

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: 2026-27

Semester -3

**Faculty of Education,
Kadi Sarva Vishwavidyalaya**

W.E.F. JUNE 2026

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 –III | | | | | | |
|--|--|----------------------|---------------|-----------------|-----------------|--------------|
| Theory Papers | | | | | | |
| Perspectives in Education (Core Papers) | | | | | | |
| COURSE CODE | COURSE | INSTRU. H./W. | CREDIT | MARKS | | |
| | | | | INTERNAL | EXTERNAL | TOTAL |
| BEDCC301 | Knowledge and Curriculum | 4 | 4 | 30 | 70 | 100 |
| BEDCC302 | Gender, School and Society | 2 | 2 | 15 | 35 | 50 |
| BEDCC303 | Creating an Inclusive School | 2 | 2 | 15 | 35 | 50 |
| Skill Oriented Courses | | | | | | |
| BEDSOC301 | Critical Understanding of ICT | 2 | 2 | 15 | 35 | 50 |
| BEDSOC302 | Yoga Education | 2 | 2 | 15 | 35 | 50 |
| Enhancing Professional Capacity (EPC) | | | | | | |
| BEDEPC301 | Understanding of Self | 2 | 2 | 50 | - | 50 |
| Choice Based Credit System (CBCS) (Any One) | | | | | | |
| BEDCBCS301 | Value Education | 2 | 2 | 15 | 35 | 50 |
| BEDCBCS302 | Bhartiya Gyan Parampara: Pedagogical Perspectives | 2 | 2 | 15 | 35 | 50 |
| Total | | 16 | 16 | 190 | 210 | 400 |
| Practical Work | | | | | | |
| BEDP301 | Psychological Testing | - | 1 | 25 | - | 25 |
| BEDP302 | Block Teaching | - | 4 | 100 | | 100 |
| BEDP303 | Content Assignment – School Subject:1 | - | 2 | 50 | - | 50 |
| BEDP304 | Content Assignment – School Subject:2 | - | 2 | 50 | - | 50 |
| Total | | - | 09 | 225 | | 225 |

COURSE FOR SEMESTER – III

BEDCC301- KNOWLEDGE AND CURRICULUM

Course Outcomes:

- **CO1:** Analyze the concepts, sources, and types of knowledge along with the epistemological bases of knowledge and knowledge management in education.
- **CO2:** Examine the relationship between knowledge, education, and society including literacy, multicultural education, equity, equality, and social justice.
- **CO3:** Apply principles of curriculum design by understanding the meaning, nature, types, and foundations of curriculum in the Indian educational context.
- **CO4:** Evaluate curriculum development processes, models, and curriculum evaluation methods to assess effectiveness in school education

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|--------------|--------------------------|-----------------|---------|--------------------|-----------|------|-------------|
| | | Theory Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDCC301 | Knowledge and Curriculum | 4 | 4 | 4 | 30 | 70 | 100 |

| |
|---|
| <p>Unit 1: Epistemological Bases of Knowledge Teaching Hours: 15 (Weightage25%)</p> <p>1.1 Meaning and Definition of Knowledge, Data, Information 1.2 Nature of Knowledge 1.3 Sources of Knowledge 1.4 Types of Knowledge 1.5 Validation of Knowledge 1.6 Concept of Knowledge Management, Characteristics, Elements, Process of Knowledge Management</p> |
| <p>Unit: 2 Knowledge & Education Teaching Hours: 15(Weightage25%)</p> <p>2.1 Domains of Knowledge in Education: Cognition, Affective, Psychomotor 2.2 Acquiring knowledge through face-to-face, Open & Distance and Digital learning 2.3 Acquiring Knowledge: Language, Numeracy and Scientific Literacy 2.4 Concept of Teaching and Training, Teaching in a Multi-Cultural Setting 2.5 Changes in Education: Industrialisation and Democracy, Individual Autonomy 2.6 Understanding of Education: Equity, Equality, Individual Opportunity</p> |
| <p>Unit 3 Curriculum Teaching Hours: 15 (Weightage25%)</p> <p>3.1 Understanding the meaning and nature of the Curriculum 3.2 Characteristics of Curriculum 3.3 Need for Curriculum 3.4 Meaning of Curriculum Framework, Syllabus, Textbook 3.5 Types of Curriculum: Horizontal, Vertical, Core, Hidden Curriculum 3.6 Foundations of Curriculum (Indian Context): Philosophical Foundations, Sociological Foundations, Psychological Foundations</p> |
| <p>Unit 4: Dynamics of Curriculum Development Teaching Hours: 15 (Weightage25%)</p> <p>4.1 Meaning of Curriculum Design & its Steps 4.2 Criteria for Selecting Curriculum Design 4.3 Curriculum Development, Principal, Process, and its Stages 4.4 Models of Curriculum Development: Taba, Tyler, and Saylor and Alexander's Model 4.5 Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation 4.6 NCF for School 2023 4.7 Challenges of Curriculum Development</p> |

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

*SEE: Semester End Evaluation

REFERENCES:

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2. Alexander, W. M., & Saylor, J. G. (1966). Curriculum planning for modern schools. Holt, Rinehart & Winston.
3. Balrara, M. (1999). Principles of curriculum renewal. Kanishka Publishers.
4. Chandra, A. (1977). Curriculum development and evaluation in education. Sterling Publishers.
5. Darji, D. R., & Lulla, B. P. (1967). Curriculum development in secondary schools of Baroda. Sadhana Press.
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8. Herbert, J. W., & Geneva, D. H. (1990). International encyclopedia of education evaluation. Pergamon Press.
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10. Khan, M. I., & Nigam, B. K. (2007). Curriculum reform: Change and continuity. Kanishka Publication.
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15. Raval, N., et al. (2006). Vikasman Bhartiya samajma shikshak. Nirav Prakashan.
16. Shehla, F., Raju, G., & Viswanathappa, G. (2019). Knowledge and curriculum. Neelkamal Publication Pvt. Ltd.
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| Sr. No. | Course Outcome (CO) | POs / PSOs | CL (Cognitive Level) | KC (Knowledge Category) | Class Sessions |
|------------------------------------|---|---------------------------|----------------------|----------------------------|----------------|
| 1 | CO1: Analyze epistemological bases of knowledge and knowledge management | PO2, PO8, PSO1 | Analyze | Conceptual | 15 |
| 2 | CO2: Examine relationship between knowledge, education and society | PO2, PO6, PO7, PSO1, PSO3 | Analyze / Evaluate | Conceptual / Procedural | 15 |
| 3 | CO3: Apply curriculum design principles and understand curriculum foundations | PO3, PO8, PSO2 | Apply | Procedural | 15 |
| 4 | CO4: Evaluate curriculum development models and curriculum evaluation processes | PO1, PO9, PO10, PSO3 | Evaluate | Procedural / Metacognitive | 15 |
| 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 | | | | | | 2 | | | 2 | | |
| CO2 | | 3 | | | | 3 | 2 | | | | 2 | | 2 |
| CO3 | | | 3 | | | | | 3 | | | | 1 | |
| CO4 | 2 | | | | | | | | 3 | 2 | | | 3 |

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – III**BEDCC302 - GENDER, SCHOOL AND SOCIETY****Course Outcomes:**

- **CO1** Understand the concept of gender in social and cultural contexts and its relevance to education.
- **CO2** Analyze gender status in historical and contemporary India with emphasis on education, economy, family, and profession.
- **CO3** Examine gender-related policies, laws, and educational strategies for addressing inequalities.
- **CO4** Evaluate the role of school, teachers, family, NGOs, and media in promoting gender equality.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|--------------|----------------------------|-----------------|---------|--------------------|-----------|------|-------------|
| | | Hours Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDCC302 | Gender, School and Society | 2 | 2 | 1.5 | 15 | 35 | 50 |

| | |
|--|--|
| UNIT:1 Gender: Meaning, Concept and Identification | |
| | Teaching Hours: 7 (Weightage 25%) |
| 1.1 Gender – Meaning and concept (in social and cultural context) | |
| 1.2 Meaning of Gender Equality (Caste, Class, Religion and Area) | |
| 1.3 Scenario of Gender Equality with reference to Indian context Social reforms for Gender Equality | |
| UNIT: 2 Gender related status | |
| | Teaching Hours: 8 (Weightage 25%) |
| 2.1 Gender related status During the freedom war in India (1855 to 1947) | |
| <ul style="list-style-type: none"> • Economical • Social • Family • Religion • Professional <ul style="list-style-type: none"> • Educational Status | |
| 2.2. Gender related status After the freedom war in India (1947 to Present) | |
| <ul style="list-style-type: none"> • Economical • Social • Family • Religion • Professional • Educational Status | |
| 2.3 Current Scenario of gender related Situation | |
| Unit : 3 Gender related provisions | |
| | Teaching Hours: 8 (Weightage 25%) |
| 3.1 Gender related Governments' policy provisions and Implementation | |
| <ul style="list-style-type: none"> • Role of the government • Constitutional provisions for gender parity • Legal Provisions for women • Role of MHRD for women empowerment • Role of ministry of women and child development in ensuring gender parity | |
| 3.2 The role of law provisions and self-unification's to remove the gender related legal disparity | |
| 3.3 Gender related exploitation, safety and education | |
| Government Laws for domestic violence, gender discrimination at the workplace | |
| UNIT-4 Gender Equality- Role of School and Society: Teaching Hours: 7 (Weightage 25%) | |
| 4.1 Role of Teacher, School and various school programs.(Co-curricular activity) | |
| 4.2 Role of Family and Society For women empowerment | |
| 4.3 Role of NGO's and Mass Media | |

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

***SEE:** Semester End Evaluation

REFERENCES

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9. Thakur & Thakur(2013), Teacher in Emerging Indian Society, Agrawal Publications, Agra.

