

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 -2**

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

B.Ed. Program: Program Outcomes

PO1: Problem-solving:

The graduates should be able to demonstrate the capability to:

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

PO2: Critical thinking:

The graduates should be able to demonstrate the capability to:

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

PO3: Creativity:

The graduates should be able to demonstrate the ability to:

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

PO4: Communication Skills:

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

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

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

PO5: Educational Technology Integration:

The graduates should be able to

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

PO6: Understanding of Learner Diversity:

The graduates should be able to demonstrate the capability to:

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

PO7: Value inculcation:

The graduates should be able to demonstrate the capability to:

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

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

PO8: Curriculum, Content Mastery & Pedagogical Competence:

The graduates should be able to demonstrate the capability to:

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

PO9: Classroom Management and Assessment Skills:

The graduates should be able to demonstrate the capability to:

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

PO10: Reflective Teaching Practice & Educational Leadership:

The graduates should be able to demonstrate the capability to:

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

Program Specific Outcomes (PSOs): B.Ed.

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

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

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

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

COURSE FOR SEMESTER –II

BEDCC201- LEARNING AND TEACHING

Course Outcomes:

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

TEACHING AND EVALUATION SCHEME:

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

Unit 1 Learning:	Teaching Hours: 16 (Weightage 26.6%)
<p>1.1 Learning : Concept, Factors affecting learning</p> <p>1.1.1 Factors affecting transfer of learning</p> <p>1.2 Nature of Learning Process, General Principles of Learning</p> <p>1.3 Theory of learning (Pavlov, Thorndike, Kohler and Skinner) and their educational implications</p> <p>1.4 Motivation in learning: Principles of Motivation in Learning, Abraham Maslow's Motivational Theory : Concept and educational implications.</p> <p>1.4.1 Types of learning (Active learning ,Observational learning ,situational and collaborative learning)</p>	
Unit - 2 Teaching:	Teaching Hours: 14 (Weightage 23.3%)
<p>2.1 Teaching : Concept, Maxims of teaching, Models of Teaching (Concept of : Advanced Organizer, Inductive Thinking Model), and Nature of teaching , Concept and meaning of Models of teaching</p> <p>2.2 General and Psychological Principles of Teaching</p> <p>2.3 Analysis of Classroom Interaction: Concept and Components of Ned Flanders'' Classroom Interaction Analysis.</p>	
Unit 3 - New Trends of Teaching – Learning	Teaching Hours: 14 (Weightage 23.3%)
<p>3.1 Use of ICT in teaching – learning, E- learning, Multi Media Approach: Meaning and concept</p> <p>3.2 Experience Cone of Edger Dale, Programmed Learning Material : Concept and Types, Nature of Each Type and Advantages</p> <p>3.3 Computer Assisted Instruction, Computer Assisted Learning</p> <p>3.4 Online Learning, Talkative Books, Various types of Learning Gadgets</p> <p>3.4.1. Teaching learning resources</p>	
Unit:4 strategies ,Techniques of Teaching – Learning	Teaching Hours: 16 (Weightage 26.6%)
<p>4.1 Methods / Strategies of Teaching – Learning : Supervised Study, Team Teaching, Peer Group Teaching, Brain Storming, Seminar, Inductive – Deductive, Focused Group Discussion</p> <p>4.1.1. Teacher controlled method : • Lecture cum demonstration • Team Teaching Learner controlled method • Peer group • Seminar • Brain Storming</p> <p>4.2 Techniques of Teaching</p> <p>4.3 Approaches of Teaching – Learning : Situational Approach, Structural Approach, Constructivist Approach</p> <p>4.4 Styles of Learning - Auditory, Visual, Kinesthetic and Multi-Sensory Learning & Self-Regulated learning.</p>	

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

***SEE:** Semester End Evaluation

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

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

Course Outcomes:

- CO1: Explain the foundations, key concepts, and aims of Indian educational philosophy with reference to ancient texts and traditions.
- CO2: Compare major Vedic and Non-Vedic philosophical schools and evaluate their educational implications in the present context.
- CO3: Analyse the contributions of Indian educational thinkers and interpret their contemporary relevance in educational practice.
- CO4: Apply Indian philosophical principles to understand contemporary educational policies, value-based education, inclusivity, and the teacher's role in NEP 2020.

TEACHING AND EVALUATION SCHEME:

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

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

- 1.1 Meaning, nature and scope of Indian educational philosophy
 1.2 Sources of Indian philosophy: Vedas, Upanishads, Epics (Ramayana, Mahabharata), Buddhist and Jain texts
 1.3 Key concepts: Vidya, Gyana, Sanskara, Guru–Shishya Parampara
 1.4 Aims of education in ancient India; Values and ethics in traditional Indian education; Brief introduction of Ancient Indian universities—Nalanda, Takshashila and Vallabhi as centers of knowledge and holistic learning.

Unit - 2 Major Schools of Indian Philosophy and Education**Teaching Hours: 8 (Weightage 25%)**

- 2.1 Foundations and Characteristics of Indian Philosophical - Ontological foundations Epistemological principles (Pramāṇa theory), Ethical and moral foundations, Pursuit of Knowledge, Wisdom, and Truth
 2.2 Classical Vedic Schools: Nyaya – logical thinking and reasoning; Vaisheshika – scientific attitude and categorization; Sankhya – knowledge, intellect and curriculum implications; Yoga – discipline, self-control and meditation; Mimamsa – duty and moral education; Vedanta – holistic development and self-realization
 2.3 Non-Vedic Schools: Buddhism – compassion, mindfulness and experiential learning; Jainism – non-violence, tolerance and ethical conduct; Charvaka – materialism and critical inquiry
 2.4 Educational implications of these philosophical systems

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

- 3.1 Swami Vivekananda – man-making education, strength, character building
 3.2 Rabindranath Tagore – naturalism, freedom, self-expression, Shantiniketan model
 3.3 Mahatma Gandhi – Basic Education (Nai Talim), craft-centred learning;
 3.4 Sri Aurobindo – integral education;;
 3.5 J. Krishnamurti – inquiry and freedom;

Unit 4 Contemporary Issues & Applications in Indian Educational Philosophy**Teaching Hours: 7 (Weightage 25%)**

- 4.1 Philosophical foundations of National Education Policy (NEP) 2020 reflecting Indian ethos
 4.2 Holistic, multidisciplinary and value-based learning
 4.3 Role of Yoga, mindfulness and Indian value systems in modern schooling
 4.4 Teacher’s role from an Indian philosophical perspective; Indian philosophies and inclusive & equitable education; Relevance of Indian thought in developing 21st-century **competencies**

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

***SEE**: Semester End Evaluation

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II**BEDCP201- ASSESSMENT FOR LEARNING****Course Outcomes:**

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

TEACHING AND EVALUATION SCHEME:

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

Unit – 1 Assessment, Measurement and Evaluation	Teaching Hours: 6 (Weightage 20)
<p>1.1 Meaning of Measurement, Evaluation, Assessment, Examination and Test</p> <p>1.2 Assessment: Concept, Objectives and importance, Assessment for Learning and Assessment of Learning</p> <p>1.3 Measurement: Concept, types and scales of measurement</p> <p>1.4 Evaluation: Concept, Characteristics, Types - Formative and summative Evaluation Continuous Comprehensive Evaluation (A 360-degree Evaluation), Difference between measurement and evaluation</p>	
Unit - 2 Tools and Techniques of Assessment and Evaluation	Teaching Hours:9 (Weightage 30)
<p>2.1 Characteristics of Good Measurement Tools</p> <p>2.2 Types of Tests: Meaning, Purpose, Characteristics, Uses, Merits and Limitations of Teacher made test, Diagnostic Test & Standardized test</p> <p>2.3 Types of questions: Essay Type Questions- Meaning, Uses, Merits & Limitations. Short Answer Questions- Meaning, Uses, Merits & Limitations. Objective Type Questions- Meaning, Types, Uses, Merits & Limitations.</p> <p>2.4 Tools for Assessment and Grading: Portfolio- Meaning and Uses, Rating Scales - Meaning, Types, Uses and Limitations. CRC - Meaning and Uses, Rubrics – Concept, Types and uses. Grading: Concept, Types of Grading: Direct and Indirect Grading (Absolute and Relative)</p>	
Unit 3 - Educational Statistics	Teaching Hours: 9 (Weightage 30)
<p>3.1 Educational Statistics: Meaning & Importance</p> <p>3.2 Frequency Distribution (With Graphical Presentation)</p> <p>3.3 Measurement of Central Tendency and Dispersion: Meaning and uses of Mean, Median, Mode, Quartile Deviation, Standard Deviation (Numerical problems of Mean, Median and Mode only)</p> <p>3.4 Concept and Interpretation of Product moment correlation, Spearman's Rank Difference Correlation, Percentile and Percentile Rank (Calculation Excluded)</p>	
Unit 4 - Innovative Trends in Assessment for Learning	Teaching Hours: 6 (Weightage 20)
<p>4.1 Current Examination System: Limitations and suggestion for Improvement</p> <p>4.2 Open Book Exam, Online Exam and On Demand Exams: Meaning, objectives, advantages, limitations:</p> <p>4.3 Competency-Based Assessment: Concept, meaning, and importance, Difference from traditional assessment</p> <p>4.4 Concept of ABC (Academic Bank of Credit) & PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)</p>	

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

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II**BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL****SUBJECT – ACCOUNTANCY****Course Outcomes:**

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

TEACHING AND EVALUATION SCHEME:

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

<p>Unit 1 Accountancy Text Book and Accountancy Club</p> <p>1.1 Accountancy Text Book :</p> <ul style="list-style-type: none"> • Needs of Text Book • Advantages and Limitations of Text Book • Characteristics of Ideal Text Book • Critical Analysis of Current Text Book <p>1.2 Accountancy Club :</p> <ul style="list-style-type: none"> • Concept and Objectives • Importance • Activities • Role of Teacher <p>1.3 Accountancy Class :</p> <ul style="list-style-type: none"> • Concept and Objectives • Importance • Layout 	<p>Teaching Hours: 7.5 (Weightage 25)</p>
<p>Unit – 2 Reference Material and Correlation in Accountancy Teaching</p> <p>2.1 Reference Material :</p> <ul style="list-style-type: none"> • Reference Book • Teacher’s Manual <p>2.2 Correlation :</p> <ul style="list-style-type: none"> • Concept of Correlation • Importance of Correlation • Types of Correlation • Internal Correlation with Other Subjects: Economics, Commerce, Statistics, Geography, Science • Correlation of Accountancy with Daily Life 	<p>Teaching Hours: 7.5 (Weightage 25)</p>
<p>Unit 3 - Evaluation in Accountancy Teaching</p> <p>3.1 Concept of Evaluation</p> <p>3.2 Techniques and Tools of Evaluation</p> <ul style="list-style-type: none"> • Standardized Test, • Teacher Made Test, • Rating Scale, • Rubrics • E- Evaluation <p>3.1 Written Test</p> <ul style="list-style-type: none"> • Essay Type, • Short answer type Question • Objective Type Questions <p>3.2 Blue-Print: Concept and Importance</p> <p>3.3 Characteristics of Ideal Question Paper</p>	<p>Teaching Hours: 7.5 (Weightage 25)</p>
<p>Unit 4 - Diagnostics test and Remedial work</p> <p>4.1 Meaning of Diagnostic test</p> <p>4.2 Characteristics of Diagnostic test</p> <p>4.3 Uses and limitations of Diagnostic test</p> <p>4.4 Construction of Diagnostic test in Accountancy</p> <p>4.4 Concept of Remedial work</p> <p>4.5 How to use Remedial work in Accountancy</p>	<p>Teaching Hours: 7.5 (Weightage 25)</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	KC	Class Sessions
CO1	Demonstrate understanding of Accountancy textbook, club, and class setup	PO1, PO4, PO8 / PSO1	Understand, Apply	Conceptual, Procedural	7.5
CO2	correlation and reference materials in Accountancy teaching	PO2, PO3, PO5, PO8 / PSO2	Apply, Analyze	Conceptual, Procedural	7.5
CO3	Design and implement evaluation tools and question papers	PO1, PO4, PO9 / PSO1	Apply, Evaluate, Create	Procedural, Meta-cognitive	7.5
CO4	Construct diagnostic tests and design remedial work	PO6, PO9, PO10 / PSO3	Analyze, Evaluate, Create	Procedural, Meta-cognitive	7.5
Total Hours of Instructions					30

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II**BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL
SUBJECT – COMMERCE****Course Outcomes:**

- **CO1:** Understand the significance, evaluation, and effective use of commerce textbooks, commerce club, and commerce room in teaching-learning processes.
- **CO2:** Apply knowledge of reference materials and correlation with other subjects to design integrated commerce teaching strategies.
- **CO3:** Develop competencies in evaluation, including constructing tests, blueprints, and conducting research in commerce teaching.
- **CO4:** Analyze diagnostic test results and implement remedial work for addressing student learning gaps in commerce.

TEACHING AND EVALUATION SCHEME:

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

<p>Unit 1 Commerce Text Book and Commerce Club Commerce Room</p> <p style="text-align: right;">Teaching Hours: 8 (Weightage 27%)</p> <p>1.1 Commerce Text Book :</p> <ul style="list-style-type: none"> • (Concept, Need, Advantages and Limitations of Text Book • Significance of Commerce Textbooks for Teachers and Students • Criteria for Evaluating a Good Commerce Textbook (Internal and External) <p>1.2 Critical Evaluation of the Class 12th Commerce Textbook (GSEB)</p> <p>1.3 Commerce Club (Concept, Objectives, Importance, Structure, Activities and Role of Teacher)</p> <p>1.3 Commerce Room: Importance, Layout, uses; difficulties faced preparing and arranging Commerce Room</p>
<p>Unit 2 Reference Material and Correlation in Commerce Teaching</p> <p style="text-align: right;">Teaching Hours: 7 (Weightage 23%)</p> <p>2.1 Reference Material: Reference Book, Documents and Teacher Manual</p> <p>2.2 Correlation: Meaning and Importance, Correlation of Commerce with Other Subjects (Economics, Accountancy, Social Science and Statistics)</p> <p>2.3 Types of Correlation, Objectives of Establishing Correlation,</p> <p>2.4 Internal Correlation with Other School Subjects: Economics, Accountancy, Social Science, Statistics, Correlation with Daily Life</p>
<p>Unit-3 Evaluation in Commerce Teaching and Reserch</p> <p style="text-align: right;">Teaching Hours: 8 (Weightage 27%)</p> <p>3.1 Concept of Evaluation (Meaning, Uses and Objectives)</p> <p>3.2 Tools of Evaluation: Oral Test, Written Test Standardized test, Teacher made test, Rating scale, Check list, Observation</p> <p>3.3 Blue Print (Meaning, Characteristics, Steps and Constructions), Characteristics of Ideal question paper</p> <p>3.4 Research: Conduct A Survey of Any One of The Commerce Problems and Prepare A Report.</p>
<p>Unit-4 Diagnostics test and Remedial work</p> <p style="text-align: right;">Teaching Hours: 7 (Weightage 23%)</p> <p>4.1 Meaning of Diagnostic test, Characteristics of Diagnostic test, Uses and limitation of Diagnostic test</p> <p>4.2 Construction of Diagnostic test in Commerce</p> <p>4.3 Concept, Stages and Planning of Remedial Work</p> <p>4.4 Difference Between Diagnostic Test and Remedial Teaching</p>

