

Kadi Sarva Vishwavidyalaya Gandhinagar

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

&

UGC Approved

Curriculum for Two Year Bachelor of Education



**Year: 2025-26
Semester -1**

**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

<p>Unit 1 Educational Psychology</p> <p>1.1 Meaning & Nature of Educational Psychology</p> <p>1.1.1 Scope of Educational Psychology</p> <p>1.1.2 Branches of Psychology</p> <p>1.1.3 Needs & Importance of Educational Psychology</p> <p>1.2 Child Psychology</p> <p>1.2.1 Concept of Childhood & Importance of Child Psychology</p> <p>1.2.2 Problems of Children and Role of the Teacher</p> <p>1.3 Methods of Educational Psychology</p> <p>1.3.1 Interview Method</p> <p>1.3.2 Observation Method</p> <p>1.3.3 Experimental Method</p> <p>1.3.4 Case Study Method</p> <p>1.3.5 Sociometry / Sociometric Techniques</p> <p>1.4 Classroom Problems and Solutions: Applying Educational Psychology in the Classroom</p>	<p>Teaching Hours: 15 (Weightage 25%)</p>
<p>Unit - 2 Child Development & Adolescence:</p> <p>2.1 Child Development</p> <p>2.1.1 Concept of growth, development and its differences</p>	<p>Teaching Hours: 15 (Weightage 25%)</p>

<p>2.1.2 Factors affecting growth and development</p> <p>2.1.3 Stages of Developments: Jean Piaget, E.H. Ericson</p> <p>2.1.4 Educational implications of growth and development</p> <p>2.2 Adolescence</p> <p>2.2.1 Concept & Characteristics of Adolescence</p> <p>2.2.2 Characteristics of development of Adolescence</p> <p>2.2.3 Factors Influence Development of Adolescence</p> <p>2.2.4 Problems & needs of Adolescence and Role of teacher</p>
<p>Unit 3 - Personality and Various Abilities of Children:</p> <p style="text-align: right;">Teaching Hours: 15 (Weightage 25%)</p> <p>3.1 Personality</p> <p>3.1.1 Concept of personality, self-concept of the learner, and characteristics of personality</p> <p>3.1.2 Development of personality, factors affecting personality, and importance of teacher's personality</p> <p>3.1.3 Theories of personality: R. B. Cattell and Sigmund Freud</p> <p>3.1.4 Tools for assessment of personality: Inventory and Rating Scale</p> <p>3.2 Creativity</p> <p>3.2.1 Concept & Characteristics of Creativity</p> <p>3.2.2 Methods of Developing Creativity: Brainstorming, De Bono's lateral-thinking techniques, and problem-solving approaches</p> <p>3.2.3 Importance of Creativity</p> <p>3.3 Intelligence</p> <p>3.3.1 Concept, Characteristics and Importance of Intelligence</p> <p>3.3.2 Theories of Intelligence: Multiple Intelligences (Howard Gardner) and Emotional Intelligence (Daniel Goleman)</p> <p>3.3.3 Tools for Measurement of Intelligence — Verbal & Non-verbal</p> <p>3.3.4 Concept of Artificial Intelligence (AI) and its Importance in Education</p>
<p>Unit 4 Individual Difference, Adjustment & Stress, Challenges of Children</p> <p style="text-align: right;">Teaching Hours: 15 (Weightage 25%)</p> <p>4.1 Individual Difference</p> <p>4.1.1 Concept of Individual Differences</p> <p>4.1.2 Types of Individual Differences</p> <p>4.1.3 Factors of Individual Differences</p> <p>4.1.4 Provisions for Individual Differences</p> <p>4.2 Adjustment</p> <p>4.2.1 Concept of Adjustment and Methods of Adjustment (Direct and Indirect)</p> <p>4.2.2 Problems of Adjustment and Role of School and Teachers in Solving Them</p> <p>4.2.3 Concept and Causes of Maladjustment</p> <p>4.3 Mental Health and Stress</p> <p>4.3.1 Concept of Mental Health and Role of Teachers</p> <p>4.3.2 Types of Stress and Their Effects</p> <p>4.3.3 Causes of Stress and Strategies for Reducing Stress</p> <p>4.4 Challenges of Children</p> <p>4.4.1 Challenges of Children: Physically, Mentally, Emotionally, Socially and Economically Challenged</p> <p>4.4.2 Teacher's Role and Guidance for the Above Challenges</p>

