating	Conceptual, Metacognitive	6
	Total Hours of Instructions				**60**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	3					1		3			3		
CO2	3	2						3	3		3		
CO3				2				3	3	2	3		
CO4			3		1			3				2	
CO5	3		3	2				3			3	2	
CO6		2	3			1	1	3					1

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II
BEDCC202- Indian Perspective on Educational Philosophy

Course Outcomes:

CO1: Explain the foundations, key concepts, and aims of Indian educational philosophy with reference to ancient texts and traditions.

CO2: Compare major Vedic and Non-Vedic philosophical schools and evaluate their educational implications in the present context.

CO3: Analyse the contributions of Indian educational thinkers and interpret their contemporary relevance in educational practice.

CO4: Apply Indian philosophical principles to understand contemporary educational policies, value-based education, inclusivity, and the teacher's role in NEP 2020.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
| | | Theory Per Week | | Hrs. | Max Marks | | |
					*CCE	*SEE	
BEDCC202	Indian Perspective on Educational Philosophy	2	2	1.5	15	35	50

Unit 1 Foundations of Indian Educational Philosophy Teaching Hours: 7 (Weightage 25%)

1.1 Meaning, nature and scope of Indian educational philosophy

1.2 Sources of Indian philosophy: Vedas, Upanishads, Epics (Ramayana, Mahabharata), Buddhist and Jain texts

1.3 Key concepts: Vidya, Gyana, Sanskara, Guru–Shishya Parampara

1.4 Aims of education in ancient India; Values and ethics in traditional Indian education; Brief introduction of Ancient Indian universities—Nalanda, Takshashila and Vallabhi as centers of knowledge and holistic learning.

Unit - 2 Major Schools of Indian Philosophy and Education

Teaching Hours: 8 (Weightage 25%)

2.1 Foundations and Characteristics of Indian Philosophical - Ontological foundations Epistemological principles (Pramāṇa theory), Ethical and moral foundations, Pursuit of Knowledge, Wisdom, and Truth

2.2 Classical Vedic Schools: Nyaya – logical thinking and reasoning; Vaisheshika – scientific attitude and categorization; Sankhya – knowledge, intellect and curriculum implications; Yoga – discipline, self-control and meditation; Mimamsa – duty and moral education; Vedanta – holistic development and self-realization

2.3 Non-Vedic Schools: Buddhism – compassion, mindfulness and experiential learning; Jainism – non-violence, tolerance and ethical conduct; Charvaka – materialism and critical inquiry

2.4 Educational implications of these philosophical systems

Unit 3 - Contributions to Education and Contemporary relevance of ideas of Indian educational thinker Teaching Hours: 8 (Weightage 25%)

3.1 Swami Vivekananda – man-making education, strength, character building

3.2 Rabindranath Tagore – naturalism, freedom, self-expression, Shantiniketan model

3.3 Mahatma Gandhi – Basic Education (Nai Talim), craft-centred learning;

3.4 Sri Aurobindo – integral education;;

3.5 J. Krishnamurti – inquiry and freedom;

Unit 4 Contemporary Issues & Applications in Indian Educational Philosophy

Teaching Hours: 7 (Weightage 25%)

4.1 Philosophical foundations of National Education Policy (NEP) 2020 reflecting Indian ethos

4.2 Holistic, multidisciplinary and value-based learning

4.3 Role of Yoga, mindfulness and Indian value systems in modern schooling

4.4 Teacher's role from an Indian philosophical perspective; Indian philosophies and inclusive & equitable education; Relevance of Indian thought in developing 21st-century **competencies**

*

CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

SEE: Semester End Evaluation

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	CO1 – Foundations of Indian educational philosophy	PO2, PO7, PO8; PSO1	Understand	Conceptual	7
2	CO2 – Schools of philosophy & implications	PO1, PO2, PO3, PO8; PSO1, PSO2	Analyse/Evaluate	Conceptual & Procedural	8
3	CO3 – Indian thinkers & relevance	PO3, PO4, PO7, PO10; PSO1, PSO3	Analyse/Evaluate	Conceptual & Procedural	8
4	CO4 – Contemporary application, NEP, values, inclusivity	PO5, PO6, PO7, PO8, PO9, PO10; PSO2, PSO3	Apply/Evaluate /Create	Procedural & Meta-cognitive	7
	Total Hours of Instructions				**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		3					3	3			3		
CO2	2	3	3					3			3	3	
CO3			3	2			3			3	3		3
CO4					1	1	3	3	1	3		3	3

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDCP201- ASSESSMENT FOR LEARNING

Course Outcomes:

- **CO1:** Understand the fundamental concepts and principles of assessment, measurement, and evaluation in education.
- **CO2:** Analyse and design appropriate assessment tools, tests, and grading techniques for classroom evaluation.
- **CO3:** Apply basic educational statistics to interpret assessment data and support instructional decision-making.
- **CO4:** Evaluate traditional and innovative assessment practices to promote competency-based and learner-centered evaluation.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDCP201	**Assessment For Learning**	2	2	1.5	15	35	50

Unit – 1 Assessment, Measurement and Evaluation   Teaching Hours: 6 (Weightage 20)

1.1 Meaning of Measurement, Evaluation, Assessment, Examination and Test
1.2 Assessment: Concept, Objectives and importance, Assessment for Learning and Assessment of Learning
1.3 Measurement: Concept, types and scales of measurement
1.4 Evaluation: Concept, Characteristics, Types - Formative and summative Evaluation Continuous Comprehensive Evaluation (A 360-degree Evaluation), Difference between measurement and evaluation

Unit - 2 Tools and Techniques of Assessment and Evaluation   Teaching Hours:9 (Weightage 30)

2.1 Characteristics of Good Measurement Tools
2.2 Types of Tests: Meaning, Purpose, Characteristics, Uses, Merits and Limitations of Teacher made test, Diagnostic Test & Standardized test
2.3 Types of questions: Essay Type Questions- Meaning, Uses, Merits & Limitations. Short Answer Questions- Meaning, Uses, Merits & Limitations. Objective Type Questions- Meaning, Types, Uses, Merits & Limitations.
2.4 Tools for Assessment and Grading: Portfolio- Meaning and Uses, Rating Scales - Meaning, Types, Uses and Limitations. CRC - Meaning and Uses, Rubrics – Concept, Types and uses. Grading: Concept, Types of Grading: Direct and Indirect Grading (Absolute and Relative)

Unit 3 - Educational Statistics   Teaching Hours: 9 (Weightage 30)

3.1 Educational Statistics: Meaning & Importance
3.2 Frequency Distribution (With Graphical Presentation)
3.3 Measurement of Central Tendency and Dispersion: Meaning and uses of Mean, Median, Mode, Quartile Deviation, Standard Deviation (Numerical problems of Mean, Median and Mode only)
3.4 Concept and Interpretation of Product moment correlation, Spearman's Rank Difference Correlation, Percentile and Percentile Rank (Calculation Excluded)

Unit 4 - Innovative Trends in Assessment for Learning   Teaching Hours: 6 (Weightage 20)

4.1 Current Examination System: Limitations and suggestion for Improvement
4.2 Open Book Exam, Online Exam and On Demand Exams: Meaning, objectives, advantages, limitations:
4.3 Competency-Based Assessment: Concept, meaning, and importance, Difference from traditional assessment
4.4 Concept of ABC (Academic Bank of Credit) & PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)

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8. શૈક્ષણિક સંશોધન લેખક: ડો દીપીકા શાહ
9. શૈક્ષણિક માપન લેખક: ડો કૃષ્ણકાંત ગોપાલજી દેસાઇ
10. અધ્યયન માટેનું પરીક્ષણ , પ્રતીક પ્રકાશન
11. અધ્યયન માટેનું પરીક્ષણ-A , નીરવ પ્રકાશન

	Course Outcome (CO)	POs / PSOs	CL	KC	Class Sessions
CO1	Understand the fundamental concepts and principles of assessment, measurement, and evaluation in education.	PO1, PO8, PO9 / PSO1	Understand	Conceptual	6
CO2	Analyse and design appropriate assessment tools, tests, and grading techniques for classroom evaluation.	PO1, PO4, PO9 / PSO1, PSO2	Apply	Procedural	9
CO3	Apply basic educational statistics to interpret assessment data and support instructional decision-making.	PO2, PO8, PO9 / PSO1	Analyze	Conceptual	9
CO4	Evaluate traditional and innovative assessment practices to promote competency-based and learner-centered evaluation.	PO5, PO10 / PSO2, PSO3	Create	Meta cognitive	6
Total Hours of Instructions					30

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1		3						1			3		
CO2	2								2		3	3	
CO3		3		2							3		
CO4					1					1		3	1

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL

SUBJECT – ACCOUNTANCY

Course Outcomes:

- **CO1:** Demonstrate understanding of Accountancy textbooks, classroom setup, and the functioning of an Accountancy Club, identifying their pedagogical relevance and classroom application.
- **CO2:** Apply the concept of correlation and use appropriate reference materials to enhance conceptual clarity and interdisciplinary linkages in Accountancy teaching.
- **CO3:** Design effective evaluation strategies, construct valid test items, and prepare blueprints and question papers to assess student learning outcomes in Accountancy.
- **CO4:** Develop, administer, and interpret diagnostic tests and remedial measures to support diverse learners and improve performance in Accountancy.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	**Pedagogy of School Subject Accountancy**	**2**	**2**	**1.5**	**15**	**35**	**50**

Unit 1 Accountancy Text Book and Accountancy Club	**Teaching Hours: 7.5 (Weightage 25)**

1.1 Accountancy Text Book :
- Needs of Text Book
- Advantages and Limitations of Text Book
- Characteristics of Ideal Text Book
- Critical Analysis of Current Text Book

1.2 Accountancy Club :
- Concept and Objectives
- Importance
- Activities
- Role of Teacher

1.3 Accountancy Class :
- Concept and Objectives
- Importance
- Layout

Unit – 2 Reference Material and Correlation in Accountancy Teaching

Teaching Hours: 7.5 (Weightage 25)

2.1 Reference Material :
- Reference Book
- Teacher's Manual

2.2 Correlation :
- Concept of Correlation
- Importance of Correlation
- Types of Correlation
- Internal Correlation with Other Subjects: Economics, Commerce, Statistics, Geography, Science
- Correlation of Accountancy with Daily Life

Unit 3 - Evaluation in Accountancy Teaching	**Teaching Hours: 7.5 (Weightage 25)**