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

***SEE**: Semester End Evaluation

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II**BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL****SUBJECT: SCIENCE AND TECHNOLOGY****Course Outcomes:**

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

TEACHING AND EVALUATION SCHEME:

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

Unit 1 Curriculum in Science Teaching and Science Textbook <p style="text-align: right;">Teaching Hours: 08 (Weightage 27%)</p> <ul style="list-style-type: none"> ➤ 1.1.0 Curriculum and Syllabus: <ul style="list-style-type: none"> 1.1.1 Concept Curriculum and Syllabus 1.1.2 Principles of Curriculum Construction 1.1.3 Approaches of Curriculum Formation <ul style="list-style-type: none"> 1.1.2.1 Historical Approach 1.1.2.2 Logical/Topical Approach 1.1.2.3 Concentric Approach ➤ 1.2.0 Science Textbook and its Evaluation <ul style="list-style-type: none"> 1.2.1 Need of Textbook 1.2.2 Advantages and limitations of Textbook 1.2.3 External characteristics 1.2.4 Internal characteristics 1.2.5 Teachers Handbooks
Unit - 2 Science Laboratory and Resources in Science <p style="text-align: right;">Teaching Hours: 07 (Weightage 23%)</p> <ul style="list-style-type: none"> ➤ 2.1.0 Science Laboratory: <ul style="list-style-type: none"> 2.1.1 Planning of science laboratory 2.1.2 Precautions to be taken to avoid accidents in laboratory 2.1.3 Science Library-Concept and importance ➤ 2.2.0 Resources in Science: <ul style="list-style-type: none"> 2.2.1 Library Source : Magazines, Periodicals, News Paper, Reference Books 2.2.2 Digital Source : Blog, Education Software, Online Collaborative tools 2.2.3 Web resources : E-Pathshala, Diksha Portal, Educational Websites
Unit 3 - Evaluation in Science : <p style="text-align: right;">Teaching Hours: 07 (Weightage 23%)</p> <ul style="list-style-type: none"> ➤ 3.1.0 Concept of Evaluation <ul style="list-style-type: none"> 3.1.1 Blue Print 3.1.2 Techniques and tools of evaluation 3.1.3 Oral, Written and Practical tests. 3.1.4 Types of Questions (Essay type, short and very short answer type questions) ➤ 3.2.0 Diagnostic and Remedial work Need and Importance
Unit 4 Co-curricular Activities and Correlation in Science Teaching <p style="text-align: right;">Teaching Hours: 08 (Weightage 27%)</p> <ul style="list-style-type: none"> ➤ 4.1.0 Co-curricular activities: <ul style="list-style-type: none"> 4.1.1 Science club, Science fair, Science exhibition, Botanical Garden 4.1.2 Field Study, Sky Observation 4.1.3 Comitative Exams at school levels ➤ 4.2.0 Correlation in Science teaching: <ul style="list-style-type: none"> 4.2.1 Correlation with daily life. 4.2.2 Correlation with other subjects(external) 4.2.3 Correlation of science with its own branches(internal)

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

***SEE:** Semester End Evaluation

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II**BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT :
MATHEMATICS****Course Outcomes:**

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

TEACHING AND EVALUATION SCHEME:

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

Unit 1 Planning in Mathematics Teaching 1.1.0 Lesson planning & Unit Planning Concept, Importance Difference between Lesson planning and Unit Planning 1.2.0 Principles of effective mathematics teaching : Clarity , Consistency and adaptability in instruction 1.3.0 Blueprint: Concept and construction of question paper 1.4.0 Correlation in Mathematics Teaching 1.4.1 Concept 1.4.2 Importance 1.4.3 Corelation with other school subject	Teaching Hours: 8 (Weightage 27%)
Unit - 2 Mathematics Textbook and its Evaluation ➤ 2.1.0 Need, Advantage & Limitations of Textbook ➤ 2.2.0 Characteristic of Textbook : External & Internal ➤ 2.3.0 Mathematics Teacher Handbook & Student workbook ➤ 2.4.0 Reference Materials in Mathematics : 2.4.1 Meaning and Importance of reference material 2.4.2 References – Books , Magazine , Journals , Website , BLOG	Teaching Hours: 8 (Weightage 27%)
Unit 3 - Evaluation in Mathematics ➤ 3.1.0 Concept and Importance of Evaluation ➤ 3.2.0 Techniques of Evaluation : meaning and Different ways of evaluation – written, oral, Experimental , Observation ➤ 3.3.0 Tools of Evaluation – Teacher made test , Written test : Concept Importance, And Steps of Construct teacher made test, Types of questions (Essay, Short Answer, Objective type Question) ➤ 3.4.0 Innovative Evaluation Practices : 3.4.1 Online test to know basic knowledge in mathematics 3.4.2 Use of AI for effective assessment	Teaching Hours: 8 (Weightage 25%)
Unit 4 Personal and professional competencies of maths teacher 4.1.0 Maths Teacher : General Qualities , Professional Qualities, Specific Qualities 4.2.0 Challenges of Learner and Teachers while studying maths 4.3.0 Co- Curricular activities in Mathematics – concept ,planning and importance quiz competition , problem solving 4.4.0 Mathematics club : Concept, Formation , Need , Activities of Mathematics Club	Teaching Hours: 6 (Weightage 19%)

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

***SEE**: Semester End Evaluation

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II**BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL****SUBJECT : ECONOMICS****Course Outcomes:**

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

TEACHING AND EVALUATION SCHEME:

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

Unit 1 Development of Economics	Teaching Hours: 7 (Weightage 25%)
1.1 Place of Economics in Schools as A Subject 1.2 Scope of Economics and Its Importance in Day to Day Life 1.3 Two-Fold Role of Economics Teacher (Role in The Overall Development of Students, Specific Role as A Teacher of Economics) 1.4 Development of Values Through the Teaching of Economics: Cultural Value, Social, Intellectual Value, Moral Value and Economical Value	
Unit II Economics text book:	Teaching Hours: 8 (Weightage 25%)
2.1 Concept and Importance of Economics Textbook 2.2 Significance of Economics Textbooks for Teachers and Students 2.3 Criteria for Evaluating a Good Economics Textbook 2.4 Critical Evaluation of the Class 12th Economics Textbook (GSEB)	
Unit III Evaluation in Economics	Teaching Hours: 8 (Weightage 25%)
3.1 Concept of Evaluation (Meaning, Uses and Techniques) 3.2 Tools of Evaluation: Oral Test, Written Test (Essay Type, Short and Very Short Answer Type Questions) 3.3 Blue Print (Meaning, Characteristics, Steps and Constructions) 3.4 Diagnostic Test and Remedial Work (Meaning, Stages, Importance, Difference Between Diagnostic Test and Remedial Teaching)	
Unit IV Correlation of Economics with other subjects and Co-curricular Activities	Teaching Hours: 8 (Weightage 25%)
4.1 Correlation: Meaning and Importance, Correlation of Economics with Other Subjects (Commerce, Accountancy, Social Science and Science) 4.2 Economics Club (Concept, Objectives, Importance and Activities) 4.3 Conduct A Survey of Any One of The Economic Problems and Prepare A Report and Present 4.4 Ethics in Economics	