*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.
3. Bhatia, H.R., (2005). "A textbook of psychology", Macmillan India Ltd, New Delhi.
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15. Raval Chimanbhai, (2003). "Shaikshanik Manovigyan ane Adhyetano Vikas", Anada Book Dipo, Ahmedabad.
16. Raval Natubhai and others (2005). "Adhyeta no vikas ane adhyapan Adhyayan prakriya, Nirav Prakashan, Ahmedabad.
17. Shah Gunvant, (1997). "Shaikshanik Manovigyanma Adhyayan Mimasa", University Granth Nirman Board, Ahmedabad.
18. Sharma Y., (2004), "A Textbook of Educational Psychology", Kanishka Publishers, New Delhi.
19. Singh Y. K. & Nath R., (2005). "Psychology in Education" APH Publishing corporation, New Delhi.
20. Skinner Charles E., (1970). "Educational Psychology", Prentice Hall of India Private Ltd., New Delhi.
21. Weiten W. & Lloyd, (2007). "Psychology applied to Modern Life", Thomson Delmar learning, Australia.
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

<p>Unit 2 Indian Constitution And Education</p> <p>2.1 Constitutional Concept and Its Importance</p> <p>2.2 Indian Constitution</p> <ul style="list-style-type: none"> • Fundamental Rights and Their Need • Fundamental Duties • Directive Principles <p>2.3 Right to Education Act (2009)</p> <ul style="list-style-type: none"> • Concept and Importance • Responsibility of Schools and Teachers • Challenges in Implementation • School Management Committee <p>2.4 Constitutional Provisions on Education that Reflect National Ideals</p> <ul style="list-style-type: none"> • Democracy and the Values of Equality 	<p>Teaching Hours: 15 (Weightage 25%)</p>
<p>Unit 3 Development Of Education And National Policies</p> <p>3.1 Development of Education and National Policies</p> <ul style="list-style-type: none"> • 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 <p>3.2 Knowledge Commission : Introduction, objectives, Organization, Recommendations</p> <p>3.3 Yashpal Committee: Learning Without Burden</p> <p>3.4 National Education Policy (2020): Recommendations</p> <ul style="list-style-type: none"> • Higher Education • Teacher Education • Assessment and Examination • Adult Education <p>3.5 Overview of NCF–SE 2023</p>	<p>Teaching Hours: 15 (Weightage 25%)</p>
<p>Unit 4 Quality Development Of Education & Educational Agencies</p> <p>4.1 Educational Agencies – Education System at Central Level</p> <ul style="list-style-type: none"> • NCTE: Objectives and Functions • UGC: Objectives and Functions • NCERT: Objectives and Functions <p>4.2 Education System at State Level</p> <ul style="list-style-type: none"> • GCERT: Objectives and Functions • DIET: Objectives and Functions <p>4.3 School Assessment & Accreditation</p> <ul style="list-style-type: none"> • Areas of Assessment of Schools • Quality Issues in Schools <p>4.4 Sarva Shiksha Abhiyan (2004)</p> <ul style="list-style-type: none"> • Introduction • Objectives • Activities 	<p>Teaching Hours: 15 (Weightage 25%)</p>

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

*SEE: Semester End Evaluation

REFERENCES:

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** 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

- | |
|--|
| <p>4.2 Place and Importance of Language in School Curriculum</p> <p>4.3 Provision in NEP 2020 Recommendation Regarding Language Education</p> <p>4.4 Language in Lesson Planning, Preparation of Development Action Plan</p> |
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***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
2. Curriculum Framework two year B.Ed. programme (2014), National Council for Teacher Education, New Delhi
3. Syllabus for Two Year B.Ed., National Council for Educational Research and Training, 2008.
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5. Two Year B.Ed. Curriculum Draft – 1 Prepared by IASE Gujarat Vidyapith, Ahmedabad.
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Current Online Version : 2014 eISBN: 9780191727443