3.1 Concept of Evaluation

3.2 Techniques and Tools of Evaluation
- Standardized Test,
- Teacher Made Test,
- Rating Scale,
- Rubrics
- E- Evaluation

3.1 Written Test
- Essay Type,
- Short answer type Quation
- Objective Type Questions

3.2 Blue-Print: Concept and Importance

3.3 Characteristics of Ideal Question Paper

Unit 4 - Diagnostics test and Remedial work	**Teaching Hours: 7.5 (Weightage 25)**

4.1   Meaning of Diagnostic test

4.2   Characteristics of Diagnostic test

4.3   Uses and limitations of Diagnostic test

4.4   Construction of Diagnostic test in Accountancy

4.4   Concept of Remedial work

4.5   How to use Remedial work in Accountancy

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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	Course Outcome (CO)	POs / PSOs	CL	KC	Class Sessions
CO1	Demonstrate understanding of Accountancy textbook, club, and class setup	PO1, PO4, PO8 / PSO1	Understand, Apply	Conceptual, Procedural	**7.5**
CO2	correlation and reference materials in Accountancy teaching	PO2, PO3, PO5, PO8 / PSO2	Apply, Analyze	Conceptual, Procedural	**7.5**
CO3	Design and implement evaluation tools and question papers	PO1, PO4, PO9 / PSO1	Apply, Evaluate, Create	Procedural, Meta-cognitive	**7.5**
CO4	Construct diagnostic tests and design remedial work	PO6, PO9, PO10 / PSO3	Analyze, Evaluate, Create	Procedural, Meta-cognitive	**7.5**
Total Hours of Instructions					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3			3				3			3		
CO2		2	2		2			3				2	
CO3	3			3					3		3		
CO4						2			3	2			2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT – COMMERCE

Course Outcomes:

- **CO1:** Understand the significance, evaluation, and effective use of commerce textbooks, commerce club, and commerce room in teaching-learning processes.

- **CO2:** Apply knowledge of reference materials and correlation with other subjects to design integrated commerce teaching strategies.

- **CO3:** Develop competencies in evaluation, including constructing tests, blueprints, and conducting research in commerce teaching.

- **CO4:** Analyze diagnostic test results and implement remedial work for addressing student learning gaps in commerce.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
| | | Theory Per Week | | Hrs. | Max Marks | | |
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy of School Subject : Commerce	2	2	1.5	15	35	50

Unit 1 Commerce Text Book and Commerce Club Commerce Room

Teaching Hours: 8 (Weightage 27%)

1.1   Commerce Text Book :
- (Concept, Need, Advantages and Limitations of Text Book
- Significance of Commerce Textbooks for Teachers and Students
- Criteria for Evaluating a Good Commerce Textbook (Internal and External)

1.2   Critical Evaluation of the Class 12th Commerce Textbook (GSEB)

1.3 Commerce Club (Concept, Objectives, Importance, Structure, Activities and Role of Teacher)

1.3 Commerce Room: Importance, Layout, uses; difficulties faced preparing and
   arranging Commerce Room

Unit 2 Reference Material and Correlation in Commerce Teaching

Teaching Hours: 7 (Weightage 23%)

2.1 Reference Material: Reference Book, Documents and Teacher Manual

2.2 Correlation: Meaning and Importance, Correlation of Commerce with Other Subjects (Economics, Accountancy, Social Science and Statistics)

2.3 Types of Correlation, Objectives of Establishing Correlation,

2.4 Internal Correlation with Other School Subjects: Economics, Accountancy, Social Science, Statistics, Correlation with Daily Life

Unit-3 Evaluation in Commerce Teaching and Reserch   **Teaching Hours: 8 (Weightage 27%)**

3.1 Concept of Evaluation (Meaning, Uses and Objectives)

3.2 Tools of Evaluation: Oral Test, Written Test Standardized test, Teacher made test, Rating scale, Check list, Observation

3.3 Blue Print (Meaning, Characteristics, Steps and Constructions), Characteristics of Ideal question paper

3.4 Research: Conduct A Survey of Any One of The Commerce Problems and Prepare A Report.

Unit-4 Diagnostics test and Remedial work   **Teaching Hours: 7 (Weightage 23%)**

4.1   Meaning of Diagnostic test, Characteristics of Diagnostic test, Uses and limitation of Diagnostic test

4.2   Construction of Diagnostic test in Commerce

4.3   Concept, Stages and Planning of Remedial Work

4.4   Difference Between Diagnostic Test and Remedial Teaching

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

SEE: Semester End Evaluation

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL	KC	Class Sessions
1	CO1: Understand significance, evaluation, and effective use of commerce textbooks, club, and room	PO3, PO4, PO8 / PSO1, PSO2	Understand / Apply	Conceptual & Procedural	8
2	CO2: Apply knowledge of reference materials and correlation with other subjects	PO1, PO2, PO6, PO8 / PSO1, PSO2	Apply / Analyze	Procedural & Conceptual	7
3	CO3: Develop competencies in evaluation, test construction, and research	PO1, PO2, PO9, PO10 / PSO1, PSO3	Apply / Evaluate	Procedural & Meta cognitive	8
4	CO4: Analyze diagnostic test results and implement remedial work	PO1, PO6, PO9, PO10 / PSO1, PSO3	Analyze / Evaluate	Meta cognitive & Procedural	7
Total Hours of Instructions					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1			1	1				3			3	3	
CO2	3	3				3		3			3	3	
CO3	3	3							3	3	3		3
CO4	3					3			3	3	3		3

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

<u>BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT: SCIENCE AND TECHNOLOGY</u>

Course Outcomes:

- **CO1:** Explain the concept, principles, and approaches of science curriculum construction and evaluate science textbooks based on internal and external characteristics
- **CO2:** Identify and utilize various science resources, including laboratory and digital tools, ensuring safety and effective planning for science teaching.
- **CO3:** Apply appropriate evaluation techniques, tools, and diagnostic–remedial strategies to assess student learning in science.
- **CO4:** Design, organize, and evaluate co-curricular activities and establish meaningful correlations between science and daily life, other subjects, and its own branches.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy Of School Subject: Science And Technology	2	2	1.5	15	35	50

Unit 1 Curriculum in Science Teaching and Science Textbook
 Teaching Hours: 08 (Weightage 27%)
 ➤ 1.1.0 Curriculum and Syllabus:
          1.1.1 Concept Curriculum and Syllabus
          1.1.2 Principles of Curriculum Construction
          1.1.3 Approaches of Curriculum Formation
              1.1.2.1 Historical Approach
              1.1.2.2 Logical/Topical Approach
              1.1.2.3 Concentric Approach
 ➤ 1.2.0 Science Textbook and its Evaluation
          1.2.1 Need of Textbook
          1.2.2 Advantages and limitations of Textbook
          1.2.3 External characteristics
          1.2.4 Internal characteristics
          1.2.5 Teachers Handbooks

Unit - 2 Science Laboratory and Resources in Science   Teaching Hours: 07 (Weightage 23%)
 ➤ 2.1.0 Science Laboratory:
          2.1.1 Planning of science laboratory
          2.1.2 Precautions to be taken to avoid accidents in laboratory
          2.1.3 Science Library-Concept and importance
 ➤ 2.2.0 Resources in Science:
          2.2.1 Library Source : Magazines, Periodicals, News Paper, Reference Books
          2.2.2 Digital Source : Blog, Education Software, Online Collaborative tools
          2.2.3 Web resources : E-Pathshala, Diksha Portal, Educational Websites

Unit 3 - Evaluation in Science :   Teaching Hours: 07 (Weightage 23%)
 ➤ 3.1.0 Concept of Evaluation
          3.1.1   Blue Print
          3.1.2   Techniques and tools of evaluation
          3.1.3   Oral, Written and Practical tests.
          3.1.4   Types of Questions (Essay type, short and very short answer type questions)
 ➤ 3.2.0 Diagnostic and Remedial work Need and Importance

Unit 4 Co-curricular Activities and Correlation in Science Teaching
 Teaching Hours: 08 (Weightage 27%)
 ➤ 4.1.0 Co-curricular activities:
          4.1.1 Science club, Science fair, Science exhibition, Botanical Garden
          4.1.2 Field Study, Sky Observation
          4.1.3 Comitative Exams   at school levels
 ➤ 4.2.0 Correlation in Science teaching:
          4.2.1 Correlation with daily life.
          4.2.2 Correlation with other subjects(external)
          4.2.3 Correlation of science with its own branches(internal)

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Explain curriculum concepts and evaluate science textbooks.	PO1, PO2, PO8 / PSO1	Understand & Analyze	Conceptual	8
CO2	Utilize science laboratory and digital resources effectively.	PO4, PO5, PO6, PO8 / PSO1, PSO2	Apply & Analyze	Procedural & Technological	7
CO3	Apply evaluation techniques and diagnostic–remedial strategies.	PO1, PO2, PO9 / PSO1, PSO2	Apply & evaluate	Procedural	7
CO4	Organize co-curricular activities and establish correlation in science.	PO3, PO4, PO7, PO8, PO10 / PSO2, PSO3	Create & apply	Conceptual & Procedural	8
Total Hours of Instructions					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3			3				3			3		
CO2					3	1		3			3	3	
CO3	3	1							1		3	3	
CO4				3	3		2	3		2		3	2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS

Course Outcomes:

- **CO1:** Understand and apply the principles of lesson planning, unit planning, correlation, and blueprint construction to design effective mathematics instruction.
- **CO2:** Evaluate mathematics textbooks, teacher handbooks, and reference materials for their quality, suitability, and relevance in classroom teaching.
- **CO3:** Demonstrate the ability to design and use diverse techniques and tools of evaluation, including innovative and digital assessment practices in mathematics.
- **CO4:** Develop personal and professional competencies as a mathematics teacher and organize co-curricular and club-based activities for holistic learning..