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

***SEE:** Semester End Evaluation

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II**BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL**
SUBJECT :ENGLISH**Course Outcomes:****CO1:** Understanding of the nature, position, and psychological aspects of English learning.**CO2:** Application of pedagogical approaches and teaching methods in English.**CO3:** Lesson and unit planning for English prose, poetry, grammar, and composition.**CO4:** Evaluation of teacher competencies, textbooks, and test construction using blueprints.**TEACHING AND EVALUATION SCHEME:**

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

Unit-1 Background of the Subject 1.1 Position of English in India and Gujarat 1.2 Nature of Language Psychology of Foreign Language Learning 1.3 Speech and Speech Mechanism 1.4 Indian Knowledge System in English language	Teaching Hours: 8 (Weightage 27%)
Unit-2 Understanding of Pedagogy (Concept, Procedure, Merits & Demerits) 2.1 Substitution Table Method 2.2 Structural Approach 2.3 Situational Approach 2.4 Communicative Language Teaching Approach 2.5 Natural Approach 2.6 Task based learning	Teaching Hours: 8 (Weightage 27%)
Unit-3 Objectives and planning in English 3.1 General and Specific Objectives of Teaching English (Poetry, Prose and Grammar) 3.2 Aims and Lesson Planning for Teaching of Letter writing, Application writing, Essays and Drama 3.3 Unit planning	Teaching Hours: 8 (Weightage 27%)
Unit-4 English Teacher, Text Book and Construction of Test Paper 4.1 Qualities of an Ideal English Teacher 4.2 Professional growth of English teacher 4.3 Critical Analysis of English Text Book 4.4 Teacher Made Test as a Tool for evaluation and construction of question paper through Blue Print	Teaching Hours: 6 (Weightage 19%)

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

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

Course Outcomes:

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

TEACHING AND EVALUATION SCHEME:

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

Unit 1 Social Science Teacher & Field Work Survey in Social Science	
	Teaching Hours: 08 (Weightage 27%)
1.1.0 Social Science Teacher	
1.1.1 Qualities and Characteristics	
1.1.2 Professional Competency of Social Science Teacher	
1.1.3 Duties of Social Science Teacher	
1.2.0 Challenges of teaching Social Science	
1.3.0 Field Work & Survey in Social Science	
Unit – 2 Measurement and Evaluation	
	Teaching Hours: 08 (Weightage 27%)
2.1.0 Concept and Importance of Measurement & Evaluation	
2.2.0 Constructing an ideal question paper based on Blue-Print	
2.3.0 Textbook: concept, Criteria of a good Textbook	
2.4.0 Review of present Social Science Text Book of Standard- 9th and 10 th	
Unit 3 - Social Science Room:	
	Teaching Hours: 07 (Weightage 23%)
3.1.0 Social Science Room: Concept, layout, arrangement of equipment's and materials	
3.2.0 Importance of Social Science room	
3.3.0 Maintenance of equipment's of Social Science Room.	
3.4.0 Advantages and Limitations of Social Science Room	
Unit 4 Correlation of Text Book of Social Science with other subjects	
	Teaching Hours: 7 (Weightage 23%)
➤ 4.1 Correlation: Concept of Correlation	
➤ 4.2 Importance of Correlation in teaching Social Science	
➤ 4.3 Correlation of Social Science with Economics, Science & Technology, Mathematics and Languages	

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

***SEE:** Semester End Evaluation

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

Mapping o COs with POs & PSOs

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

3:High,2:Medium,1:Low

COURSE FOR SEMESTER –II**BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL****SUBJECT: HINDI****Course Outcomes:**

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

TEACHINGANDEVALUATION SCHEME:

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

Unit 1 देवनागरी लिपि:	TeachingHours:7 (Weightage25%)
१.१ देवनागरी लिपि की विशेषताएँ १.२ देवनागरी लिपि में शिक्षा मंत्रालय द्वारा स्वीकृति के सुधार - डो.राधाकृष्ण कमीशन, हिन्दी अध्यापको की परिषद, भाषा आयोग, पोतदार समिति १.३ राष्ट्रभाषा के रूपमे हिन्दी शिक्षा का महत्व	
Unit - 2 पाठ आयोजन और परीक्षण व मूल्यांकन एवं राष्ट्रभाषा का शिक्षक	TeachingHours:7 (Weightage25%)
२.१ पाठ आयोजन : संकल्पना, सोपान, महत्व एवं पाठ आयोजन तथा इकाई आयोजन में अंतर २.२ राष्ट्रभाषा के प्रश्नपत्रों में त्रि-परिमाण दर्शक सारणी एवं प्रश्नपत्र संरचना, निदानात्मक एवं उपचारात्मक शिक्षा. २. 3 राष्ट्रभाषा के शिक्षक की शैक्षिक व व्यावसायिक योग्यता.	
Unit 3 - भाषा शिक्षण के कोशल्य एव आदर्श पाठ्यपुस्तक:	Teaching Hours: 8 (Weightage 25%)
३.१ वाचन शिक्षा : वाचन का महत्व, वाचन शिक्षा की विधियाँ, वाचन के प्रकार, वाचन दोष तथा उसमें सुधार के उपाय ३.२ लिखित अभिव्यक्ति की शिक्षा : लिखित अभिव्यक्ति का महत्व, विधियाँ, प्रकार ३.३ आदर्श पाठ्य पुस्तक का महत्व, विशेषताएँ व समीक्षा	
Unit 4 गद्य शिक्षा ,पद्य शिक्षा एवं व्याकरण शिक्षा :	Teaching Hours: 8 (Weightage 25%)
४.१ गद्य शिक्षा का महत्व, गद्य के विविध रूपों का अध्यापन एवं गद्य शिक्षा के उद्देश्य ४.२ पद्य शिक्षा का महत्व, पद्य शिक्षा के उद्देश्य, पद्य शिक्षा सिखानी की विविध पद्धतियाँ ४.३ व्याकरण शिक्षा के उद्देश्य, व्याकरण सिखानी की विविध पद्धतियाँ	

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

***SEE:** Semester End Evaluation

संदर्भ साहित्य :

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

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

Mapping of Cos with Pos & PSOs

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

3:High, 2 :Medium, 1:Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

Course Outcomes:

- CO1: Explain qualities and competencies of Sanskrit teachers.