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.	Max Marks		
					*CCE	*SEE	
BEDCP102	Understanding Discipline and Subjects	2	2	1.5	15	35	50

Unit – 1 Language-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	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
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 <ul style="list-style-type: none"> 1) Skill of Questioning 2) Illustration Skill 3) Skill of Black Board Work 4) Stimulus Variation Skill <ul style="list-style-type: none"> • Micro Lesson Planning • Bridge Lesson Planning 2.2 Lesson Planning <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • Lecture Method • Inductive-Deductive Method • Analytic and Synthetic Method • Problem solving Method • Constructivist learning • Flipped classroom 3.2 Techniques : <ul style="list-style-type: none"> • Assignment • Illustration • Drilling Techniques & Overview Techniques 	
Unit 4 Accountancy Teacher, Teaching Aids & Resources	Teaching Hours: 7.5 (Weightage 25%)
4.1 Accountancy Teacher : <ul style="list-style-type: none"> • General Qualities • Specific Qualities • Professional development of Accounts Teacher 4.2 Teaching Aids & Resources : <ul style="list-style-type: none"> • 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

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	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	Credits	Examination Scheme			Total Marks
		Hours Per Week		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

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3. Joshi Rajendra R. (1981), “Vanijya Shikshan Paddhati”, Gujarat University, Ahmedabad.
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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. <ul style="list-style-type: none"> • Utilitarian value • Cultural value • Disciplinary value 	
1.2 Significant Contribution of Well-Known Scientists <ul style="list-style-type: none"> • 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%)

<p>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</p> <p>2.2 Concept, Need, Importance</p> <ul style="list-style-type: none"> • Lesson planning : Micro lesson, Simulation • Unit planning • Monthly planning • Yearly planning <p>2.3 Difference Between Lesson Planning And Unit Planning</p>	
<p>UNIT 3 Methods and Approaches in Science Teaching</p> <p style="text-align: right;">Teaching Hours: 7 (Weightage 23%)</p>	
<p>3.1 Methods Of Science Teaching</p> <ul style="list-style-type: none"> • Lecture, • Demonstration, • Experiment, • Project, • Group discussion, • Seminar method. <p>3.2 Approaches Of Science Teaching :</p> <ul style="list-style-type: none"> • Problem solving. • Collaborative Learning • Inquiry • Experiential Learning 	
<p>UNIT4 Teaching aids in Science teaching Teaching Hours: 7 (Weightage 23%)</p>	
<p>4.1 Teaching Aids</p> <ul style="list-style-type: none"> • 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. <p>4.2 Specific Aids Aquarium, Vivarium, Herbarium</p>	

***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, 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	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/BED PS102	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 Contribution of Mathematicians
 - Aryabhata
 - Bhaskaracharya
 - Ramanujan
 - Pythagoras
 - Euclid
- 1.3 Values of Mathematics :
 - Disciplinary value
 - Utilitarian value
 - Cultural value

1.4 General Objectives and specific Objectives in terms of learning outcomes of the 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	
Unit 3 Methods and techniques in mathematics teaching	Teaching Hours: 8 (Weightage 27%)
3.1 Methods of teaching Mathematics:	
<ul style="list-style-type: none"> • Inductive-Deductive Method • Analysis-synthesis method • Problem Solving method • Experimental method • Play way method 	
3.2 Techniques for teaching Mathematics:	
<ul style="list-style-type: none"> • Drill and review work • Assignment • Supervised study • Oral work • Peer group 	
3.3 Vedic Mathematics:	
<ul style="list-style-type: none"> • Concept and importance • Multiplication and division techniques 	
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 Types of teaching aids	
<ul style="list-style-type: none"> • Graphical aids: chart, figure, poster, drawing • 3D teaching aids: object, model, campus box, etc. • Projection aids: Television, LCD Projector, interactive board (i.e. whiteboard, smart board) etc. • Other aids: 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%)**