| | Course Outcome (CO) | POs / PSOs | CL | KC | Class Sessions |
|------------------------------------|---|---------------------------------|------------|---------------|-----------------------|
| CO1 | Understand the concept of gender in social and cultural contexts and its relevance to education. | PO2, PO6, PSO1 | Understand | Conceptual | 7 |
| CO2 | Analyze gender status in historical and contemporary India with emphasis on education, economy, family, and profession. | PO1, PO2, PO7, PSO1 | Analyse | Procedural | 8 |
| CO3 | Examine gender-related policies, laws, and educational strategies for addressing inequalities. | PO5, PO6, PO7, PSO3 | Evaluate | Metacognitive | 8 |
| CO4 | Evaluate the role of school, teachers, family, NGOs, and media in promoting gender equality. | PO3, PO4, PO6, PO10, PSO2, PSO3 | Evaluate | Strategic | 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 | | | | | 2 | | |
| CO2 | 3 | 2 | | | | | 3 | | | | 2 | | |
| CO3 | | | | | 3 | 2 | 3 | | | | | | 2 |
| CO4 | | | 3 | 3 | | 2 | | | | 3 | | 2 | 2 |

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – III**BEDCC303- CREATING AN INCLUSIVE SCHOOL****Course Outcomes:**

- CO1:** Explain the concept, types, and needs of special children and distinguish between special, integrated, and inclusive education.
- CO2:** Identify and analyze types of disabilities and apply effective teaching and evaluation strategies suitable for disabled learners.
- CO3:** Describe the concept, characteristics, and implementation strategies of inclusive schools and design inclusive classroom activities.
- CO4:** Interpret and evaluate major national and international policies, legal frameworks, and recommendations related to inclusive education.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|-----------------|-------------------------------------|-----------------|----------|--------------------|-----------|-----------|-------------|
| | | Theory Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDCC303 | Creating An Inclusive School | 2 | 2 | 1.5 | 15 | 35 | 50 |

| | |
|--|--|
| Unit 1 Introduction of Special Children | Teaching Hours: 7 (Weightage 25%) |
| 1.1 Special Child: Concept, Types (Gifted, Slow Learner, Deaf & Dumb and Blind) and Evaluation Method 1.2 Special Education: Concept, Need 1.3 Difference Between Special, Integrated & Inclusive Education 1.4 Role of Teacher For Developing Confidence & Special Skills Regarding Communication With Reference to Special Children | |
| Unit - 2 Introduction of Disable Children | Teaching Hours: 8 (Weightage 25%) |
| 2.1 Disability: Meaning and concept 2.2 Types of Disable child (Dyslexia, physical, Psychiatric, speech and language disability) 2.3 Teaching Strategies for disabled children 2.4 Evaluation of disabled child (formal and Informal), Role of School, Teacher, Peer, Parents and Society for disabled child | |
| Unit 3 - Inclusive Schools | Teaching Hours: 7 (Weightage 25%) |
| 3.1 Inclusive Education: Concept & Need 3.2 Inclusive Schools: Concept, Characteristics 3.3 Classroom & Curricular Activities For Inclusive Classroom 3.4 Role of Teacher In Inclusive School | |
| Unit 4 Policy Frameworks And Legal Provisions | Teaching Hours: 8 (Weightage 25%) |
| 4.1 Indian Context: R.T.E. Act (2009), RPWD- Act. 2016, NCF 2020 Guidelines, SSA 4.2 Global Context: UNCRPD 2007, UNESCO 2009 4.3 Provision For Special Children Under The NCFSE 2023 4.4 Recommendations of UGC and Its Implication | |

***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, types, and needs of special children and distinguish between special, integrated, and inclusive education. | PO1, PO6, PO8 / PSO1 | Understand | Conceptual | 7 |
| 2 | CO2: Identify and analyze types of disabilities and apply effective teaching and evaluation strategies. | PO2, PO3, PO6, PO9 / PSO1, PSO2 | Apply | Procedural | 8 |
| 3 | CO3: Describe inclusive education and develop classroom and curricular strategies for inclusion. | PO4, PO6, PO8 / PSO1, PSO2, PSO3 | Analyze & Create | Conceptual & Procedural | 7 |
| 4 | CO4: Interpret and evaluate policy frameworks and legal provisions for inclusive education. | PO5, PO7, PO10 / PSO3 | Evaluate | Meta-cognitive | 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 | | |
| CO2 | | 2 | 2 | | | 3 | | | 2 | | 3 | 3 | |
| CO3 | | | | 1 | | 3 | | 3 | | | 3 | 3 | 3 |
| CO4 | | | | | 2 | | 2 | | | 2 | | | 3 |

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – III**BEDSOC301 -CRITICAL UNDERSTANDING OF ICT****Course Outcomes:**