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy Of School Subject : Mathematics	2	2	1.5	15	35	50

Unit 1 Planning in Mathematics Teaching   **Teaching Hours: 8 (Weightage 27%)**

    1.1.0   Lesson planning & Unit Planning Concept, Importance Difference between Lesson planning and Unit Planning

    1.2.0   Principles of effective mathematics teaching : Clarity , Consistency and adaptability in instruction

    1.3.0   Blueprint: Concept and construction of question paper

    1.4.0   Correlation in Mathematics Teaching

        1.4.1 Concept

        1.4.2 Importance

        1.4.3 Corelation with other school subject

Unit - 2 Mathematics Textbook and its Evaluation   **Teaching Hours: 8 (Weightage 27%)**

- 2.1.0 Need, Advantage & Limitations of Textbook
- 2.2.0 Characteristic of Textbook : External & Internal
- 2.3.0 Mathematics Teacher Handbook & Student workbook
- 2.4.0 Reference Materials in Mathematics :
  - 2.4.1 Meaning and Importance of reference material
  - 2.4.2 References – Books , Magazine , Journals , Website , BLOG

Unit 3 - Evaluation in Mathematics   **Teaching Hours: 8 (Weightage 25%)**

- 3.1.0 Concept and Importance of Evaluation
- 3.2.0 Techniques of Evaluation : meaning and Different ways of evaluation – written, oral, Experimental , Observation
- 3.3.0 Tools of Evaluation – Teacher made test , Written test : Concept Importance, And Steps of Construct teacher made test, Types of questions (Essay, Short Answer, Objective type Question)
- 3.4.0 Innovative Evaluation Practices :
  - 3.4.1Online test to know basic knowledge in mathematics
  - 3.4.2 Use of AI for effective assessment

Unit 4 Personal and professional competencies of maths teacher

                                             Teaching Hours: 6 (Weightage 19%)

    4.1.0   Maths Teacher : General Qualities , Professional Qualities, Specific Qualities

    4.2.0   Challenges of Learner and Teachers while studying maths

    4.3.0   Co- Curricular activities in Mathematics – concept ,planning and importance quiz competition , problem solving

    4.4.0   Mathematics club : Concept, Formation , Need , Activities of Mathematics Club

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	CO1: Understand and apply principles of planning and correlation in mathematics.	PO1, PO8, PO9 / PSO1	Apply & Analyze	Conceptual & Procedural	8
2	CO2: Evaluate and interpret textbooks, handbooks, and reference materials.	PO2, PO4, PO8 / PSO1, PSO2	Evaluate	Conceptual	8
3	CO3: Design and implement innovative evaluation tools in mathematics.	PO1, PO5, PO9 / PSO2	Apply & Create	Procedural & Metacognitive	8
4	CO4: Develop professional competencies and conduct co-curricular activities.	PO6, PO7, PO10 / PSO3	Create & Evaluate	Metacognitive	6
Total Hours of Instructions					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3							3	3		3		
CO2		2		2				3			3	3	
CO3	3				2				3			3	
CO4						1	1			1			1

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT : ECONOMICS

Course Outcomes:

- **CO1:** Understand the evolution, values, and scope of Economics education and its relevance in the school curriculum.
- **CO2:** Critically evaluate higher secondary Economics textbooks based on pedagogical criteria and learners' needs.
- **CO3:** Apply appropriate tools and techniques of evaluation to assess students' understanding in Economics.
- **CO4:** Establish interdisciplinary and co-curricular linkages of Economics with other subjects to design holistic learning experiences.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy Of School Subject : Economics	2	2	1.5	15	35	50

Unit 1 Development of Economics	Teaching Hours: 7 (Weightage 25%)

1.1 Place of Economics in Schools as A Subject

1.2 Scope of Economics and Its Importance in Day to Day Life

1.3 Two-Fold Role of Economics Teacher (Role in The Overall Development of Students, Specific Role as A Teacher of Economics)

1.4 Development of Values Through the Teaching of Economics: Cultural Value, Social, Intellectual Value, Moral Value and Economical Value

Unit II Economics text book:	Teaching Hours: 8 (Weightage 25%)

2.1 Concept and Importance of Economics Textbook

2.2 Significance of Economics Textbooks for Teachers and Students

2.3 Criteria for Evaluating a Good Economics Textbook

2.4 Critical Evaluation of the Class 12th Economics Textbook (GSEB)

Unit III Evaluation in Economics	Teaching Hours: 8 (Weightage 25%)

3.1 Concept of Evaluation (Meaning, Uses and Techniques)

3.2 Tools of Evaluation: Oral Test, Written Test (Essay Type, Short and Very Short Answer Type Questions)

3.3 Blue Print (Meaning, Characteristics, Steps and Constructions)

3.4 Diagnostic Test and Remedial Work (Meaning, Stages, Importance, Difference Between Diagnostic Test and Remedial Teaching)

Unit IV Correlation of Economics with other subjects and Co-curricular Activities
Teaching Hours: 8 (Weightage 25%)

4.1 Correlation: Meaning and Importance, Correlation of Economics with Other Subjects (Commerce, Accountancy, Social Science and Science)

4.2 Economics Club (Concept, Objectives, Importance and Activities)

4.3 Conduct A Survey of Any One of The Economic Problems and Prepare A Report and Present

4.4 Ethics in Economics

*__CCE__: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL	KC	Class Sessions
1	CO1 – Explain the nature, scope, and value of Economics as a school subject.	PO3, PO6, PO7, PO8 / PSO1	Understand, Analyze	Conceptual	6
2	CO2 – Critically evaluate Economics textbooks for pedagogical and content effectiveness.	PO2, PO4, PO8 / PSO1, PSO2	Analyze, Evaluate	Conceptual & Procedural	8
3	CO3 – Design tools for evaluation, blueprinting, and remedial teaching.	PO1, PO8, PO9 / PSO1, PSO2	Apply, Create	Procedural	8
4	CO4 – Apply inter-disciplinary linkages and organize co-curricular activities like surveys and Economics clubs to promote value-based and experiential learning.	PO5, PO6, PO7, PO10 / PSO2, PSO3	Apply, Create, Evaluate	Metacognitive	8
	Total Hours of Instructions				**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1			1			3	3	3			3		
CO2		2		2				3			3	3	
CO3	2							3	2		3	3	
CO4					2	3	3			2		3	2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT :ENGLISH

Course Outcomes:

CO1: Understanding of the nature, position, and psychological aspects of English learning.

CO2: Application of pedagogical approaches and teaching methods in English.

CO3: Lesson and unit planning for English prose, poetry, grammar, and composition.

CO4: Evaluation of teacher competencies, textbooks, and test construction using blueprints.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy Of School Subject : English	2	2	1.5	15	35	50

Unit-1 Background of the Subject	**Teaching Hours: 8 (Weightage 27%)**

1.1 Position of English in India and Gujarat
1.2 Nature of Language
    Psychology of Foreign Language Learning
1.3 Speech and Speech Mechanism
1.4 Indian Knowledge System in English language

Unit-2 Understanding of Pedagogy (Concept, Procedure, Merits & Demerits)

                                                            Teaching Hours: 8 (Weightage 27%)

2.1 Substitution Table Method
2.2 Structural Approach
2.3 Situational Approach
2.4 Communicative Language Teaching Approach
2.5 Natural Approach
2.6 Task based learning

Unit-3 Objectives and planning in English	**Teaching Hours: 8 (Weightage 27%)**

  3.1 General and Specific Objectives of Teaching English   (Poetry, Prose and Grammar)
3.2 Aims and Lesson Planning for Teaching of Letter writing, Application writing, Essays and Drama
3.3   Unit planning

Unit-4 English Teacher, Text Book and Construction of Test Paper

                                                          Teaching Hours: 6 (Weightage 19%)

4.1 Qualities of an Ideal English Teacher
4.2 Professional growth of English teacher
4.3 Critical Analysis of English Text Book
4.4 Teacher Made Test as a Tool for evaluation and construction of question paper through Blue Print

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations
        /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

REFERENCES:

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	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Understanding of the nature, position, and psychological aspects of English learning.	PO1, PO2, PO6, PO10 / PSO1, PSO3	Understand, Apply	Conceptual & Procedural	8
CO2	Application of pedagogical approaches and teaching methods in English.	PO3, PO4, PO5, PO8 / PSO2	Apply, Analyze, Create	Procedural & Conceptual	8
CO3	Lesson and unit planning for English prose, poetry, grammar, and composition.	PO1, PO8, PO9, PO10 / PSO1, PSO3	Apply, Evaluate, Create	Procedural & Metacognitive	8
CO4	Evaluation of teacher competencies, textbooks, and test construction using blueprints.	PO2, PO7, PO8, PO9 / PSO1, PSO2	Analyze, Evaluate, Create	Conceptual & Metacognitive	6
Total Hours of Instruction					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	3	3				2				3	3		3
CO2			2	2	2			3				3	
CO3	3							3	3	3	3		3
CO4		3					2	3	3		3	3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II
BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT: SOCIAL SCIENCE

Course Outcomes:

- CO1   Understanding of Social Science teacher roles, competencies, and field work.
- CO2   Application of measurement, evaluation, and textbook review principles.
- CO3   Creative and effective management of Social Science Room resources.
- CO4   Interdisciplinary correlation and reflective teaching practices.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy of School Subject: Social Science	2	2	1.5	15	35	50

Unit 1 Social Science Teacher & Field Work Survey in Social Science
                                                            TeachingHours:08 (Weightage27%)
1.1.0 Social Science Teacher
          1.1.1   Qualities and Characteristics
          1.1.2   Professional Competency of Social Science Teacher
          1.1.3   Duties of Social Science Teacher
1.2.0   Challenges of teaching Social Science
1.3.0   Field Work &Survey in Social Science

Unit – 2 Measurement and Evaluation   **Teaching Hours: 08 (Weightage27%)**
          2.1.0 Concept and Importance of Measurement & Evaluation
          2.2.0 Constructing an ideal question paper based on Blue-Print
          2.3.0 Textbook: concept, Criteria of a good Textbook
          2.4.0 Review of present Social Science Text Book of Standard- 9th and 10th

Unit 3 - Social Science Room: **Teaching Hours: 07 (Weightage 23%)**
 	
          3.1.0   Social Science Room: Concept, layout, arrangement of equipment's and materials
 	
          3.2.0   Importance of Social Science room
 	
          3.3.0   Maintenance of equipment's of Social Science Room.
 	
          3.4.0   Advantages and Limitations of Social Science Room

Unit 4 Correlation of Text Book of Social Science with other subjects
                                                            Teaching Hours: 7 (Weightage 23%)
  ➢ 4.1 Correlation: Concept of Correlation
  ➢ 4.2 Importance of Correlation in teaching Social Science
  ➢ 4.3 Correlation of Social Science with Economics, Science & Technology, Mathematics and
       Languages

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/Presentations /Quizzes/Surprise Tests.