- 4.1 Teaching 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	Credits	Examination Scheme			Total Marks
		Hours Per Week		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.
- 1.5

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

REFERENCES:

1. Bansal, R.K. and Harrison, J.B. (1972), "Spoken English for India", Orient Longman Ltd., Madras.
2. Doff, A. (1988), "Teach English-Training Course for Teachers", Cambridge University Press, Cambridge.
3. Hornby, A.S. (1968), "A Guide to Patterns and Usage in English", OUP, Oxford,
4. Hubbard, P. and Hywel, J. et al. (1983), "A Training Course for TEFL", Oxford University Press.
5. Joseph, K.S. (1991), "Self Instruction in English Grammar", Anmol Publications, New Delhi.
6. Leech Geoffrey and Svartvik (2000), "Communicative Grammar of English", C.U.P., Cambridge.
7. Mukalel, J.C.(1998), "Approaches to English Language Teaching", Discovery Publishing House, New Delhi.
8. Mukalel, J.C.(1998), "Psychology of Language Teaching", Discovery Publishing House, New Delhi.
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

REFERENCES:

1. જોષી જિજ્ઞાસા અને અન્ય (2008) સામાજિક વિજ્ઞાન વિષય પદ્ધતિ, અક્ષર પબ્લિકેશન :અમદાવાદ
2. Agrawal J.C., (2006). “Teaching of Social Studies”, Vikas Publication house, New Delhi.
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10. પંડ્યા પ્રતાપરાય (2005)સામાજિક વિજ્ઞાન અધ્યાપન પદ્ધતિ, વારિષેણ પ્રકાશન :અમદાવાદ,
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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	Credits	Examination Scheme			Total Marks
				Hours Per Week	Hrs.	Max Marks	
		*CCE				*SEE	
BEDPS101/ BEDPS102	Pedagogy of School Subject: Hindi	2	2	1.5	15	35	50

<p>UNIT 1 भाषा का स्वरूप Teaching Hours: 7 (Weightage 25%)</p> <p>१.१ भाषा का अर्थ, आधार, प्रकृति एवं हिंदी की उत्पत्ति तथा विकास</p> <p>१.२ अहिन्दी भाषा के क्षेत्रों में हिन्दी शिक्षा का महत्व</p> <p>१.३ राष्ट्रभाषा शिक्षा का स्वरूप एवं राष्ट्रभाषा शिक्षा की साहित्यिक, सांस्कृतिक, व्यावसायिक एवं राजकीय महत्ता</p>
<p>UNIT 2 हिन्दी शिक्षा के सिद्धांतसूत्र और उद्देश्य एवं पुस्तकालय : Teaching Hours: 7 (Weightage 25%)</p> <p>२.१ भाषा शिक्षा के सिद्धांतसूत्र</p> <p>२.२ शिक्षा : राष्ट्रभाषा शिक्षा के उद्देश्य, सामान्य एवं विशिष्ट उद्देश्य</p> <p>२.३ भाषा पुस्तकालय की उपयोगिता व व्यवस्था तथा छात्रों में पठन रुचि विकसित करने के उपाय</p>
<p>UNIT 3 भाषा शिक्षण के कौशल्य Teaching Hours: 8 (Weightage 25%)</p> <p>३.१ श्रवण कौशल्य की संकल्पना, प्रक्रिया, महत्व एवं श्रवण कौशल्य के विकास की प्रवृत्तियाँ</p> <p>३.२ मौखिक अभिव्यक्ति की शिक्षा : मौखिक अभिव्यक्ति का महत्व, गुण, प्रयुक्तियाँ, विधालयी बच्चों में पाये जाने वाले उच्चार दोष एवं उसके सुधार</p>
<p>UNIT 4 भाषा शिक्षाकी विधियाँ एवं दृष्य-श्राव्य साधन: Teaching Hours: 8 (Weightage 25%)</p> <p>४.१. भाषा शिक्षाकी विधियाँ - प्रत्यक्ष विधि. परोक्ष विधि, डो.वेष्ट विधि, आगमन - निगमन पध्धति</p> <p>४.२ राष्ट्रभाषा शिक्षा में दृष्य-श्राव्य साधन: दृष्य-श्राव्य साधनों का महत्व एवं उपयोग</p>