- **CO1:** Explain the concept, role, and impact of ICT in education and identify issues and challenges in its integration in schools.
- **CO2:** Describe the applications of ICT tools and online platforms such as internet, email, AI, blogs, and e-learning platforms in education.
- **CO3:** Apply ICT-based pedagogical approaches including blended learning, TPACK, and digital portfolios.
- **CO4:** Use digital tools to create educational resources using Google Forms, Google Docs, Canva, and blogs.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|--------------|-------------------------------|-----------------|---------|--------------------|-----------|------|-------------|
| | | Hours Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDSOC301 | Critical Understanding of ICT | 2 | 2 | 1.5 | 15 | 35 | 50 |

| | |
|--|---|
| Unit 1 :Understanding of ICT in Education | Teaching Hours:7 (Weightage: 23%) |
| 1.1 Concept of ICT, Role of Teacher in ICT 1.2 Uses of ICT in teaching Learning Process, Communication, Administration, Research 1.3 Impact of ICT in Education in present situation 1.4 Role of ICT in process of Globalization 1.5 Issues and concerns related to ICT <ul style="list-style-type: none"> • Challenges in integration of ICT in schools • Issues in use of ICT – Hacking (Types of Hackers & Prevention), Violation of copyright, drawback of social networking sites | |
| Unit : 2Application of ICT in Education | Teaching Hours:9 (Weightage: 30%) |
| 2.1 Use of Internet, E-Mail, AI ,blog in Education : Concept & Uses 2.2 Introduction to Online Teacher Support Tools: Google Classroom, Google Meet, Chat GPT 2.3 Introduction to Online Learning : SWAYAM, DIKSHA, OER 2.4 Concept of Computer Aided Learning (CAL) & Smart Classroom | |
| Unit 3 : ICT Based Advanced Pedagogy | TeachingHours:9 (Weightage:30%) |
| 3.1 ICT based Pedagogy: Meaning, Principles, Need 3.2 Blended Learning: Concept, forms, Role of Teacher 3.3 TPACK: Concept , Advantages &Limitations 3.4 Digital Portfolio: Concept, Types, Advantages, Limitations | |
| Unit 4: Practical Activities: | Teaching Hours: 5 (Weightage: 17%) |
| 1. Using Google forms & Google docs for Education 2. Prepare Educational Material using CANVA 3. Create your own Blog | |

***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, role, and impact of ICT in education and identify issues and challenges in its integration in schools. | PO2, PO5, PSO1 | Understand | Conceptual | 7 |
| 2 | CO2: Describe the applications of ICT tools and online platforms such as internet, email, AI, blogs, and e-learning platforms in education. | PO4, PO5, PSO2 | Apply | Procedural | 9 |
| 3 | CO3: Apply ICT-based pedagogical approaches including blended learning, TPACK, and digital portfolios. | PO1, PO3, PO5, PSO2, PSO3 | Analyze | Conceptual & Procedural | 9 |
| 4 | CO4: Use digital tools to create educational resources using Google Forms, Google Docs, Canva, and blogs. | PO3, PO5, PO8, PSO2 | Create | Procedural & Metacognitive | 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 | | 1 | | | 3 | | | | | | 1 | | |
| CO2 | | | | 2 | 3 | | | | | | | 3 | |
| CO3 | 2 | | 3 | | 3 | | | | | | | 3 | 2 |
| CO4 | | | 3 | | 3 | | | 1 | | | | 3 | |

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – III
BEDSOC302- YOGA EDUCATION

Course Outcomes:

- **CO1** Define the origin, objectives, misconceptions, and key components of classical Yoga.
- **CO2** Classify and interpret major Yogic texts (Yoga Sūtra, Sankhya Yoga) and their relevance to positive health and personality development.
- **CO3** Demonstrate and differentiate Antarāṅga (Rāja) and Bahirāṅga techniques of Yoga practice.
- **CO4** Analyze stress factors and apply Yogic practices and dietary principles for stress management.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|------------------|-----------------------|-----------------|----------|--------------------|-----------|-----------|-------------|
| | | Hours Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDSOC302 | Yoga Education | 2 | 2 | 1.5 | 15 | 35 | 50 |

| | |
|--|---------------------------------------|
| Unit 1 Yoga and yogic practices: 1.1 Yoga: Meaning and Definition 1.2 Objectives and Misconception about yoga. 1.3 Importance of Yoga 1.4 History of yoga | TeachingHours:7 (Weightage23%) |
| Unit 2 Introduction to Yogic texts: 2.1 Classification of Yoga: Yogasutra 2.2 Sankhya Yog 2.3 Role of mind in positive health. 2.4 Concept of Panchkosha health: <ul style="list-style-type: none"> • Annamaya Kosh • Pranamaya kosh • Manomaya Kosh • VijnanamayaKosh • Anandanaya kosh 2.5 All Round personality development: <ul style="list-style-type: none"> • Physical, • Mental, • Emotional, • intellectual • Spiritual levels | TeachingHours:8 (Weightage27%) |
| Unit 3 Raja Yoga (Ashtang yog - Path of will power) 3.1 Bahirang yoga (indirect way) <ul style="list-style-type: none"> • Yam • Niyam • Asan • Pranayam • Pratayahar 3.2 Antaranga yog (Direct way) <ul style="list-style-type: none"> • Dhyan • Dharna • Samadhi | TeachingHours:8 (Weightage27%) |
| Unit 4 Stress Management 4.1 Stress : Meaning, Reason 4.2 Pranayama : Meaning, Types 4.3 Meditation : Meaning, Nature & Process 4.4 How stress is alleviated through Yoga 4.5 Rationale of Yogic diet | TeachingHours:7 (Weightage23%) |