SEE: Semester End Evaluation

REFERENCES:

1. જોષી જિજ્ઞાસા અને અન્ય (૨૦૦૮). સામાજિક વિજ્ઞાન વિષય પદ્ધતિ અક્ષર પબ્લિકેશન, અમદાવાદ.
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16. Saxena N.R. "Teaching of Social Studies", R.Lal Publication, Meerut.
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27. Gujarat State Text Book Board Std: 6 to 10

Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	CO1 – Understanding of Social Science teacher roles, competencies, and field work.	PO1, PO2, PO6, PO10 / PSO1, PSO3	Understanding, Apply	Conceptual & Procedural	8
2	CO2 – Application of measurement, evaluation, and textbook review principles.	PO4, PO8, PO9 / PSO1, PSO2	Apply, Analyze, Evaluate	Procedural & Metacognitive	8
3	CO3 – Creative and effective management of Social Science Room resources.	PO3, PO5, PO8 / PSO2	Apply, Create	Conceptual & Procedural	7
4	CO4 – Interdisciplinary correlation and reflective teaching practices.	PO2, PO7, PO8, PO10 / PSO3	Analyze, Evaluate, Create	Conceptual & Metacognitive	7
	Total Hours of Instructions				**30**

Mapping o COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	2	3				1				3	3		
CO2				1				3	2		3	3	
CO3			1		1			3				3	
CO4		3					1	3		3			3

3:High,2:Medium,1:Low

COURSE FOR SEMESTER –II

<u>BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL</u>

<u>SUBJECT: HINDI</u>

Course Outcomes:

- **CO1:** Explain the characteristics of Devanagari script, its reforms, and importance of Hindi as a national language in education.
- **CO2:** Develop effective skills in lesson planning, assessment, and evaluation for teaching Hindi as a national language. |
- **CO3:** Demonstrate pedagogical competence in teaching reading, writing, and creative expression in Hindi with appropriate methods and materials.
- **CO4:** Apply diverse methods and strategies for teaching prose, poetry, and grammar to make Hindi learning meaningful, interesting, and effective.

TEACHINGANDEVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy Of School Subject : Hindi	2	2	1.5	15	35	50

Unit 1 देवनागरी लिपि:		TeachingHours:7 (Weightage25%)

Unit 1 देवनागरी लिपि:   TeachingHours:7 (Weightage25%)

१.१ देवनागरी लिपि की विशेषताएँ

१.२ देवनागरी लिपि में शिक्षा मंत्रालय द्वारा स्वीकृति के सुधार – डो.राधाकृष्ण कमीशन, हिन्दी अध्यापको की परिषद, भाषा आयोग, पोतदार समिति

१.3 राष्ट्रभाषा के रूपमे हिन्दी शिक्षा का महत्व

Unit - 2 पाठ आयोजन और परीक्षण व मूल्यांकन एवं राष्ट्रभाषा का शिक्षक

TeachingHours:7 (Weightage25%)

२.१ पाठ आयोजन : संकल्पना, सोपान, महत्व एवं पाठ आयोजन तथा इकाई आयोजन में अंतर

२.२ राष्ट्रभाषा के प्रश्नपत्रो में त्रि-परिमाण दर्शक सारणी एवं प्रश्नपत्र संरचना, निदानात्मक एवं उपचारात्मक शिक्षा.

२. 3 राष्ट्रभाषा के शिक्षक की शैक्षिक व व्यावसायिक योग्यता.

Unit 3 - भाषा शिक्षण के कोशल्य एव आदर्श पाठ्यपुस्तक: Teaching Hours: 8 (Weightage 25%)

३.१ वाचन शिक्षा : वाचन का महत्व, वाचन शिक्षा की विधियाँ, वाचन के प्रकार, वाचन दोष तथा उसमें सुधार के उपाय

३.२ लिखित अभिव्यक्ति की शिक्षा : लिखित अभिव्यक्ति का महत्व, विधियाँ, प्रकार

३.३ आदर्श पाठ्य पुस्तक का महत्व, विशेषताएँ व समीक्षा

Unit 4 गध शिक्षा ,पध शिक्षा एवं व्याकरण शिक्षा :   Teaching Hours: 8 (Weightage 25%)

४.१ गध शिक्षा का महत्व, गध के विविध रूपों का अध्यापन एवं गध शिक्षा के उद्देश्य

४.२ पध शिक्षा का महत्व, पध शिक्षा के उद्देश्य, पध शिक्षा सिखानी की विविध पध्धतियाँ

४.३ व्याकरण शिक्षा के उद्देश्य, व्याकरण सिखानी की विविध पध्धतियाँ

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

संदर्भ साहित्य :

1. बोबे- (1994), सं.बा. हिन्दी की अध्यापन पद्दति, नूतन प्रकाशन, पुणे

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	CO1: Explain the characteristics and reforms of Devanagari script and importance of Hindi as national language.	PO1, PO6, PO8, PSO1	Understand & Remember	Conceptual	7

2	CO2: Develop lesson planning, testing, and evaluation skills for Hindi teaching.	PO2, PO4, PO9, PSO1, PSO2	Apply & Analyze	Procedural	7
3	CO3: Demonstrate pedagogical competence in teaching reading, writing, and creative expression.	PO3, PO4, PO5, PO8, PSO2	Apply & Create	Procedural & Metacognitive	8
4	CO4: Apply methods for prose, poetry, and grammar teaching using inclusive and reflective strategies.	PO1, PO3, PO6, PO8, PO10, PSO3	Analyze, Evaluate & Create	Conceptual & Metacognitive	8
	Total Hours of Instructions				**30**

Mapping of Cos with Pos & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	3					3		3			3		
CO2		1		3					1		3	3	
CO3			3	3	2			3				3	
CO4	3		3			3		3		2			2

3:High, 2 :Medium, 1:Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

Course Outcomes:

- **CO1:** Explain qualities and competencies of Sanskrit teachers.

- **CO2:** Analyze pedagogical approaches and NEP 2020 aspects.

- **CO3:** Design and evaluate Sanskrit assessment and grammar plans.

- **CO4:** Evaluate research-based methods and problem-solving

TEACHINGANDEVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy Of School Subject: Sanskrit	2	2	1.5	15	35	50

Unit -1 प्रथमान्वितिः - संस्कृतशिक्षा भाषासज्जता च   TeachingHours:8 (Weightage27%)
१.१ संस्कृतशिक्षकस्य गुणाः
१.२ संस्कृतखण्डस्य आवश्यकताः
१.३ संस्कृतशिक्षायां कण्ठस्थीकरणम्
१.४ संस्कृतसहायकसामग्री पुस्तकालयः, पत्रिकाः, विश्वकोश, शब्दकोश का महत्त्व च प्रयोगः
Unit -2 द्वितीयान्वितिः- संस्कृतभाषायाः शिक्षाशास्त्रीयं ज्ञानं शिक्षाशास्त्रीयोद्देश्यानि च   TeachingHours:8 (Weightage27%)
२.१ संस्कृतभाषाशिक्षायाः सिद्धान्ताः
२.२ संस्कृतभाषाशिक्षायाः सूत्राणि

२.३ संस्कृतभाषाशिक्षायाः पद्धतयः अभिगमश्च संकल्पना, विशेषताः, मर्यादाश्च (स्वाध्यायपद्धतिः, मनोवैज्ञानिकी पद्धतिः, पाठशालापद्धतिः, भाण्डारकरपद्धतिः)

२.४ NEP2020 – संस्कृतभाषा

Unit -3 तृतीयान्वितिः - संस्कृतभाषायां मूल्याङ्कनप्रक्रिया	**TeachingHours:8 (Weightage27%)**

३.१ आदर्शपाठ्यपुस्तकस्य आन्तरिकबाह्यानि लक्षणानि (ग्रन्थसमीक्षा कक्षा ९, कक्षा १०)

३.२ संस्कृतशिक्षणे मूल्याङ्कनप्रक्रिया-, मूल्याङ्कनस्य संकल्पना, महत्त्वं, मूल्याङ्कनपद्धतयः (मौखिकं मूल्याङ्कनं, लिखितं मूल्याङ्कनं, क्रियात्मकं मूल्याङ्कनम्)

३.३ आदर्शप्रश्नपत्रस्य आयोजनम् (त्रिपरिमाणदर्शकं कोष्ठकं - Blueprint)
अर्थः, महत्त्वं, सोपानानि तथा च ध्याने नेतव्या अंशाः

३.४ व्याकरणपाठायोजनस्य संकल्पना, सोपानानि, उद्देश्यानि पद्धतयश्च (आगमनपद्धतिः, निगमनपद्धतिः)

Unit -4 चतुर्थान्वितिः - संस्कृतभाषाशिक्षणे संशोधनकार्यम्	**TeachingHours:6 (Weightage19%)**

४.१ क्रियात्मकसंशोधनस्य संकल्पना, महत्त्वम्, उपयोगिता, सोपानानि च

४.२ संस्कृते क्रियात्मकसंशोधनकार्यम्

४.३ संस्कृते निदानकार्यम् उपचारकार्यं च

४.४ संस्कृतशिक्षणस्य समस्याः तासां समस्यानां समाधाने शिक्षकस्य भूमिका

४.५ संस्कृत पंचः

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

SEE: Semester End Evaluation

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1. Akuwala C. K. Sanskrit Abhinav Adhyapan, Ahmedabad, Bharat Prakashan, 1956

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4. Dr. Bhatt V. M. Sanskrit Vakya Samrachna, Saraswati pustak bhandar, Ahmedabad

5. Dr. Mohini Aacharya, Sanskrit Vishay paddhati, Akshar Publication, Ahmedabad

6. Raval Natubhai ane anya, "Sanskrit nu Abhinav Adhyapan", Nirav prakashan, Ahmedabad

7. Vinubhai U Patel "Sanskrit Adarsh Adhyapan" Varishan Prakashan,Amdavad

Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	Explain qualities and competencies of	PO1, PO3, PO8 /	Understand,	Conceptual	8

	Sanskrit teachers.	PSO1	Apply		
2	Analyze pedagogical approaches and NEP 2020 aspects.	PO2, PO4, PO6, PO8 / PSO2	Analyze, Apply	Procedural	8
3	Design and evaluate Sanskrit assessment and grammar plans.	PO1, PO5, PO9, PO10 / PSO1, PSO2	Apply, Evaluate	Meta-cognitive	8
4	Evaluate research-based methods and problem-solving strategies.	PO2, PO7, PO10 / PSO3	Evaluate, Create	Meta-cognitive	6
	Total Hours of Instructions				30

Mapping of Cos with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3		2					3			3		
CO2		3		2		2		3				3	
CO3	3				2				2	3	3	3	
CO4		3					2			3			2

3:High,2:Medium,1:Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202: PEDAGOGY OF SCHOOL SUBJECTS: GUAJARATI

Course Outcomes:

- **CO1:** તાલીમાર્થી ગુજરાતી ભાષાના સિદ્ધાંતો અને બોલીઓનો પરિચય મેળવી, માતૃભાષાના મહાત્મ્યને સમજી, આધુનિક ટેકનોલોજી આધારિત ભાષા શિક્ષણના સાધનોનો ઉપયોગ કરી તેમજ વિવિધ પદ્ધતિઓનો યોગ્ય ઉપયોગ કરી શકે છે.