- CO2:** Analyze pedagogical approaches and NEP 2020 aspects.
- CO3:** Design and evaluate Sanskrit assessment and grammar plans.
- CO4:** Evaluate research-based methods and problem-solving

TEACHINGANDEVALUATION SCHEME:

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

Unit -1 प्रथमान्विति: - संस्कृतशिक्षा भाषासज्जता च TeachingHours:8 (Weightage27%)

१.१ संस्कृतशिक्षकस्य गुणाः

१.२ संस्कृतखण्डस्य आवश्यकताः

१.३ संस्कृतशिक्षायां कण्ठस्थीकरणम्

१.४ संस्कृतसहायकसामग्री पुस्तकालयः, पत्रिकाः, विश्वकोश, शब्दकोश का महत्त्व च प्रयोगः

Unit -2 द्वितीयान्विति:- संस्कृतभाषायाः शिक्षाशास्त्रीयं ज्ञानं शिक्षाशास्त्रीयोद्देश्यानि च

TeachingHours:8 (Weightage27%)

२.१ संस्कृतभाषाशिक्षायाः सिद्धान्ताः

२.२ संस्कृतभाषाशिक्षायाः सूत्राणि

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

२.४ NEP2020 - संस्कृतभाषा

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

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

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

३.३ आदर्शप्रश्नपत्रस्य आयोजनम् (त्रिपरिमाणदर्शकं कोष्टकं - Blueprint)

अर्थः, महत्त्वं, सोपानानि तथा च ध्याने नेतव्या अंशाः

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

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

४.१ क्रियात्मकसंशोधनस्य संकल्पना, महत्त्वम्, उपयोगिता, सोपानानि च

४.२ संस्कृते क्रियात्मकसंशोधनकार्यम्

४.३ संस्कृते निदानकार्यम् उपचारकार्यं च

४.४ संस्कृतशिक्षणस्य समस्याः तासां समस्यानां समाधाने शिक्षकस्य भूमिका

४.५ संस्कृत पंचः

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

***SEE:** Semester End Evaluation

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

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

Mapping of Cos with POs & PSOs

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

3:High,2:Medium,1:Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202: PEDAGOGY OF SCHOOL

SUBJECTS: GUJARATI

Course Outcomes:

- **CO1:** તાલીમાર્થી ગુજરાતી ભાષાના સિદ્ધાંતો અને બોલીઓનો પરિચય મેળવી, માતૃભાષાના મહાત્મ્યને સમજી, આધુનિક ટેકનોલોજી આધારિત ભાષા શિક્ષણના સાધનોનો ઉપયોગ કરી તેમજ વિવિધ પદ્ધતિઓનો યોગ્ય ઉપયોગ કરી શકે છે.
- **CO2:** તાલીમાર્થી શિક્ષક પાઠ્યપુસ્તકની લાક્ષણિકતાઓ-, પાઠ આયોજન અને પ્રશ્નપત્ર આયોજનની પ્રક્રિયા સમજી શકશે અને તેનો શૈક્ષણિક ઉપયોગ કરી શકશે.
- **CO3:** તાલીમાર્થી માતૃભાષાના શિક્ષક તરીકેની ભૂમિકા , ભાષાની અન્ય વિષયો સાથેની

સંબંધિતતા અને ભાષાસાહિત્ય મંડળની પ્રવૃત્તિઓ અંગે જાગૃત થશે.

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

TEACHING AND EVALUATION SCHEME:

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

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

પ્રકરણ ૩ : માતૃભાષાનો શિક્ષક અને ભાષાની વિવિધ પ્રવૃત્તિઓ Teaching Hours: 6 (Weightage 20%)

3.1 માતૃભાષાના પાઠ્યપુસ્તકની લાક્ષણિકતાઓ

3.2 માતૃભાષાનો શિક્ષક અને તેની સજ્જતા

3.3 માતૃભાષાનો અન્ય વિષયો સાથેનો અનુબંધ

3.4 ભાષા સાહિત્ય મંડળનું સ્વરૂપ અને પ્રવૃત્તિઓ

પ્રકરણ ૪ માતૃભાષાના : Teaching Hours: 8 (Weightage 27%)

4.1 વાંચન કૌશલ્ય: અર્થ, મહત્વ અને પ્રકાર

4.2 વાંચન કૌશલ્ય વિકસાવવા માટેની વર્ગ શિક્ષણ પ્રવૃત્તિઓ, પ્રયુક્તિઓ અને સહભાસિક પ્રવૃત્તિઓ

4.3 લેખન કૌશલ્ય: અર્થ મહત્વ અને પ્રકાર

4.4 લેખન કૌશલ્ય વિકસાવવા માટેની વર્ગ શિક્ષણ પ્રવૃત્તિઓ, પ્રયુક્તિઓ અને લેખન કૌશલ્યની ખામીઓ અને ઉપાય.

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

***SEE:** Semester End Evaluation

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3. પટેલ અશોક અને અન્ય ગુજરાતીનું આદર્શ અધ્યાપન . અમદાવાદ, વારિષન પ્રકાશન,
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5. રાવલ નટુભાઈ અને અન્ય .અમદાવાદ, નીરવ પ્રકાશન, ગુજરાતી અભિનવ અધ્યાપન પદ્ધતિ,
6. વાઘેલા ઈશ્વરભાઈ અને અન્ય અક્ષર, ગુજરાતી વિષય પદ્ધતિ, પ્રકાશન .અમદાવાદ,
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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
1	ગુજરાતી ભાષાના સિદ્ધાંતો, બોલીઓ અને પદ્ધતિઓનું અધ્યયન	PO1, PO5, PO6, PO8 / PS01	સમજ)Understanding)	ધારણાત્મક)Conceptual)	8
2	પાઠ્યપુસ્તક, પાઠ આયોજન અને મૂલ્યાંકન પ્રક્રિયાની સમજ	PO2, PO4, PO8, PO9 / PS01, PS02	ઉપયોગ)Applying)	પ્રક્રિયાત્મક)Procedural)	8
3	શિક્ષકની ભૂમિકા અને ભાષા સાહિત્ય પ્રવૃત્તિઓનું અધ્યયન	PO6, PO7, PO10 / PS03	વિશ્લેષણ)Analyzing)	ધારણાત્મક અને મેટાકોગ્નિટિવ	6
4	વાંચન અને લેખન કૌશલ્ય વિકસાવવાના ઉપાયોની સમજ	PO3, PO4, PO5, PO8 / PS02	સર્જન)Creating)	પ્રક્રિયાત્મક)Procedural)	8
Total Hours of Instructions					30

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDPS201/BEDPS202- PEDAGOGY OF SCHOOL SUBJECT:

TEACHING OF COMPUTER SCIENCE

Course Outcomes:

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

TEACHING AND EVALUATION SCHEME:

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

Unit 1 Computer Textbook, Computer Teacher and Applications of Computers Teaching Hours: 8 (Weightage 25%) 1.1 Text Book of Computer Science 1.1.1 Qualities of good text book for Computer subject at School Level 1.1.2 Basic criteria for evaluation of computer science text book. 1.2 Computer Teacher : 1.2.1 Qualification 1.2.2 Qualities 1.3 Computer Laboratory: 1.3.1 Layout of laboratory 1.3.2 Hardware and Software required for Computer Laboratory 1.3.3 Points to be kept in mind for arranging practical activities
Unit – 2 Computer Club And Google Applications In Education : Teaching Hours: 7 (Weightage 25%) 2.1 Computer Club : Meaning, Objectives, Activities 2.2 Media : Meaning and Its Types – Personalized and Mass Media 2.3 Google Applications : Google Drive, Google Doc, Image, Translate, Classroom, Google Sheet, Forms
Unit 3 - Advance Educational Resources Teaching Hours: 8 (Weightage 25%) 3.1 Virtual Classroom : Meaning, Advantages, Limitations 3.2 Learning Through Smart Phones, Social ,Networking Sites, Video Conferencing, E-mail, Blogs, Teacher tube, You tube 3.3 Artificial Intelligence, Uses of AI, Advantages of AI, AI Tools (Chat GPT, Gemini etc)
UNIT 4 Evaluation in teaching of Computer Science Teaching Hours: 7 (Weightage 25%) 4.1 Evaluation : 4.1.1 Concept and Importance 4.1.2 Types of evaluation 4.2 Blue Print and Ideal Question Paper 4.3 Online Examination 4.3.1 Meaning, Process 4.3.2 Advantages, Limitations 4.3.3 Ethics required for teachers and Examinees in Online Examinations