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

***SEE**: Semester End Evaluation

REFERENCES:

1. Iyengar, B. K. S. (2002), Light on the Yoga Sutras of Patanjali, HarperCollins UK
2. Vivekananda, Swami (1980). Raja Yoga. Ramakrishna-Vivekananda Center. ISBN 0-911206-23-X.
3. Yoga for common ailments, Swami Vivekananda Yoga Prakashana, Bangalore, 2002
4. Human anatomy and physiology prepared by LYU.
5. Stress management by Dr.Nagratna.
6. Nagendra H. R. (2014) Yoga Instructor's Course Self Learning Material , 1 Theory, SVYP Bengalure
7. Nagendra H. R. (2014) Yoga Instructor's Course Self Learning Material , 2 Practical, SVYP Bengalure
8. Bhogal R.S.(2015) Yoga Education Bachelor of Education Programme, NCERT.New Delhi.
9. www.svyasa.edu.in

| | Course Outcome (CO) | POs / PSO s | CL | KC | Class Sessions |
|------------------------------------|---|-----------------------|----------------------|---------------------------|-----------------------|
| CO1 | Define the origin, objectives, misconceptions, and key components of classical Yoga. | PO8, PO6 / PSO1 | Remember, Understand | Factual, Conceptual | 7 |
| CO2 | Classify and interpret major Yogic texts (Yoga Sūtra, Sankhya Yoga) and their relevance to positive health and personality development. | PO5, PO8 / PSO2 | Understand, Analyze | Conceptual, Procedural | 8 |
| CO3 | Demonstrate and differentiate Antarāṅga (Rāja) and Bahirāṅga techniques of Yoga practice. | PO5, PO9 / PSO1, PSO3 | Apply, Analyze | Procedural | 8 |
| CO4 | Analyze stress factors and apply Yogic practices and dietary principles for stress management. | PO3, PO7, PO10 / PSO3 | Analyze, Evaluate | Procedural, 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 | | | | | | 2 | | 3 | | | 2 | | |
| CO2 | | | | | 2 | | | 3 | | | | 2 | |
| CO3 | | | | | 3 | | | | 2 | | 2 | | 2 |
| CO4 | | | 2 | | | | 2 | | | 3 | | | 2 |

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – III**BEDEPC301- UNDERSTANDING OF SELF****Course Outcomes:**

- **CO1:** Understand the nature of self, processes of self-development, importance of self-realization in teaching, and SWOT analysis.
- **CO2:** Apply yoga and meditation techniques to enhance physical, mental strength and adjustment, and plan school-based yoga activities.
- **CO3:** Analyse the concept, characteristics, determinants, and measurement dimensions of attitude.
- **CO4:** Evaluate and design self-development activities through film reviews, workshops, life-sketches, and self-reports.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|--------------|------------------------|-----------------|---------|--------------------|-----------|------|-------------|
| | | Hours Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDEPC301 | Understanding the Self | 2 | 2 | 1.5 | 50 | -- | 50 |

| | |
|---|---------------------------------------|
| Unit:1 Self Development 1.1 Nature of self Self-Actualization: Meaning, Carl Rogers theory on self-actualization 1.2 Self-Development : Different Perspectives of Self: Self-Concept, Self-awareness, Self-knowledge, Self- perception, Self-control, and Self understanding 1.3 Importance of Self-realization in teacher's occupation 1.4 Concept of SWOT analysis | TeachingHours:8 (Weightage25%) |
| Unit:2 Self and Yoga 2.1 Yoga and Meditation for the enhancement of physical and mental strength 2.2 Yoga for adjustment 2.3 Yoga activities in the schools for self development 2.4 Importance of meditation for self development Meaning and importance: EQ, SQ | TeachingHours:8 (Weightage25%) |
| Unit:3 Attitude of Self 3.1 Meaning and concept of Attitude 3.2 Characteristics of Attitude 3.3 Determinants of Attitude 3.4 Dimensions of Attitude Measurement | TeachingHours:7 (Weightage25%) |
| Unit:4 Activities for Self-Development 4.1 Review of documentary films such as ary Kom, Tare Jameen Par, Nil Batte Sannata, Lunch Box, Life of Pie, Twelfth fail, Hichki, Notebook .1 Planning of workshop and seminar for stress management Reviews and Analysis of Books for Self- Development .2 Prepare a life-sketch of your role model .3 Prepare a report on yourself: Abilities and inabilities | TeachingHours:7 (Weightage25%) |

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

***SEE**: Semester End Evaluation

REFERENCES:

1. Hall, C & Hall E (2003) Homan Relations in educations Rout ledge.
2. Kusum Bhatt, ‘Vyaktivna Sidhanto’ Gujarat Granth Nirman Board, Ahmedabad.
3. Shah Sanjiv ‘Mahan Hradyna Sa Re G Ma P Dh Ni’ Osis Publication, Vadodara
4. Shukal, Satish Prakash (2011) Saikshanik Manovighnan (Agra) Agraval Prakashan
5. U.D. Aroskeski, Chotho Marg, Navbharat Sahitya Mandir, Gandhi Road, Ahmedabad.
6. Dr. V. V. Baraiya & Aararti S. Patel, “Understanding the self” (રૂઢિચિંજ), 2016, Pratik Publication, A-1, Umiya, Nishthapark soc. Pramukh marg, Opp. Gopi cinema, Anand, Dist. Anand

| | Course Outcome (CO) | POs / PSOs | CL (Cognitive Level) | KC (Knowledge Category) | Class Sessions |
|------------------------------------|--|-----------------------|-----------------------------|--------------------------------|-----------------------|
| CO1 | Understand the nature of self, processes of self-development, importance of self-realization in teaching, and SWOT analysis. | PO2, PO6, PO10 / PSO1 | Understand | Factual + Conceptual | 8 |
| CO2 | Apply yoga and meditation techniques to enhance physical, mental strength and adjustment, and plan school-based yoga activities. | PO1, PO5, PO6 / PSO2 | Apply | Procedural + Metacognitive | 8 |
| CO3 | Analyze the concept, characteristics, determinants, and measurement dimensions of attitude. | PO2, PO3, PO9 / PSO3 | Analyze | Conceptual + Procedural | 7 |
| CO4 | Evaluate and design self-development activities through film reviews, workshops, life-sketches, and self-reports. | PO3, PO4, PO10 / PSO3 | Evaluate | Procedural + 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 | 2 | | |
| CO2 | 2 | | | | 2 | 3 | | | | | | 2 | |
| CO3 | | 3 | 3 | | | | | | 2 | | | | 3 |
| CO4 | | | 3 | 2 | | | | | | 3 | | | 3 |

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – III**BEDCBCS301- VALUE EDUCATION****Course Outcomes:**

1. **CO1:** Understand the concept, meaning, nature and classification of values.
2. **CO2:** Analyze the importance and objectives of value education, and the role of school guided by Gandhian principles.
3. **CO3:** Apply concepts of morality and spirituality to foster individual development and appreciate Indian cultural values.
4. **CO4:** Evaluate major theories of value development and their implications for classroom practice.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|--------------|-----------------|-----------------|---------|--------------------|-----------|------|-------------|
| | | Hours Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDCBCS301 | Value Education | 2 | 2 | 1.5 | 15 | 35 | 50 |

| | |
|--|---------------------------------------|
| Unit:1 Concept and classification 1.1 Concept, Meaning and Nature of Value 1.2 Classification of Values <ul style="list-style-type: none"> • Material • Social • Patriotic • Economic 1.3 Role of school in Value Development 1.4 Values as per NEP 2020 | TeachingHours:8 (Weightage27%) |
| Unit: 2 Value Education 2.1 Meaning and Importance of Value Education 2.2 Objectives of Value Education 2.3 Integrating Education for Value Development 2.4 Views of Prominent thinkers on Value education Gandhiji Pandit Deendayal Shyama Prasad Mukherjee | TeachingHours:8 (Weightage27%) |
| Unit : 3 Moral and Spiritual Education 3.1 Meaning of Morality and Spirituality 3.2 Development of morality and Spirituality 3.3 Need and Importance of Morality and Spirituality 3.4 Values Rooted in Indian Culture <ul style="list-style-type: none"> • Karma • Seva • Respected for Elders • Family and Community | TeachingHours:7 (Weightage23%) |
| UNIT : 4 : Theories of Value Development 4.1. Theories of value development <ul style="list-style-type: none"> • Social development theory • Cognitive development theory 4.2 Models of value Development <ul style="list-style-type: none"> • Value Analysis Model • Value Education and Sanskar model | TeachingHours:7 (Weightage23%) |

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

*SEE: Semester End Evaluation

REFERENCES:

1. Chitakara M. G. (2007), "Education & Human Values", APH Publication, New Delhi.
2. Frankel, J.R (1977), How to Teach Values An Analytical Approach , Prentice Hall New Jersey,
3. Hersh, R.H. Miller J/P (1988), Longman Inc. Fielding G.D. Models of Moral Education: An Appraisal, New York,
4. Joshi Daksha. (2004), "Mulyonushikshan", ManoramaPrakashan.
5. Modi Iswar (2000), "Human Values and Social Change", Rawal Publication, New Delhi
6. Pandey v. C. (2007), "Education Culture and Human Values", Isha Books Publication, Delhi.
7. Passi B.K. and Singh P (1991), "Value Education", National Psychological Corporation Agra.
8. Patel Haribhai. (1997), "MulyaShikshan", GurjarPrakashan, Ahmedabad.
9. Raths, L.E. Merrill Harmins and Sidney, S (1978), "Values and Teaching", Merrill.
10. Rokeach, M. (1973), "The Nature of Human Values", Collier MacMillan Publishers.
11. Ruhela S P (1996), "The Emerging Concept of Education in Human Values", Regency Publications, New Delhi,
12. Sharma Shashiprabha (2006), "Education and Human Development", Kanishka publication, New Delhi.
13. Shreemad Bhagavad Geeta