- **CO2:** તાલીમાર્થી શિક્ષક પાઠયપુસ્તકની લાક્ષણિકતાઓ-, પાઠ આયોજન અને પ્રશ્નપત્ર આયોજનની પ્રક્રિયા સમજી શકશે અને તેનો શૈક્ષણિક ઉપયોગ કરી શકશે.

- **CO3:** તાલીમાર્થી માતૃભાષાના શિક્ષક તરીકેની ભૂમિકા , ભાષાની અન્ય વિષયો સાથેની

સંબંધિતતા અને ભાષાસાહિત્ય મંડળની પ્રવૃત્તિઓ અંગે જાગૃત થશે.

- **CO4:** તાલીમાર્થી વાંચન અને લેખન કૌશલ્ય વિકસાવવાના ઉપાયો, વર્ગશિક્ષણ પ્રવૃત્તિઓ અને ભૂલ સુધારણા ઉપાયોની સમજૂતી પ્રાપ્ત કરશે.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy Of School Subjects: Guajarati	2	2	1.5	15	35	50

પ્રકરણ ૧ :ગુજરાતી ભાષાના સિદ્ધાંતો,બોલીઓ અને પધ્ધતિઓનું અધ્યયન: Teaching Hours: 8 (Weightage 26%)
1.1 ગુજરાતી ભાષાના વિવિધ સિદ્ધાંતો અનેબોલીઓનો :-પરિચય,અને તેની લાક્ષણિકતાઓ
1.2 માતૃભાષાની પરિભાષા અને સંકલ્પના, જીવન વિકાસમાં સ્થાન, ગૌરવ અને મહાત્મ્ય
1.3 ભાષાશિક્ષણનાસાધનો - કમ્પ્યુટર,મોબાઈલ, ઈન્ટરેક્ટિવવાઈટ બોર્ડ, સ્માર્ટક્લાસ, અધ્યનમાં વેબસંસાધનો અ સોશીયલ મીડિયાનો ઉપયોગ
1.4 માતૃભાષા શિક્ષણની પધ્ધતિઓ:-નાટ્યકરણ પદ્ધતિ,સેમિનાર પદ્ધતિ, નિદર્શન પદ્ધતિ, સ્વાધ્યાય પદ્ધતિ (મહત્વ,મર્યાદા,વિનિયોગ)
પ્રકરણ ૨ :ગુજરાતી ભાષામાં પાઠયપુસ્તકની લાક્ષણિકત અને આયોજન: Teaching Hours: 8 (Weightage 27%)
2.1 એકમપાઠ આયોજનનો અર્થ, સંકલ્પના અનેમહત્ત્વ
2.2 એકમપાઠઆયોજનના સોપાનો તેમજ તાસપાઠઆયોજન અને એકમ આયોજન વચ્ચેનો તફાવત
2.3 વ્યાકરણ પાઠ આયોજનઅનેવ્યાકરણશિક્ષણનાહેતુઓ અને વ્યાકરણ શિક્ષણને રસિક બનાવવાના ઉપાયો
2.4 આદર્શ પ્રશ્નપત્રની લાક્ષણિકતાઓ અનેપ્રશ્નપત્ર આયોજનના સોપાનો

પ્રકરણ 3 :માતૃભાષાનો શિક્ષક અને ભાષાની વિવિધ પ્રવૃત્તિઓ Teaching Hours: 6 (Weightage 20%)
3.1 માતૃભાષાનાપાઠ્યપુસ્તકનીલાક્ષ્ણિકતાઓ
3.2 માતૃભાષાનોશિક્ષકઅનેતેનીસજ્જતા
3.3માતૃભાષાનોઅન્યવિષયોસાથેનોઅનુબંધ
3.4 ભાષાસાહિત્ય મંડળનું સ્વરૂપ અને પ્રવૃત્તિઓ

પ્રકરણ ૪ માતૃભાષાના   :   Teaching Hours: 8 (Weightage 27%)
4.1 વાંચનકૌશલ્ય: અર્થ,મહત્ત્વઅને પ્રકાર
4. 2 વાંચનકૌશલ્ય વિકસાવવા માટેની વર્ગશિક્ષણપ્રવૃતિઓ,પ્રયુક્તિઓઅને સહભાસિક પ્રવૃતિઓ
4.3 લેખનકૌશલ્ય: અર્થ મહત્વ અને પ્રકાર
4.4 લેખનકૌશલ્ય વિકસાવવામાટેની વર્ગશિક્ષણપ્રવૃતિઓ, પ્રયુક્તિઓ અને લેખન કૌશલ્યની ખામીઓ અને ઉપાય.

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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1.   કોઠારી જયંત .અમદાવાદ , ગ્રંથ નિર્માણ બોર્ડ.ભાષા પરિચય અને ગુજરાતી ભાષાનું સ્વરૂપ યુનિ,
2.   દેવ . અમદાવાદ, શાહ પ્રકાશન .એસ.બી, ગુજરાતી અધ્યાપનનું પરિશીલન, શાસ્ત્રી જયેન્દ્ર,
3.   પટેલ અશોક અને અન્ય ગુજરાતીનું આદર્શ અધ્યાપન . અમદાવાદ, વારિષનપ્રકાશન,
4.   પટેલ મોતીભાઇ અને અન્ય ગુજરાતી વિષયનું અધ્યયન .અમદાવાદ, શાહ પ્રકાશન .એસ.બી ,
5.   રાવલ નટુભાઇ અને અન્ય .અમદાવાદ , નીરવ પ્રકાશન,ગુજરાતી અભિનવ અધ્યાપન પદ્ધતિ ,
6.   વાઘેલા ઈશ્વરભાઇ અને અન્ય અક્ષર,ગુજરાતી વિષય પદ્ધતિ,પ્રકાશન .અમદાવાદ,
7.   વ્યાસ યોગેન્દ્ર ગુજરાતી ભાષાનું વ્યાકરણ . અમદાવાદ, નવભારત સાહિત્ય મંદિર,

Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	ગુજરાતી ભાષાના સિદ્ધાંતો, બોલીઓ અને પદ્ધતિઓનું અધ્યયન	PO1, PO5, PO6, PO8 / PSO1	સમજ)Understanding)	ધારણાત્મક)Conceptual)	8
2	પાઠ્યપુસ્તક, પાઠ આયોજન અને મૂલ્યાંકન પ્રક્રિયાની સમજ	PO2, PO4, PO8, PO9 / PSO1, PSO2	ઉપયોગ)Applying)	પ્રક્રિયાત્મક)Procedural)	8
3	શિક્ષકની ભૂમિકા અને ભાષાસાહિત્ય પ્રવૃત્તિઓનું અધ્યયન	PO6, PO7, PO10 / PSO3	વિશ્લેષણ)Analyzing)	ધારણાત્મક અને મેટાકોગ્નિટિવ	6
4	વાંચન અને લેખન કૌશલ્ય વિકસાવવાના ઉપાયોની સમજ	PO3, PO4, PO5, PO8 / PSO2	સર્જન)Creating)	પ્રક્રિયાત્મક)Procedural)	8
		Total Hours of Instructions			30

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	2				3	3		3			3		
CO2		2		3				3	2		3	3	
CO3						3	1			1			1
CO4			2	3	3			3				3	

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT: TEACHING OF COMPUTER SCIENCE

Course Outcomes:

- **CO1:** Understand and evaluate the essential components of computer education including textbooks, teacher competencies, and laboratory setup to enhance effective teaching-learning.
- **CO2:** Develop and implement computer-based co-curricular activities through computer clubs and use of Google applications to foster creativity and collaboration.
- **CO3:** Integrate modern educational resources, including Artificial Intelligence and digital tools, to create engaging, technology-enriched learning environments.
- **CO4:** Apply appropriate assessment techniques and ethical practices in online and offline evaluation within computer science education.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS201/ BEDPS202	Pedagogy of School Subject: Teaching of Computer Science	2	2	1.5	15	35	50

Unit 1 Computer Textbook, Computer Teacher and Applications of Computers	
Teaching Hours: 8 (Weightage 25%)	

1.1 Text Book of Computer Science
    1.1.1 Qualities of good text book for Computer subject at School Level
    1.1.2 Basic criteria for evaluation of computer science text book.
1.2   Computer Teacher :
  1.2.1 Qualification
  1.2.2 Qualities
1.3 Computer Laboratory:
    1.3.1 Layout of laboratory
    1.3.2 Hardware and Software required for Computer Laboratory
    1.3.3 Points to be kept in mind for arranging practical activities	

Unit – 2 Computer Club And Google Applications In Education :	
Teaching Hours: 7 (Weightage 25%)	
2.1 Computer Club : Meaning, Objectives, Activities 2.2 Media : Meaning and Its Types – Personalized and Mass Media 2.3 Google Applications : Google Drive, Google Doc, Image, Translate, Classroom, Google Sheet, Forms	
Unit 3 - Advance Educational Resources	**Teaching Hours: 8 (Weightage 25%)**
3.1 Virtual Classroom : Meaning, Advantages, Limitations 3.2 Learning Through Smart Phones, Social ,Networking Sites, Video Conferencing, E-mail, Blogs, Teacher tube, You tube 3.3 Artificial Intelligence, Uses of AI, Advantages of AI, AI Tools (Chat GPT, Gemini etc)	
UNIT 4 Evaluation in teaching of Computer Science	**Teaching Hours: 7 (Weightage 25%)**

4.1 Evaluation :
    4.1.1 Concept and Importance
    4.1.2 Types of evaluation
4.2 Blue Print and Ideal Question Paper
4.3 Online Examination
        4.3.1 Meaning, Process
        4.3.2 Advantages, Limitations
        4.3.3 Ethics required for teachers and Examinees in Online Examinations	

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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9. Sinha, (1997) Computer Fundamentals, New Delhi : BPB Publication.