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:

1. बॉबे(1994) सं. बा. हिंदी की अध्यापन पद्धति, नूतन प्रकाशन: पुणे
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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 प्रथमान्विति:- संस्कृतभाषाया ऐतिहासिकं ज्ञानं महत्त्वं च

Teaching Hours: 6 (Weightage 25%)

- १.१ संस्कृतभाषायाः महत्त्वं
- 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 द्वितीयान्विति:- 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 गृह्यअध्यापनायोजनस्य हेतवः सोपानानि च
- २.६ पद्यअध्यापनायोजनस्य हेतवः सोपानानि च

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

३.१ संस्कृतगद्यशिक्षणस्य पद्धतयः (अनुवादपद्धतिः, उद्धोधनपद्धतिः, शब्दकोशपद्धतिः, प्रश्नोत्तरपद्धतिः)

३.२ संस्कृतपद्यशिक्षणस्य पद्धतयः (गीताभिनयपद्धतिः, तुलनापद्धतिः, भाष्यपद्धतिः, अर्थबोध पद्धतिः)

३.३ संस्कृतशिक्षायाः व्याकरण 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 चतुर्थान्विति: संस्कृतभाषाकौशल्यानां विकासः Teaching Hours: 8 (Weightage 25%)

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

४.२ संस्कृतभाषाशिक्षणे लेखनकार्यं, सुन्दराक्षराणां महत्त्वं 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

REFERENCES:

1. Akuwala C. K. Sanskrit Abhinav Adhyapan, Ahmedabad, Bharat Prakashan, 1956
2. Akuwala C. K. Sanskrit Abhinav Adhyapan, Ahmedabad, Bharat Prakashan, 1956
3. Apte D. G., Teaching of Sanskrit, Bombay, Padma publication
4. Bokil, V. P. and Parasnis, N. K. A. New approach to teaching of Sanskrit, Poona, Lakshagraha press
5. Dr. Bhatt V. M. Sanskrit Vakya Samrachna, Saraswati pustak bhandar, Ahmedabad
6. Dr. Mohini Acharya, Sanskrit Vishay paddhati, Akshar Publication, Ahmedabad
7. Raval Natubhai ane anya, "Sanskrit nu Abhinav Adhyapan", Nirav prakashan, Ahmedabad

	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	Credits	Examination Scheme			Total Marks
		Hours Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
BEDPS101/B EDPS102	Pedagogy of School Subject: Gujarati	2	2	1.5	15	35	50

UNIT 1 ગુજરાતી ભાષાના વિકાસનું અધ્યયન અને મહત્વ, પોષક પરિબલો :**Teaching Hours: 8 (Weightage 26%)**

- 1.1 ગુજરાતી ભાષાનો અર્થ, સ્વરૂપ, ઉદભવ 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 પરિબલો (શક્તિઓ, પેરણ, વાતાવરણ)

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

- 2.1 શૈક્ષણિક હેતુઓનું મહત્વ અને પ્રકારનું વર્ગીકરણ
- 2.2 માતૃભાષા શિક્ષણના હેતુઓ:- (સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ)- સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ વચ્ચેનો તફાવત
- 2.3 માતૃભાષા શિક્ષણની પદ્ધતિઓ, પદ્ધતિઓનું વર્ગીકરણ અને વ્યાખ્યાનપદ્ધતિ, આગમન નિગમન પદ્ધતિ, નીરીક્ષિત અભ્યાસ પદ્ધતિ (મહત્વ, મર્યાદા, વિનિયોગ)
- 2.4 માતૃ ભાષા શિક્ષણની પ્રયુક્તિઓની સંકલ્પના અને મહત્વ (કથન, વાચન, ગાન, ચર્યા)