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

***SEE:** Semester End Evaluation

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDEPC201- DRAMA AND ART IN EDUCATION

Course Outcomes:

- **CO1** : Explain the concept, forms, and educational significance of Drama, identifying its role in developing creativity, expression, and social awareness
- **CO2**: Analyze and apply different forms of Art—Creative Writing, Music, Dance, and Visual Arts—to enhance aesthetic and emotional development in learners.
- **CO3**: Develop and perform creative and expressive art activities (Drama, Music, Dance, Visual Arts) integrating cultural values and educational objectives.

TEACHING AND EVALUATION SCHEME:

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

<p>Unit-1 DRAMA IN EDUCATION (Weightage 30%) The teacher will provide a brief explanation on Below topics, and the trainees will be required to prepare and submit an assignment. (7.5 marks) Concept of Drama, elements of drama, forms of Drama, Role of Drama. in Education and Social awareness, Contribution of Bharat Muni, Kalidas and Jayshankar Sundri 2. Practical:(7.5 marks) A one-day workshop on Drama will be organized, and upon its completion, trainees will be required to perform in groups. They can present any one of the following: a skit, short play, street play, mime, or Bhavai, which must be directed and performed by the trainees themselves."</p>	<p>Teaching Hours: 9</p>
<p>Unit-2 ART IN EDUCATION - 1 (Weightage 40%) The teacher will provide a brief explanation of the following topics, and the trainees will be required to prepare and submit an assignment on each of them. (5 Mark for each assignment) 1. Creative Writing: What is Creative Writing Forms of Creative Writ in Purpose of Creative Writing Skills Required for Creative Writing, Tips for teachers to encourage students for Creative Writing 2. Music: What is Music, Importance of Music in life and in Education, Brief Various types of Indian Music (Classical, Folk, Fusion of Classical and Folk) Contribution of Jakir Hussain, Pandit Omkarnath and Hariprasad Chorasaya 3. Dance: Importance of Dance in Education Various Forms of Indian Dance (Classical, Folk) -Integration of Dance in educational practices (Action songs, NrityaNatika) Contribution of Birju Maharaj, Rukmani Devi and Mrinalini Sarabhai 4. Visual Arts - Traditional: Different forms of Painting- Warli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Origami and Puppet making, Use of Drawing and Painting in Education - Media: Meaning of Media Art, Different types of Media Arts, Benefits of Media art in Education</p>	<p>Teaching Hours: 12</p>
<p>Unit-3 प्रायोगिक कार्य :दृश्यकलाओ અને હુન્નારકલાओ (Weightage 30%) ART IN EDUCATION – 2 (PRACTICAL) (5 marks for Each Practical) 1.Creative Writing (Choose any one): ART IN EDUCATION -2(PRACTICAL)(5 MARKS EACH PRACTICAL) 1.Creative writing (choose any one) • (Any one - On-the-Spot) Creation of Poetry/ Short Stories/ Scripts/ Screenplays/Songs or Ghazals/Term Paper on Cultural Festivals of India or the Culture of Gujarat 2- Dance &Music (Choose any one) · Singing (Non-Filmy Bhajans, Folk Songs, Duha, Chhand, etc.)/ Performing on any Musical Instrument / Presentation on Indian Music or Various Indian Dance Forms/ Individual Performance of any Indian Dance Form (Non-Filmy)/-Individual Performance of any Action Song 3. Visual Arts (Choose any one) ·(Any one - On-the-Spot) Painting/ Collage/ Cartooning/Clay Modeling/ Mask Puppet/ Rangoli/ Photography/ Digital Poster Or · Report on a Visit to an Exhibition at any Fine Art Gallery Or · Creation of a Short Film using a Mobile Phone Trainees will be assessed solely through assignments and practical work; no traditional written examinations will be conducted."</p>	<p>Teaching Hours:9</p>

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

***SEE:** Semester End Evaluation

Assessment Scheme

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

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1. Belford and Michael (2012), The role of arts education in Enhancing School attractiveness.
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3. Devi Prasad, Art: The Basic of Education, National Book Trust.
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8. ધિમશી શાહ(2007) 'નતથન-દશથન', શુભમ ગ્રારફતસ, ભાવનગિ-02
9. જયદેવ વાસુદેવ ભોજક(2009) 'ગુજિતમાં સુગમસંગીતની ઉત્િાંવત' સ્મૃત ઓફસેટ,સોનગઢ
10. પ્રકાશ જે. શાહ, 'હથેળીના હુન્નિો' નવભાિત પ્રકાશન મંરદિ, અમદાવાદ
11. સ્નેહલ & વવશાલ ઠાકિ(જૂન-2004) 'સંગીત સૌિભ' મુદ્રક- જયશ્રી વપ્રન્ટી, પેટલાદ-40
12. અધ્યક્ષ-યયનુ મોદી, અસાઈત સારહત્ય સભા, મહેસાણા, 'કળા વવમશથ' વનખાલસ પ્રકાશન, મહેસાણા

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

BEDEPC202 - COMMUNICATION TECHNOLOGY AND MULTIMEDIA IN EDUCATION

Course Outcomes:

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

TEACHING AND EVALUATION SCHEME:

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

Unit 1 Communication, Web and Internet:

Teaching Hours: 06 (Weightage 20%)

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

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

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

<p>Unit - 2 Multimedia:</p> <p>2.1 Concept and use of Multimedia in education, components of multimedia</p> <p>2.2 Tools of Multimedia</p> <p> 2.2.1 Image format and compression, Pixel, Morphing</p> <p> 2.2.2 Sound and Music</p> <p> Audio File Format, Recording and editing audio ,Track Management</p> <p> 2.2.3 Video Recording, Editing, Video Compression, Animation software, 3D Graphics</p> <p>2.3 Multimedia Projection</p>	<p>Teaching Hours: 06 (Weightage 20%)</p>
<p>Unit 3 - Practical : Microsoft Excel:</p> <p>3.1 Preparation of attendance sheet of the students</p> <p>3.2 Preparation of mark sheet with percentage result (Pass, Fail, First, Second, Distinction etc., rank and chart of result, and conditional formatting.</p> <p>3.3 Preparation of pay roll (D.A., HRA, GPF, Total Pay, Net pay etc)</p> <p>3.4 Use of sort and filter options to arrange data according to given criteria</p>	<p>Teaching Hours: 09 (Weightage 30%)</p>
<p>Unit 4 - PRACTICAL : CANVA (ONLINE DESIGN PLATFORM)</p> <p>4.1 Invitation cards</p> <p>4.2. Presentation</p> <p>4.3 Posters</p> <p>4.4.Certificate</p>	<p>Teaching Hours: 09 (Weightage 30%)</p>

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER –II

BEDCBCS201 - GUIDANCE AND COUNSELLING

Course Outcomes:

- **CO1:** Explain the basic concepts, objectives, nature, need, and principles of guidance and counselling in the school context..
- **CO2:** Describe and apply group guidance techniques, understand the role of teachers and school guidance services, and design appropriate group guidance programs
- **CO3:** Identify the roles of guidance personnel, parents, and tools/techniques (testing & non-testing) used in the guidance and counselling process.
- **CO4:** Analyse and apply different counselling approaches, ethical standards, and essential counselling skills for effective educational practice..