| | Course Outcome (CO) | POs / PSOs | CL (Cognitive Level) | KC (Knowledge Category) | Sessions |
|------------------------------------|---|-----------------------|---------------------------------|------------------------------------|-----------------|
| CO1 | Understand the concept, meaning, nature and classification of values. | PO2, PO6, PO7 / PSO1 | Understand | Factual + Conceptual | 8 |
| CO2 | Analyze the importance and objectives of value education, and the role of school guided by Gandhian principles. | PO2, PO4, PO7 / PSO3 | Analyze | Conceptual | 8 |
| CO3 | Apply concepts of morality and spirituality to foster individual development and appreciate Indian cultural values. | PO1, PO3, PO8 / PSO2 | Apply | Procedural + Metacognitive | 7 |
| CO4 | Evaluate major theories of value development and their implications for classroom practice. | PO2, PO5, PO10 / PSO3 | Evaluate | Conceptual | 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 | | | | 2 | | |
| CO2 | | 3 | | 2 | | | 3 | | | | | | 3 |
| CO3 | 2 | | 2 | | | | | 2 | | | | 2 | |
| CO4 | | 3 | | | 2 | | | | | 2 | | | 3 |

3: High, 2: Medium, 1: Low

COURSE FOR SEMESTER – III**BEDCBCS302- Bhartiya Gyan Parampara: Pedagogical Perspectives****Course Outcomes:**

- **CO1** Understand the philosophical foundations, aims, sources of knowledge, and core characteristics of Bhartiya Gyan Parampara.
- **CO2** Explain traditional Indian pedagogical methods and analyze their relevance and application in modern classroom practices.
- **CO3** Analyze the relevance and integration of Bhartiya Gyan Parampara in modern education, curriculum, pedagogy, and assessment.
- **CO4** Evaluate the role of Bhartiya Gyan Parampara in value education and examine its alignment with NEP 2020 and contemporary educational challenges.

TEACHING AND EVALUATION SCHEME:

| Subject Code | Subject Title | Teaching Scheme | Credits | Examination Scheme | | | Total Marks |
|--------------|---|-----------------|---------|--------------------|-----------|------|-------------|
| | | Theory Per Week | | Hrs. | Max Marks | | |
| | | | | | *CCE | *SEE | |
| BEDCBCS302 | Bhartiya Gyan Parampara: Pedagogical Perspectives | 2 | 2 | 1.5 | 15 | 35 | 50 |

UNIT 1: Basics of Bhartiya Gyan Parampara**TeachingHours:9 (Weightage27%)****1.1 Bhartiya Gyan Parampara**

Concept and definition, Scope, Core characteristics: (Holistic approach, Spiritual orientation, Value-based nature, Experiential orientation), Interdisciplinary nature of knowledge, Relevance in present education

1.2 Aims of Education in Ancient India

Concept of education in ancient India, Major aims: (Self-realization (Moksha), Character building, Holistic development, Social and moral duties (Dharma)), Individual and societal aims of education, Relevance of ancient aims in modern context

1.3 Gurukul System – Structure and Features

Residential system of education, Organization of Gurukul, Role of Guru (Mentor–Guide Model), Relevance in modern education

1.4 Sources of Knowledge (Shruti, Smriti, Anubhav)

Shruti: Meaning and nature, Types (Vedas, Upanishads – overview), Characteristics (authoritative, oral tradition), Educational significance

Smriti: Meaning and nature, Types (Epics, Dharmashastra), Role in social and ethical learning, Educational significance

Anubhav (Experience): Meaning and importance, Learning through experience, Reflection and application, Role in knowledge construction

Pedagogical Integration: Correlation of Shruti, Smriti, and Anubhav, Use in teaching-learning process, Relevance for experiential learning

UNIT 2: Traditional Pedagogical Methods in Bhartiya Gyan Parampara**TeachingHours:8 (Weightage27%)****2.1 Shravan – Listening Method**

Concept and meaning of Shravan, Importance of listening in Indian pedagogy, Process of attentive and active listening, Role of teacher in oral transmission of knowledge, Use of recitation, chanting, and discourse, Development of concentration and memory, Application in modern classroom (lecture, audio learning)

2.2 Manan – Thinking and Reflection

Concept and meaning of Manan, Role of reflection in learning process, Techniques of critical thinking and analysis, Questioning and self-inquiry methods, Development of reasoning and understanding, Application in modern pedagogy (discussion, reflective writing)

2.3 Nididhyasan – Practice and Internalization

Concept and meaning of Nididhyasan, Process of deep contemplation and internalization, Role of practice and repetition in learning, Meditation and concentration techniques, Transformation of knowledge into behaviour, Development of values and attitudes, Application in classroom

2.4 Storytelling and Dialogue Method

(A) Storytelling Method: Concept and importance in Indian tradition, Use of Itihasa and Purana for teaching, Elements of effective storytelling, Role in value education and moral development

(B) Dialogue Method: Concept of dialogue (teacher–student interaction), Question–answer technique, Pedagogical significance