10. Rajaraman, "Fundamentals of Computer", Prantice-Hall of India Pvt. Ltd, New Delhi.

	Course Outcome (CO)	POs / PSOs	CL	KC	Class Sessions
CO1	Understanding components of computer education	PO1, PO8, PO9 / PSO1	Understand, Evaluate	Conceptual, Procedural	8
CO2	Integration of computer club and Google tools	PO3, PO4, PO5 / PSO2	Apply, Create	Procedural	7
CO3	Use of advanced educational resources and AI tools	PO2, PO5, PO10 / PSO2, PSO3	Analyze, Create	Meta cognitive	8
CO4	Evaluation and ethical practices in computer science	PO1, PO9, PO10 / PSO1, PSO3	Apply, Evaluate	Conceptual, Procedural	7
Total Hours of Instructions					30

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1	3							2	3		3		
CO2			2	2	3							3	
CO3		2			3					3		3	3
CO4	3								3	3	3		3

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II
BEDEPC201- DRAMA AND ART IN EDUCATION

Course Outcomes:

- **CO1 :** Explain the concept, forms, and educational significance of Drama, identifying its role in developing creativity, expression, and social awareness

- **CO2:** Analyze and apply different forms of Art—Creative Writing, Music, Dance, and Visual Arts—to enhance aesthetic and emotional development in learners.

- **CO3:** Develop and perform creative and expressive art activities (Drama, Music, Dance, Visual Arts) integrating cultural values and educational objectives.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDEPC 201	Drama And Art In Education	2	2	--	50	--	50

| **Unit-1 DRAMA IN EDUCATION** | **Teaching Hours: 9** |

(Weightage 30%)

The teacher will provide a brief explanation on Below topics, and the trainees will be required to prepare and submit an assignment. (7.5 marks)

Concept of Drama, elements of drama, forms of Drama, Role of Drama. in Education and Social awareness, Contribution of Bharat Muni, Kalidas and Jayshankar Sundri

2. Practical:(7.5 marks)

A one-day workshop on Drama will be organized, and upon its completion, trainees will be required to perform in groups. They can present any one of the following: a skit, short play, street play, mime, or Bhavai, which must be directed and performed by the trainees themselves."

| **Unit-2 ART IN EDUCATION - 1** | **Teaching Hours: 12** |

(Weightage 40%)

The teacher will provide a brief explanation of the following topics, and the trainees will be required to prepare and submit an assignment on each of them. (5 Mark for each assignment)

1. Creative Writing: What is Creative Writing

Forms of Creative Writ in Purpose of Creative Writing

Skills Required for Creative Writing, Tips for teachers to encourage students for Creative Writing

2. Music: What is Music, Importance of Music in life and in Education, Brief Various types of Indian Music (Classical, Folk, Fusion of Classical and Folk) Contribution of Jakir Hussain, Pandit Omkarnath and Hariprasad Chorasiya

3. Dance: Importance of Dance in Education

Various Forms of Indian Dance (Classical, Folk)

-Integration of Dance in educational practices (Action songs, NrityaNatika) Contribution of Birju Maharaj, Rukmani Devi and Mrinalini Sarabhai

4. Visual Arts

- **Traditional**: Different forms of Painting- Warli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Origami and Puppet making, Use of Drawing and Painting in Education

- **Media:** Meaning of Media Art, Different types of Media Arts, Benefits of Media art in Education

| **Unit-3 પ્રાયોગિક કાર્ય :દૃષ્યકલાઓ અને હુન્નારકલાઓ** | **Teaching Hours:9** |

(Weightage 30%)

ART INEDUCATION – 2 (PRACTICAL) (5 marks for Each Practical)

1.Creative Writing (Choose any one):

ART IN EDUCATION -2(PRACTICAL)(5 MARKS EACH PRACTICAL)

1.Creative writing (choose any one)

- (Any one - On-the-Spot) Creation of Poetry/ Short Stories/ Scripts/ Screenplays/Songs or Ghazals/Term Paper on Cultural Festivals of India or the Culture of Gujarat

2- Dance &Music (Choose any one)

· Singing (Non-Filmy Bhajans, Folk Songs, Duha, Chhand, etc.)/ Performing on any Musical Instrument / Presentation on Indian Music or Various Indian Dance Forms/ Individual Performance of any Indian Dance Form (Non-Filmy)/·Individual Performance of any Action Song

3. Visual Arts (Choose any one)

·(Any one - On-the-Spot) Painting/ Collage/ Cartooning/Clay Modeling/ Mask Puppet/ Rangoli/ Photography/ Digital Poster

Or

· Report on a Visit to an Exhibition at any Fine Art Gallery

Or

· Creation of a Short Film using a Mobile Phone

Trainees will be assessed solely through assignments and practical work; no traditional written examinations will be conducted."

*CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

Assessment Scheme

Unit – 1: Drama in Education - (15 Marks)	Unit – 2: Art in Education – 1 (20 Marks)	Unit – 3 :Art in Education –2 (15 Marks)	Total
Assignment on Drama in Education – 7.5 Marks Drama Activity Suggested (Any One) – 7.5 Marks	Assignment on Each of the Following (5 marks for Each Assignment)1. Creative Writing 2.Music 3.Dance 4. Visual Arts	Suggested Practical Activities on each of following (5 marks for Each Activity)1. Creative Writing 2. Music& Dance 3. Visual Arts	50

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6. Renu (2011). Art education for the Development of the whole child. Kingston: Queens Uni.
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8. ઘિમશી શાહ(2007) 'નતથન-દશથન', શુભમ ચ્રારફતસ, ભાવનગિ-02
9. જયદેવ વાસુદેવ ભોજક(2009) 'ગુજ઼ાતમાં સુગમસંગીતની ઉત઼ાંવત' સ્મવૃત ઓફસેટ,સોનગઢ
10. પ્રકાશ જે. શાહ, 'હથેળીના હુન્ન઼ી' નવભાિત પ્રકાશન મંરદિ, અમદાવાદ
11. સ્નેહલ & વવશાલ ઠાકિ(જૂન-2004) 'સંગીત સૌિભ' મુદ્રક- જયશ્રી વપ્રન્ટી, પેટલાદ-40
12. અધ્યક્ષ-યચનુ મોદી, અસાઇત સારહત્ય સભા, મહેસાણા, 'કળા વવમશથ' વનખાલસ પ્રકાશન, મહેસાણા

Sr. No.	Course Outcome (CO)	POs / PSOs	CL	KC	Class Sessions
1	CO1 – Explain the concept, forms, and educational significance of Drama.	PO2, PO3, PO4, PO7 / PSO1	Understand, Analyze	Conceptual	9
2	CO2 – Analyze and apply various art forms (Creative Writing, Music, Dance, Visual Arts) in education.	PO3, PO5, PO6, PO8 / PSO2	Analyze, Evaluate	Conceptual & Procedural	12
3	CO3 – Develop and perform art-based creative expressions integrating values and education.	PO1, PO3, PO7, PO10 / PSO2, PSO3	Apply, Create	Procedural	6
4	CO4 – Reflect on art-based pedagogy for holistic and inclusive development.	PO6, PO7, PO10 / PSO3	Apply, Create, Evaluate	Metacognitive	3
	Total Hours of Instructions				**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1		2	3	2			3				2		
CO2			3		3	3		3					3
CO3	1		3				3			2		3	2
CO4						3	3			2			2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDEPC202 - COMMUNICATION TECHNOLOGY AND MULTIMEDIA IN EDUCATION

Course Outcomes:

- **CO1 :** Understand communication and internet concepts in education.
- **CO2 :** Apply multimedia tools for developing educational resources.
- **CO3 :** Use MS Excel for educational data management and analysis.
- **CO4 :** Design creative educational materials using Canva and digital tools.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
| | | Theory Per Week | | Hrs. | Max Marks | | |
					*CCE	*SEE	
BEDEPC202	Communication Technology And Multimedia In Education	2	2	--	50	--	50

Unit 1 Communication, Web and Internet:	**Teaching Hours: 06 (Weightage 20%)**

1.1 Concept and Need : Communication Technology Data Communication : Types, channels, advantages

  1.2   Types of Networks: LAN, MAN, WAN Topology Network Protocol: TCP,IP, FTP,SMTP,HTTP Network Devices

  1.3   Concept and use of Internet WWW, URL, Search Engine, Browser, ISP

Unit - 2 Multimedia: **Teaching Hours: 06 (Weightage 20%)**

2.1 Concept and use of Multimedia in education, components of multimedia

2.2 Tools of Multimedia

 2.2.1 Image format and compression, Pixel, Morphing

 2.2.2 Sound and Music

   Audio File Format, Recording and editing audio ,Track Management

 2.2.3 Video Recording, Editing, Video Compression, Animation software, 3D Graphics

 2.3 Multimedia Projection

Unit 3 - Practical : Microsoft Excel: **Teaching Hours: 09 (Weightage 30%)**

 3.1 Preparation of   attendance   sheet   of   the students

 3.2 Preparation of mark sheet with percentage result (Pass, Fail, First, Second, Distinction etc., rank and chart of result, and conditional formatting.

 3.3 Preparation of pay roll (D.A., HRA, GPF, Total Pay, Net pay etc)

 3.4 Use of sort and filter options to arrange data according to given criteria

Unit 4 - PRACTICAL : CANVA (ONLINE DESIGN PLATFORM)

            Teaching Hours: 09 (Weightage 30%)

  4.1 Invitation cards

  4.2. Presentation

  4.3 Posters

  4.4.Certificate

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	CO1: Understand communication and internet concepts in education.	PO1, PO5, PO6, PSO1	Understanding, Applying	Conceptual, Procedural	6
2	CO2: Apply multimedia tools for developing educational resources.	PO3, PO4, PO5, PO8, PSO2	Applying, Creating	Procedural, Metacognitive	6
3	CO3: Use MS Excel for educational data management and analysis.	PO1, PO4, PO8, PO9, PSO1, PSO2	Applying, Analyzing	Procedural	9
4	CO4: Design creative educational materials using Canva and digital tools.	PO2, PO3, PO5, PO10, PSO2, PSO3	Creating, Evaluating	Procedural, Metacognitive	9
	Total Hours of Instructions				**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	3				3	1					3		
CO2			3	3	3			3				3	
CO3	3			3				3	2		3	3	
CO4		2	3		3					2		3	2

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDCBCS201 - GUIDANCE AND COUNSELLING

Course Outcomes:

- **CO1:** Explain the basic concepts, objectives, nature, need, and principles of guidance and counselling in the school context..