TEACHING AND EVALUATION SCHEME:

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

UNIT -1 FUNDAMENTALS OF GUIDANCE & COUNSELLING	
	Teaching Hours: 7 (Weightage 23%)
1.1 Concept ,Objectives, Nature ,Need, Importance and Principles of Guidance	
1.2 Concept ,Objectives, Nature ,Need, Importance and Principles of Counselling	
Unit - 2 Group Guidance	
	Teaching Hours: 8 (Weightage 25%)
2.1 Group Guidance	
Concept and Objectives	
Techniques of Group Guidance – Career Conferences, Career Talk, Assembly, Career Corner	
Difficulties and Solution of Group Guidance	
2.2 Role of Teacher in Group Guidance	
2.3 The School Guidance Services	
Individuals Information Service	
Placement Service	
Unit 3 – GUIDANCE PERSONNEL, TOOLS AND TECHNIQUES	
	Teaching Hours: 8 (Weightage 23%)
3.1 Guidance Personnel	
• Principal ,Teacher, Family	
3.2 Role of Parents :	
• In Solving Behavioral Programs of Their Children	
• Parental Collaboration in Guidance	
• Effective Parents Learning Program	
3.3 Useful Tools and Technique of Guidance and Counselling	
• Standardized Testing Tools : Psychological Test (Aptitude Test, Interest Inventory, Intelligence Test)	
• Non-Standardized Testing Tools(Cumulative Record Card, Anecdotal Record, Rating Scale, Interview	
Unit 4 Counselling Approaches and Occupational Information	
	Teaching Hours: 8 (Weightage 25%)
4.1 Professional Ethics and Characteristics of Counselor.	
4.2 Approaches of Counselling :	
Directive Approach	
Non Directive Approach	
Eclectic Approach	
4.3 Skills in Counselling	
(Listing ,Questioning, Responding)	

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

***SEE:** Semester End Evaluation

REFERENCES:

1. Bhatt G.P. and S.J. Bhavsar. "Shaikshanik Ane Vaigyanik Margdarshan", Gangajal Prakashan, Aliyabad, Jamnagar.
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5. Mulshankar Joshi, Guidance & Counselling, Varishan Publication, Ahmedabad.
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9. Shri Natubhai V. Raval, Career Information in Career Guidance, Nirav Publication, Ahmedabad.
10. Shrivastava K.K. (2007), Principles of Guidance and Counselling, Kanishka publishers, New Delhi.

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

BEDCBCS202 - FOUNDATIONS OF SCHOOL MANAGEMENT & ADMINISTRATION

Course Outcomes:

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

TEACHING AND EVALUATION SCHEME:

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

UNIT – 1 : INTRODUCTION TO SCHOOL MANAGEMENT

Teaching Hours: 7 (Weightage 23 %)

1.1 Meaning & Nature

- Concept of school management and administration
- School as an organization and a learning eco system
- Characteristics of an effective school management

1.2 Principles of School Management

- Democratic and participatory functioning
- Transparency and accountability
- Coordination and cooperation
- Optimum utilization of resources

1.3 Functions of Management with Reference to School Management (POSDCORB)

- Planning in school context
- Organizing school activities and resources
- Staffing and teacher deployment
- Directing & coordinating school operations
- Reporting & budgeting in schools

1.4 Role of School Management for Effective Functioning

- Ensuring smooth day-to-day operations

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

UNIT – 2 : SCHOOL ORGANIZATION, TYPES & LEADERSHIP

Teaching Hours: 8 (Weightage 27%)

2.1 Types of Schools

- Government schools
- Grant-in-aid schools
- Private / Self-financed schools
- Basic differences in funding, governance & accountability

2.2 School Organization Structure

- Academic, administrative, co-curricular structure
- School climate & school culture

2.3 Leadership in Schools

- Leadership styles: democratic, transformational, instructional
- Roles of Principal, Vice-Principal and Supervisors

2.4 Institutional Planning

- Vision–mission
- Annual academic planning
- School Development Plan (SDP)

UNIT – 3 : SCHOOL ADMINISTRATION PROCESS

Teaching Hours: 7 (Weightage 23 %)

3.1 School Records

- Admission, attendance, TC
- Assessment & CCE records
- Stock & financial registers

3.2 Financial & Resource Management

- Budget preparation
- Resource allocation
- Basic auditing principles

3.3 Student Administration

- Discipline and code of conduct
- Child protection and safety guidelines
- Counselling support

3.4 Committees & Governance

- School Management Committee (SMC) / PTA
- Duties and responsibilities

UNIT – 4 : SCHOOL ESTABLISHMENT & AFFILIATION**Teaching Hours: 8 (Weightage 27%)****4.1 Establishment of a New School**

- Registration of trust/society
- Land & building norms
- Recognition / NOC
- Staff recruitment norms
- Inspection & approval process

4.2 Types of Affiliating Boards

- National: CBSE, CISCE, NIOS
- State Boards
- International: IB, Cambridge

4.3 Affiliation Process (General)

- Eligibility requirements
- Required documents
- Safety certificates (fire, sanitation, health)
- Academic & infrastructure norms
- Inspection & affiliation grant

4.4 Contemporary Issues in School Management

- ICT use: MIS, ERP, digital records
- Quality indicators: UDISE+, Shaala Siddhi
- School safety & student well-being
- Community participation

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

***SEE:** Semester End Evaluation

REFERENCES:

1. NCERT. (2021). *Shaala Siddhi: Handbook for School Quality Improvement*. New Delhi: NCERT.
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13. Kumar, R. (2003). *Educational Administration and School Organization*. New Delhi: Anmol Publications.
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Sr. No.	Course Outcome (CO)	POs / PSOs	CL (Cognitive Level)	KC (Knowledge Category)	Class Sessions
CO1	Concepts & principles of school management	PO2, PO7, PO8, PSO1	Understand	Factual + Conceptual	7
CO2	Types, structure & leadership in schools	PO1, PO4, PO10, PSO1, PSO3	Analyze	Conceptual + Procedural	8
CO3	School administration processes	PO5, PO6, PO9, PSO1, PSO2	Apply	Procedural	7
CO4	School establishment & affiliation norms	PO3, PO7, PO10, PSO3	Evaluate	Conceptual + Meta-cognitive	8
Total Instruction Hours					30

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

BEDP201- STRAY LESSON

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

Course Outcomes:

- **CO1:** Demonstrate effective lesson planning skills incorporating pedagogical principles, content knowledge, and learner needs.
- **CO2:** Exhibit proficiency in classroom teaching by integrating teaching skills, classroom management, and use of instructional aids.
- **CO3:** Apply assessment and evaluation techniques to gauge student understanding and reflect on teaching effectiveness.
- **CO4:** Practice reflective teaching, professional conduct, and ethical decision-making in real classroom settings.