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 સીપાનો	
3.3 ગદ્યશિક્ષણ:- અર્થ, ગદ્યશિક્ષણના આયામો, હેતુઓ અને ધ્યાનમાં રાખવાની બાબતો	
3.4 પદ્યશિક્ષણ:- અર્થ, પદ્યશિક્ષણના હેતુઓ અને ધ્યાનમાં રાખવાની બાબતો.	
UNIT 4 માતૃભાષાના કૌશલ્યો:	Teaching Hours: 8 (Weightage 27%)
4.1 ભાષાકૌશલ્યોનું વર્ગીકરણ	
4.2 શ્રવણ અને કથન કૌશલ્યો : અર્થ અને મહત્વ	
4.3 શ્રવણ કૌશલ્ય વિકસાવવા માટેની પ્રવૃત્તિઓ:- વર્ગ શિક્ષણની પ્રવૃત્તિઓ, પ્રયુક્તિઓ, સહઅભ્યાસિક પ્રવૃત્તિઓ	
4.4 કથન કૌશલ્ય વિકસાવવા માટેની પ્રવૃત્તિઓ:- વર્ગ શિક્ષણની પ્રવૃત્તિઓ, પ્રયુક્તિઓ, અને અશુદ્ધ ઉચ્ચારણના 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 મોતીભાઈ અને અન્ય, ગુજરાતી વિષયનું અધ્યયન, એ .બી.એસ.શાહ પ્રકાશનઅમદાવાદ:
6. રાવલ નટુભાઈ 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

<p>Unit 1: Historical Knowledge about Subject Teaching Hours: 7 (Weightage 25%)</p> <p>1.1 Understand the historical development of Computer</p> <p>1.2 Aims of teaching computer science</p> <p>1.3 General objectives and specific objectives of teaching of Computer in terms of learning outcomes.</p> <p>1.4 Importance of teaching computer science</p> <p>1.5 Difference : Computer Education as a school subject in past and present situations</p>
<p>Unit 2 : Planning in Computer Science Teaching Teaching Hours: 7 (Weightage 25%)</p> <p>2.1 Micro teaching</p> <ul style="list-style-type: none"> ● Concepts , Importance, Steps <p>2.2 Lesson Planning :</p> <ul style="list-style-type: none"> ● 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.
4. Dave Saket. (2003), "Shikshanma Information Technology", Anada Book Dipo, Ahmedabad.
5. Dr. Y.K. Singh(2004), " Teaching of computer science", A.P.H. Publication Corporation, New Delhi
6. Raja Raman V. (1986), *Fundamentals of Computers*, Delhi, PHI Publications.
7. Shukla Satish (2009), *Information Technology in Education*, Ahmedabad, Varishen Prakashan, 2003.
8. Shukla Satish (2009), *Basics of Information Technology for Teacher Trainees*, Ahmedabad : Varishen Prakashan, 2005.
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 (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

BEDEPC101- READING AND REFLECTING ON TEXTS

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

<p>Unit 1: Reading And Reflection</p> <p>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</p>	<p>Teaching Hours: 9 (Weightage 36%)</p>
<p>Unit – 2 Reflective reading and writing</p> <p>2.1 Meaning of Writing and Its Types 2.2 Basic Concepts of Writing 2.3 Narrative and Descriptive Writing Practical (20 Marks) <ul style="list-style-type: none"> • Essay Writing • Report Writing </p>	<p>Teaching Hours: 10 (Weightage 36%)</p>
<p>Unit – 3 Reflective Reading and Writing</p> <p>3.1 Study Habit : Meaning, Concept and Components 3.2 Ways of developing writing skills <ul style="list-style-type: none"> • Formal writing • Informal writing 3.3 Forms of Literature: Short Stories, biography, autobiography, critical analysis Practical : (10 marks) 1. Story Writing</p>	<p>Teaching Hours:11 (Weightage 28%)</p>

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

***SEE:** Semester End Evaluation

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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 / PSO s	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	Credits	Examination Scheme			Total Marks
		Hours Per Week		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

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
- 2.3 Operating System: Definition, Functions and types of Operating System, BIOS
- 2.4 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%)
<ul style="list-style-type: none"> • 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

REFERENCES:

1. Bartee Thomas C. (1983), “*Digital Computer Fundamentals*”, MC.Graw-Hill international book.
2. Dave Saket. (2003), “*Shikshanma Information Technology*”, Ahmedabad :Anada Book Dipo.
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5. N.Sareen, “*Information and Communication Technology*”, Ahmedabad: Anmol Publication.
6. Patel Ashok. (2004), “*Information Technology in Education*”, Ahmedabad: Nirav Prakashan.
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8. Rajaraman, “*Fundamentals of Computer*”, New Delhi: Prantice-Hall of India Pvt. Ltd.
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10. Shukla Satish (2009), “*Information Technology in Education*”, Ahmedabad: Varishen Prakashan.
11. Shukla Satish (2011), “*ICT in Teacher Education*”, Agra : Agrawal Publications.
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15. Tenenbaum, Andrew S. (1995), “*Computer Networks*”, New Delhi: Prantice-Hall of India Pvt. Ltd.

	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

REFERENCES:

1. Ahirrao, Alizad, Patil (1988), “Environmental Silence”, (Part- I and Part II), Vaibhav Publication, Pune.
2. Arvind Kumar (2003), “Environmental Challenges of the 21st Century”, A.P.H. Publishing Corporation, New Delhi.
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8. Pandey, V.C., (2008), “Environmental Education” , Isha books , New Delhi
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17. UNESCO (1981), "Environmental Education" in the light of the Tbilisi Conference, UNESCO.

	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	Credits	Examination Scheme			Total Marks
		Theory Per Week		Hrs.	Max Marks		
					*CCE	*SEE	
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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7. Aurobindo, Sri — *Essays on the Gita*
8. Sharma, R. N. — *Value Education and Professional Ethics*
9. Iyer, R. — *The Moral and Political Thought of Mahatma Gandhi*
10. Shastri, A. — *Leadership Lessons from the Bhagavad Gita*

	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 <i>Dharma</i> and <i>Karma Yoga</i> 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 Practise 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.

<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.	<p>Group Task</p> <ul style="list-style-type: none"> • Collaboration: Works effectively with others towards a shared goal. • Role Fulfillment: Takes responsibility and performs assigned role well. • Problem-Solving: Contributes creative or practical ideas to solve the task. • Time and Resource Management: Efficiently uses available time and resources.
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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		
CO2				3				2					
CO3			2	3								2	
CO4	2									2			2

3: High, 2: Medium, 1: Low

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 <ul style="list-style-type: none"> • Accuracy and relevance of subject matter • Logical sequencing of concepts • Depth of understanding • Appropriate use of subject-specific terminology
2.	Presentation <ul style="list-style-type: none"> • Clear structure with headings and subheadings • Neatness and formatting • Use of diagrams, charts, or tables where needed • Language proficiency (grammar, spelling, vocabulary)

3.	<p>Viva voce</p> <ul style="list-style-type: none"> • Confidence and fluency in explanation • Clarity and accuracy in responses • Ability to justify and elaborate on the content • Logical thinking and presence of mind
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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.

<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Accuracy and relevance of subject matter • Logical sequencing of concepts • Depth of understanding • Appropriate use of subject-specific terminology
2.	Presentation <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 two 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 two from the following questions. (20)

- 1)
- 2)
- 3)

Q.4. Answer any three from the following questions. (15)

- 1)
- 2)
- 3)
- 4)

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

Date: _____

Day: _____

Total Marks: 35

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 any one from the following questions in 500 words. (08)

- 1)
- 2)

Q.3 Answer any two from the following questions in 300 words. (10)

- 1)
- 2)
- 3)

Q.4. Answer any four from the following questions. (12)

- 1)
 - 2)
 - 3)
 - 4)
 - 5)
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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 any one from the following questions in 500 words (08)

- 1)
- 2)

Q.3 Answer any two from the following questions in 300 words (10)

- 1)
- 2)
- 3)

Q.4. Answer any four 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 any one from the following questions in 500 words. (08)

- 1)
- 2)

Q.3 Answer any two from the following questions in 300 words. (10)

(Content cum Methodology)

- 1)
- 2)
- 3)

Q.4. Answer any four from the following questions. (12)

- 1)
- 2)
- 3)
- 4)
- 5)