- **CO2:** Describe and apply group guidance techniques, understand the role of teachers and school guidance services, and design appropriate group guidance programs

- **CO3:** Identify the roles of guidance personnel, parents, and tools/techniques (testing & non-testing) used in the guidance and counselling process.

- **CO4:** Analyse and apply different counselling approaches, ethical standards, and essential counselling skills for effective educational practice..

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme Theory Per Week	Credits	Examination Scheme			Total Marks
				Hrs.	Max Marks		
					*CCE	*SEE	
BEDCBCS 201	Guidance & Counselling	2	2	1.5	15	35	50

UNIT -1 FUNDAMENTALS OF GUIDANCE & COUNSELLING
Teaching Hours: 7 (Weightage 23%)
1.1 Concept ,Objectives, Nature ,Need, Importance and Principles of   Guidance
1.2 Concept ,Objectives, Nature ,Need, Importance and Principles of Counselling

Unit - 2 Group Guidance   **Teaching Hours: 8 (Weightage 25%)**

    2.1 Group Guidance

       Concept and Objectives

        Techniques of Group Guidance – Career Conferences, Career Talk, Assembly, Career Corner

        Difficulties and Solution of Group Guidance

2.2 Role of Teacher in Group Guidance

2.3 The School Guidance Services

   Individuals Information Service

   Placement Service

Unit 3 – GUIDANCE PERSONNEL, TOOLS AND TECHNIQUES

                                       Teaching Hours: 8 (Weightage 23%)

3.1 Guidance Personnel

- Principal ,Teacher, Family

 3.2 Role of Parents :

- In Solving Behavioral Programs of Their Children
- Parental Collaboration in Guidance
- Effective Parents Learning Program

3.3 Useful Tools and Technique of Guidance and Counselling

- Standardized Testing Tools : Psychological Test (Aptitude Test, Interest Inventory, Intelligence Test)
- Non-Standardized Testing Tools(Cumulative Record Card, Anecdotal Record, Rating Scale, Interview

Unit 4 Counselling Approaches and Occupational Information

                                     Teaching Hours: 8 (Weightage 25%)

4.1 Professional Ethics and Characteristics of Counselor.

   4.2 Approaches of Counselling :

  Directive Approach

  Non Directive Approach

  Eclectic Approach

4.3 Skills in Counselling

      (Listing ,Questioning, Responding)

 *CCE: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

 SEE: Semester End Evaluation

REFERENCES:

1. Bhatt G.P. and S.J. Bhavsar. "Shaikshanik Ane Vaigyanik Margdarshan", Gangajal Prakashan, Aliyabad, Jamnagar.

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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	CO1 – Explain fundamentals of guidance and counselling	PO2, PO4, PO6 / PSO1	Understand	Conceptual	7
2	CO2 – Apply group guidance techniques and school services	PO1, PO3, PO4, PO6 / PSO2	Apply	Procedural	8
3	CO3 – Identify tools, techniques, and guidance personnel roles	PO2, PO5, PO8, PO9 / PSO1, PSO2	Analyze	Procedural & Conceptual	8
4	CO4 – Apply and evaluate counselling approaches and ethics	PO7, PO10 / PSO3	Evaluate & Apply	Metacognitive	7
Total Hours of Instructions					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1		3		3		3					3		
CO2	2		2	3		3						3	
CO3		3			2			2	2		3	3	
CO4							1			1			2

3: High, 2: Medium, 1: Low

BEDCBCS202 - FOUNDATIONS OF SCHOOL MANAGEMENT & ADMINISTRATION

Course Outcomes:

- CO1: Explain the concepts, principles, and functions of school management and administration.
- CO2: Analyze different types of schools, organizational structures, and leadership styles for effective school functioning.
- CO3: Demonstrate understanding of school administration processes including records, finance, committees, and student support systems.
- CO4: Evaluate school establishment, affiliation procedures, and contemporary issues in school management using regulatory guidelines.

TEACHING AND EVALUATION SCHEME:

Subject Code	Subject Title	Teaching Scheme	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDCBCS202	Foundations of school Management & Administration	2	2	1.5	15	35	50

UNIT – 1 : INTRODUCTION TO SCHOOL MANAGEMENT
                                  Teaching Hours: 7 (Weightage 23 %)

1.1 Meaning & Nature
• Concept of school management and administration
• School as an organization and a learning eco system
• Characteristics of an effective school management

1.2 Principles of School Management
• Democratic and participatory functioning
• Transparency and accountability
• Coordination and cooperation
• Optimum utilization of resources

1.3 Functions of Management with Reference to School Management (POSDCORB)
• Planning in school context
• Organizing school activities and resources
• Staffing and teacher deployment
• Directing & coordinating school operations
• Reporting & budgeting in schools
1.4 Role of School Management for Effective Functioning
• Ensuring smooth day-to-day operations

• Creating a positive school environment
• Promoting teacher professionalism
• Facilitating communication with stakeholders
• Maintaining discipline and school culture

UNIT – 2 : SCHOOL ORGANIZATION, TYPES & LEADERSHIP

Teaching Hours: 8   (Weightage 27%)

2.1 Types of Schools
• Government schools
• Grant-in-aid schools
• Private / Self-financed schools
• Basic differences in funding, governance & accountability

2.2 School Organization Structure
• Academic, administrative, co-curricular structure
• School climate & school culture

2.3 Leadership in Schools
• Leadership styles: democratic, transformational, instructional
• Roles of Principal, Vice-Principal and Supervisors

2.4 Institutional Planning
• Vision–mission
• Annual academic planning
• School Development Plan (SDP)

UNIT – 3 : SCHOOL ADMINISTRATION PROCESS

Teaching Hours: 7 (Weightage 23 %)

3.1 School Records
• Admission, attendance, TC
• Assessment & CCE records
• Stock & financial registers

3.2 Financial & Resource Management
• Budget preparation
• Resource allocation
• Basic auditing principles

3.3 Student Administration
• Discipline and code of conduct
• Child protection and safety guidelines
• Counselling support

3.4 Committees & Governance
• School Management Committee (SMC) / PTA
• Duties and responsibilities

UNIT – 4 : SCHOOL ESTABLISHMENT & AFFILIATION

Teaching Hours: 8 (Weightage 27%)

4.1 Establishment of a New School
• Registration of trust/society
• Land & building norms
• Recognition / NOC
• Staff recruitment norms
• Inspection & approval process

4.2 Types of Affiliating Boards
• National: CBSE, CISCE, NIOS
• State Boards
• International: IB, Cambridge

4.3 Affiliation Process (General)
• Eligibility requirements
• Required documents
• Safety certificates (fire, sanitation, health)
• Academic & infrastructure norms
• Inspection & affiliation grant

4.4 Contemporary Issues in School Management
• ICT use: MIS, ERP, digital records
• Quality indicators: UDISE+, Shaala Siddhi
• School safety & student well-being
• Community participation

***CCE**: Continuous and Comprehensive Evaluation: It consists of Assignments /Seminars/ Presentations /Quizzes/Surprise Tests.

*SEE: Semester End Evaluation

REFERENCES:

1. NCERT. (2021). *Shaala Siddhi: Handbook for School Quality Improvement*. New Delhi: NCERT.

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15. Koontz, H. & O'Donnell, C. (1964). *Principles of Management (relevant chapters on POSDCORB & administration)*. New York: McGraw-Hill.

Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Concepts & principles of school management	PO2, PO7, PO8, PSO1	Understand	Factual + Conceptual	7
CO2	Types, structure & leadership in schools	PO1, PO4, PO10, PSO1, PSO3	Analyze	Conceptual + Procedural	8
CO3	School administration processes	PO5, PO6, PO9, PSO1, PSO2	Apply	Procedural	7
CO4	School establishment & affiliation norms	PO3, PO7, PO10, PSO3	Evaluate	Conceptual + Meta-cognitive	8
Total Instruction Hours					**30**

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		1					3	1			3		
CO2	2			2						3	3		3
CO3					1	1			1		3	1	
CO4			2				3			3			3

3: High, 2: Medium, 1: Low

BEDP201- STRAY LESSON

Course Code	Course Title	Credits	Total Hours	Marks		Total
				Internal	External	
BEDP201	**Stray Lesson**	**4**	**128**	**100**	**-**	**100**

Course Outcomes:

- **CO1:** Demonstrate effective lesson planning skills incorporating pedagogical principles, content knowledge, and learner needs.

- **CO2:** Exhibit proficiency in classroom teaching by integrating teaching skills, classroom management, and use of instructional aids.

- **CO3:** Apply assessment and evaluation techniques to gauge student understanding and reflect on teaching effectiveness.

- **CO4:** Practice reflective teaching, professional conduct, and ethical decision-making in real classrom settings.

Stray Lessons: refers to 10 lessons to be delivered by teacher trainees in recognized upper primary, secondary, or higher secondary schools, with each lesson carrying 10 marks. Every trainee must observe at least 10 lessons delivered by experienced school teachers and 20 lessons delivered by peers as part of the mandatory non-credit activity during the Stray Lessons program."

Sr. No	Criteria for Assessment
1.	**Appropriate use of Skills** • Effective use of questioning techniques (open-ended, probing, and follow-up). • Smooth transition between lesson stages. • Clarity in explanation and instructions. • Use of appropriate voice modulation and eye contact. • Classroom interaction and student engagement.
2.	**Content Mastery and Presentation** • Accuracy and relevance of subject content. • Logical sequencing and organization of concepts. • Use of examples and analogies to enhance understanding. • Ability to link prior knowledge with new concepts. • Confidence and preparedness in content delivery.
3.	**Blackboard Work / Teaching Aid** • Neatness, legibility, and organization of blackboard work. • Proper utilization of space and headings. • Creative and relevant use of teaching aids (charts, models, PPT, etc.). • Integration of visual materials to clarify concepts. • Timely and effective use of aids during the lesson.

| 4. | **Class Management and Personality of Teacher**
• Punctuality and time management during the lesson.
• Maintenance of discipline and attention in the class.
• Demonstration of confidence and enthusiasm.
• Empathy, approachability, and positive attitude.
• Appropriate dressing and professional behaviour. |
| 5. | **Evaluation**
• Use of oral or written questioning to check understanding.
• Timely feedback and reinforcement.
• Use of formative techniques (quizzes, recaps, group responses).
• Alignment of questions with learning objectives.
• Encouragement of self-assessment and peer assessment. |

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1	2	2						3			3		3
CO2			2	3	2	2		3			3	2	
CO3				3					1		3		
CO4							2			2			3

3: High, 2: Medium, 1: Low

BEDP202- BLUE PRINT-1 & 2

Course Code	Course Title	Credits	Total Hours	Marks		Total
				Internal	External	
BEDP202	Blue Print -1 & 2 Science & Technology, Accountancy Social Science, Computer Science, Sanskrit, Hindi, Mathematics Commerce, Economics Gujarati, English	1	32	25	-	25

Blueprint (In Method 1&2): Every trainee is required to prepare a blueprint of the question papers for each selected school subject (one for each subject), specifically during a two-day workshop organized under the direct supervision of the concerned method master.