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

Sr. No	Criteria for Assessment
1.	Appropriate use of Skills <ul style="list-style-type: none"> • Effective use of questioning techniques (open-ended, probing, and follow-up). • Smooth transition between lesson stages. • Clarity in explanation and instructions. • Use of appropriate voice modulation and eye contact. • Classroom interaction and student engagement.
2.	Content Mastery and Presentation <ul style="list-style-type: none"> • Accuracy and relevance of subject content. • Logical sequencing and organization of concepts. • Use of examples and analogies to enhance understanding. • Ability to link prior knowledge with new concepts. • Confidence and preparedness in content delivery.
3.	Blackboard Work / Teaching Aid <ul style="list-style-type: none"> • Neatness, legibility, and organization of blackboard work. • Proper utilization of space and headings. • Creative and relevant use of teaching aids (charts, models, PPT, etc.). • Integration of visual materials to clarify concepts. • Timely and effective use of aids during the lesson.

4.	Class Management and Personality of Teacher <ul style="list-style-type: none"> • Punctuality and time management during the lesson. • Maintenance of discipline and attention in the class. • Demonstration of confidence and enthusiasm. • Empathy, approachability, and positive attitude. • Appropriate dressing and professional behaviour.
5.	Evaluation <ul style="list-style-type: none"> • Use of oral or written questioning to check understanding. • Timely feedback and reinforcement. • Use of formative techniques (quizzes, recaps, group responses). • Alignment of questions with learning objectives. • Encouragement of self-assessment and peer assessment.

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

BEDP202- BLUE PRINT-1 & 2

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

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

Sr. No	Criteria for Assessment
1.	<p>Content Distribution</p> <ul style="list-style-type: none"> • Balanced coverage of all units and chapters as per the syllabus. • Proportionate representation of content based on instructional time or importance. • Clear tabular or graphical representation of content distribution. • Justification of distribution aligned with learning objectives.
2.	<p>Choice of Question type (MCQ, SA, Descriptive etc.)</p> <ul style="list-style-type: none"> • Appropriate selection of question types for the subject. • Inclusion of a variety of question types to assess diverse skills. • Logical distribution of objective, short answer, and long answer questions. • Suitability of question type to content and learner level.
3.	<p>Questions selected based on K, U, A and S</p> <ul style="list-style-type: none"> • Clear identification of learning outcomes addressed by each question. • Inclusion of a balanced number of questions targeting different learning domains: <ul style="list-style-type: none"> ○ Knowledge (K) ○ Understanding (U) ○ Application (A) ○ Skill/Creativity (S) • Proper labelling and classification of each question in the blueprint. • Alignment with Bloom’s Taxonomy or Revised Bloom’s Taxonomy.
4.	<p>Weightage of the questions</p> <ul style="list-style-type: none"> • Correct calculation and allocation of marks per unit and per question. • Proportionality of weightage based on unit importance and learning level. • Consistency between weightage and blueprint table. • Logical distribution ensuring neither overemphasis nor neglect of any unit.
5.	<p>Time Allotment</p> <ul style="list-style-type: none"> • Realistic time estimation for each type of question. • Total time aligned with board/university exam norms. • Justification of time allotment based on question difficulty and length. • Clarity in presenting time distribution in the blueprint table.

Course Outcomes:

- **CO1:** Understand the structure and principles of blueprinting in educational assessment.
- **CO2:** Demonstrate the ability to develop a question paper blueprint aligning with course content, cognitive levels, and appropriate weightage.
- **CO3:** Analyze the importance of integrating diverse question types (MCQs, SA, LA)

for valid and reliable assessment.

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

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

BEDP203- CONTENT ASSIGNMENT – SCHOOL SUBJECT: 1

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

Course Outcomes:

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

	<ul style="list-style-type: none"> • Content Assignment – School Subject: 1: This component is intended to deepen the subject content understanding of student-teachers through systematic assignments based on the curriculum of Standards 9 and 10. For Commerce, Accountancy, and Economics, Standard 12 content will be used. Each student-teacher will complete two assignments, one for each selected school subject. The focus will be on conceptual clarity, structured presentation, and oral explanation through viva. This activity reinforces subject mastery and prepares student-teachers for effective classroom delivery.
Sr. No.	Criteria for assessment
1.	Conceptual Understanding & Depth <ul style="list-style-type: none"> • Accuracy of content as per school curriculum • Depth of explanation with real-life application • Clarity of core concepts • Use of NCERT and other standard references
2.	Instructional Design & Integration <ul style="list-style-type: none"> • Presentation of the topic in a teachable format

	<ul style="list-style-type: none"> • Linking content with pedagogy (How would you teach this in class?) • Use of innovative teaching aids (e.g., concept maps, graphic organizers)
3.	Creativity & Critical Thinking <ul style="list-style-type: none"> • Inclusion of relevant case studies or examples • Use of infographics, diagrams, analogies • Evidence of original thinking or extension beyond textbook knowledge
4.	Viva Voce (Content Communication) <ul style="list-style-type: none"> • Confidence and fluency in explanation • Clarity and logical flow • Ability to answer higher-order questions • Reflection on "how this content applies in real classrooms"

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

BEDP204- CONTENT ASSIGNMENT – SCHOOL SUBJECT: 2

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

Course Outcomes:

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

<ul style="list-style-type: none"> • Content Assignment – School Subject: 2: This component is intended to deepen the subject content understanding of student-teachers through systematic assignments based on the curriculum of Standards 9 and 10. For Commerce, Accountancy, and Economics, Standard 12 content will be used. Each student-teacher will complete two assignments, one for each selected school subject. The focus will be on conceptual clarity, structured presentation, and oral explanation through viva. This activity reinforces subject mastery and prepares student-teachers for effective classroom delivery. 	
Sr. No.	Criteria for assessment
1.	Conceptual Understanding & Depth <ul style="list-style-type: none"> • Accuracy of content as per school curriculum • Depth of explanation with real-life application • Clarity of core concepts • Use of NCERT and other standard references
2.	Instructional Design & Integration <ul style="list-style-type: none"> • Presentation of the topic in a teachable format • Linking content with pedagogy (How would you teach this in class?) • Use of innovative teaching aids (e.g., concept maps, graphic organizers)
3.	Creativity & Critical Thinking <ul style="list-style-type: none"> • Inclusion of relevant case studies or examples • Use of infographics, diagrams, analogies

	<ul style="list-style-type: none"> Evidence of original thinking or extension beyond textbook knowledge
4.	Viva Voce (Content Communication) <ul style="list-style-type: none"> Confidence and fluency in explanation Clarity and logical flow Ability to answer higher-order questions Reflection on "how this content applies in real classrooms"

Mapping of COs with POs & PSOs

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

3: High, 2: Medium, 1: Low

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

Date: _____

Total Marks: 70

Day: _____

Time: 3hrs.

Instructions: 1. All the questions are compulsory
2. Figures to the right indicate marks

Q.1 Answer any two from the following questions. (20)

1)

2)

3)

Q.2 Answer the following questions A & B. (08)

A) _____

or

A) _____

B) _____

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. 2nd 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)

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

Date:

Time: 1:30 hours

Day:

Total marks: 35

Instructions: 1) All questions are compulsory.
2) Figures to the right indicate marks.

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

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

Q.2 Answer 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. 2nd Semester Examination : 20__
Pedagogy of School Subject Papers

Date:

Time: 1:30 hours

Day:

Total marks: 35

Instructions: 1) All questions are compulsory.

2) Figures to the right indicate marks.

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

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

Q.2 Answer 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)