Sr. No	Criteria for Assessment
1.	**Content Distribution** • Balanced coverage of all units and chapters as per the syllabus. • Proportionate representation of content based on instructional time or importance. • Clear tabular or graphical representation of content distribution. • Justification of distribution aligned with learning objectives.
2.	**Choice of Question type (MCQ, SA, Descriptive etc.)** • Appropriate selection of question types for the subject. • Inclusion of a variety of question types to assess diverse skills. • Logical distribution of objective, short answer, and long answer questions. • Suitability of question type to content and learner level.

3.	**Questions selected based on K, U, A and S**
	• Clear identification of learning outcomes addressed by each question.
	• Inclusion of a balanced number of questions targeting different learning domains:
	    ○ Knowledge (K)
	    ○ Understanding (U)
	    ○ Application (A)
	    ○ Skill/Creativity (S)
	• Proper labelling and classification of each question in the blueprint.
	• Alignment with Bloom's Taxonomy or Revised Bloom's Taxonomy.

4.	**Weightage of the questions** • Correct calculation and allocation of marks per unit and per question. • Proportionality of weightage based on unit importance and learning level. • Consistency between weightage and blueprint table. • Logical distribution ensuring neither overemphasis nor neglect of any unit.
5.	**Time Allotment** • Realistic time estimation for each type of question. • Total time aligned with board/university exam norms. • Justification of time allotment based on question difficulty and length. • Clarity in presenting time distribution in the blueprint table.

Course Outcomes:

- **CO1:** Understand the structure and principles of blueprinting in educational assessment.

- **CO2:** Demonstrate the ability to develop a question paper blueprint aligning with course content, cognitive levels, and appropriate weightage.

- **CO3:** Analyze the importance of integrating diverse question types (MCQs, SA, LA)

for valid and reliable assessment.

- **CO4:** Apply reflective and professional practices in creating student-friendly and pedagogically sound assessment tools.

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**
CO1		3						3			3		
CO2	2							3	3		3		3
CO3		3	2	2					3			2	
CO4							1						3

3: High, 2: Medium, 1: Low

BEDP203- CONTENT ASSIGNMENT – SCHOOL SUBJECT: 1

Course Code	Course Title	Credits	Total Hours	Marks		Total
				Internal	External	
BEDP203	**Content Assignment – School Subject:1** **Science & Technology, Accountancy** **Social Science,** **Computer Science,** **Sanskrit,** **Hindi**	**2**	**64**	**50**	**-**	**50**

Course Outcomes:

- **CO1:** Demonstrate in depth mastery of Standard 9/10 (or Std. 12 for Accountancy, Commerce, Economics) content through accurate research and synthesis.

- **CO2:** Organize and present subject content with clarity, logical sequencing, and coherence.

- **CO3:** Create engaging and well-designed presentation materials (textual, visual, or multimedia) to support the assignment**.**

- **CO4:** Defend and elaborate on the content orally during viva voce, demonstrating critical thinking and reflective insight.

- **Content Assignment – School Subject: 1:** This component is intended to deepen the subject content understanding of student-teachers through systematic assignments based on the curriculum of Standards 9 and 10. For Commerce, Accountancy, and Economics, Standard 12 content will be used. Each student-teacher will complete two assignments, one for each selected school subject. The focus will be on conceptual clarity, structured presentation, and oral explanation through viva. This activity reinforces subject mastery and prepares student-teachers for effective classroom delivery.	

Sr. No.	Criteria for assessment
1.	**Conceptual Understanding & Depth** - Accuracy of content as per school curriculum - Depth of explanation with real-life application - Clarity of core concepts - Use of NCERT and other standard references
2.	**Instructional Design & Integration** - Presentation of the topic in a teachable format

	• Linking content with pedagogy (How would you teach this in class?) • Use of innovative teaching aids (e.g., concept maps, graphic organizers)
3.	**Creativity & Critical Thinking** • Inclusion of relevant case studies or examples • Use of infographics, diagrams, analogies • Evidence of original thinking or extension beyond textbook knowledge
4.	**Viva Voce (Content Communication)** • Confidence and fluency in explanation • Clarity and logical flow • Ability to answer higher-order questions • Reflection on "how this content applies in real classrooms"

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		3						2			3		
CO2		3		2							3		
CO3			2		2							2	
CO4	2									2			2

3: High, 2: Medium, 1: Low

BEDP204- CONTENT ASSIGNMENT – SCHOOL SUBJECT: 2

Course Code	Course Title	Credits	Total Hours	Marks		Total
				Internal	External	
BEDP204	Content Assignment – School Subject:2 Mathematics Commerce, Economics Gujarati, English	2	64	50	-	50

Course Outcomes:

- **CO1:** Demonstrate in depth mastery of Standard 9/10 (or Std. 12 for Accountancy, Commerce, Economics) content through accurate research and synthesis.
- **CO2:** Organize and present subject content with clarity, logical sequencing, and coherence.
- **CO3:** Create engaging and well-designed presentation materials (textual, visual, or multimedia) to support the assignment.
- **CO4:** Defend and elaborate on the content orally during viva voce, demonstrating critical thinking and reflective insight.

• **Content Assignment – School Subject: 2:** This component is intended to deepen the subject content understanding of student-teachers through systematic assignments based on the curriculum of Standards 9 and 10. For Commerce, Accountancy, and Economics, Standard 12 content will be used. Each student-teacher will complete two assignments, one for each selected school subject. The focus will be on conceptual clarity, structured presentation, and oral explanation through viva. This activity reinforces subject mastery and prepares student-teachers for effective classroom delivery.	

Sr. No.	Criteria for assessment
1.	**Conceptual Understanding & Depth** • Accuracy of content as per school curriculum • Depth of explanation with real-life application • Clarity of core concepts • Use of NCERT and other standard references
2.	**Instructional Design & Integration** • Presentation of the topic in a teachable format • Linking content with pedagogy (How would you teach this in class?) • Use of innovative teaching aids (e.g., concept maps, graphic organizers)
3.	**Creativity & Critical Thinking** • Inclusion of relevant case studies or examples • Use of infographics, diagrams, analogies

	• Evidence of original thinking or extension beyond textbook knowledge
4.	**Viva Voce (Content Communication)** • Confidence and fluency in explanation • Clarity and logical flow • Ability to answer higher-order questions • Reflection on "how this content applies in real classrooms"

Mapping of COs with POs & PSOs

Co	PO										PSO		
	1	2	3	4	5	6	7	8	9	10	1	2	3
CO1		3						2			3		
CO2		3		2							3		
CO3			2		2							2	
CO4	2									2			2

3: High, 2: Medium, 1: Low

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 2nd Semester Examination: 20__
Perspectives in Education (Core Papers)

Date: _____   **Total Marks: 70**

Day: _____   **Time: 3hrs.**

Instructions: 1. All the questions are compulsory

2. Figures to the right indicate marks

Q.1 Answer any <u>two</u> from the following questions.   **(20)**

    1)

    2)

    3)

Q.2 Answer the following questions A & B.

    A) _____   **(08)**

        or

  A)   _____

  B)   _____   **(07)**

        Or

  B)_____

Q.3. Answer any <u>two</u> from the following questions.   **(20)**

    1)

    2)

    3)

Q.4. Answer any <u>three</u> from the following questions.   **(15)**

    1)

    2)

    3)

    4)

_____

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 2nd Semester Examination: 20___
Curriculum and Pedagogic Papers

Date: _____   **Total Marks: 35**
Day: _____   **Time: 1:30hrs.**
Instructions: 1.All the questions are compulsory.
              2. Figures to the right indicate marks.

Q.1 Answer in one sentence from the following questions.   **(05)**
      1)
      2)
      3)
      4)
      5)

Q.2 Answer <u>any one</u> from the following questions in 500 words.   **(08)**
      1)
      2)

Q.3 Answer <u>any two</u> from the following questions in 300 words.   **(10)**
      1)
      2)
      3)

Q.4. Answer <u>any four</u> from the following questions.   **(12)**

      1)
      2)
      3)
      4)
      5)

_____

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 2ⁿᵈ Semester Examination : 20____
Choice Based Credit System Papers

Date: **Time: 1:30 hours**
Day: **Total marks: 35**

Instructions: 1) All questions are compulsory.
              2) Figures to the right indicate marks.

Q.1 Answer in one sentence from the following   (05)

          1)
          2)
          3)
          4)
          5)

Q.2 Answer <u>any one</u> from the following questions in 500 words   (08)
          1)
          2)

Q.3 Answer <u>any two</u> from the following questions in 300 words   (10)
          1)
          2)
          3)

Q.4. Answer <u>any four</u> from the following   (12)
          1)
          2)
          3)
          4)
          5)

_____

Kadi Sarva Vishwavidyalaya, Gandhinagar
B.Ed. 2nd Semester Examination : 20___
Pedagogy of School Subject Papers

Date: **Time: 1:30 hours**
Day: **Total marks: 35**
Instructions: 1) All questions are compulsory.
          2) Figures to the right indicate marks.

Q.1 Answer in one sentence from the following questions.   **(05)**
     1)
     2)
     3)
     4)
     5)
Q.2 Answer <u>any one</u> from the following questions in 500 words.   **(08)**
     1)
     2)

Q.3 Answer <u>any two</u> from the following questions in 300 words.   **(10)**
   (Content cum Methodology)
     1)
     2)
     3)

 Q.4. Answer <u>any four</u> from the following questions.   **(12)**
     1)
     2)
     3)
     4)
     5)

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