UNIT 3: Bhartiya Gyan Parampara in Modern Education – Part I**TeachingHours:7 (Weightage27%)****3.1 Relevance of Bhartiya Gyan Parampara in Present Education**

Concept of relevance of Bhartiya Gyan Parampara today, Need for integrating traditional knowledge in modern education, Role of Bhartiya Gyan Parampara in holistic development (physical, mental, spiritual), Contribution to sustainable development and environmental awareness, Addressing limitations of purely Western education models, Application in contemporary teaching-learning practices

3.2 Integration of Bhartiya Gyan Parampara in School Subjects

Concept of curriculum integration of Bhartiya Gyan Parampara, Interdisciplinary approach in teaching-learning , **Integration in Different Subjects-** Mathematics (Vedic Maths concepts), Science (Ayurveda, astronomy, environmental knowledge), Social Science (history, culture, traditions), Arts and languages (music, literature, Sanskrit)

3.3 Local Knowledge and Strategies

Use of local knowledge and indigenous practices, Activity-based and experiential integration strategies

3.4 Assessment Strategies in Bhartiya Gyan Parampara

Concept of holistic assessment, oral and practical assessment methods, observation and self-assessment, continuous and value-based evaluation, relevance in modern education

UNIT 4: Bhartiya Gyan Parampara in Modern Education – Part II**TeachingHours:6 (Weightage27%)****4.1 Value Education through Indian Tradition**

Concept of value education in Indian context, Core values in Indian tradition: Truth (Satya), Non-violence (Ahimsa), Duty (Dharma), Role of stories, rituals, and practices in value inculcation, Role of teacher in value-based education

4.2 National Education Policy 2020 and Bhartiya Gyan Parampara

Overview of NEP 2020 in context of Bhartiya Gyan Parampara

4.3 NEP Objectives and Inclusion

Objectives of NEP related to Bhartiya Gyan Parampara, Inclusion of Bhartiya Gyan Parampara in curriculum and pedagogy

4.4 Challenges and Implementation of Bhartiya Gyan Parampara in Modern Education

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

***SEE:** Semester End Evaluation

References :

- Bhartiya Gyan Parampara: Concept and Educational Perspectives – *Author: R. C. Mishra / Dr. J. C. Aggarwal*
- Curriculum Development: Perspectives, Principles and Issues – *Author: T. B. Govinda / K. S. Subramanian*
- Education for Values, Environment and Human Rights – *Author: T. K. S. Nair*
- Education in Ancient India – *Author: R. C. Das*
- Educational Thought and Practice – *Author: J. C. Aggarwal*
- Experiential Learning and Indian Pedagogy – *Author: David A. Kolb (with Indian adaptation)*
- Indian Cultural Heritage and Education – *Authors: K. L. Ananda & V. R. Sharma*
- Indian Education: Its Philosophy, Principles and Practice – *Author: S. S. Chandra*
- Indian Philosophy – Vol. I & II – *Author: S. Radhakrishnan*
- Integrating Indian Knowledge Systems in Education – *Editor: Dr. Dinesh Sharma / Publication of Education Faculty*
- Methods of Teaching: Indian Tradition and Modern Approaches – *Editor: Various*
- Models of Teaching and Learning – *Author: M. C. Pylee / V. K. Srivastava*
- National Education Policy 2020: Text & Implementation Guide – *Government of India / NCERT*
- Philosophical and Sociological Perspectives in Education – *Author: M. B. Buch / S. K. Mangal*
- Value Education and Human Rights – *Author: J. P. Naik / Subramanian*

| Sr. No. | Course Outcome (CO) | POs / PSOs | CL (Cognitive Level) | KC (Knowledge Category) | Class Sessions |
|------------------------------------|---|----------------------------|----------------------|-------------------------|----------------|
| 1 | CO1 Understand the philosophical foundations, aims, sources of knowledge, and core characteristics of Bhartiya Gyan Parampara. | PO2, PO7, PO8, PSO1 | Understand | Conceptual | 9 |
| 2 | CO2 Explain traditional Indian pedagogical methods and analyze their relevance and application in modern classroom practices. | PO1, PO3, PO4, PSO1, PSO2 | Analyze / Apply | Procedural | 8 |
| 3 | CO3 Analyze the relevance and integration of Bhartiya Gyan Parampara in modern education, curriculum, pedagogy, and assessment. | PO2, PO6, PO9, PSO1, PSO3 | Analyze / Evaluate | Conceptual | 7 |
| 4 | CO4 Evaluate the role of Bhartiya Gyan Parampara in value education and examine its alignment with NEP 2020 and contemporary educational challenges. | PO5, PO7, PO10, PSO2, PSO3 | Evaluate / Create | 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 | 2 | | | 3 | | |
| CO2 | 2 | | 2 | 2 | | | | | | | 3 | 3 | |
| CO3 | | 3 | | | | 1 | | | 1 | | 3 | | 3 |
| CO4 | | | | | 1 | | 3 | | | 1 | | 3 | 3 |

3: High, 2: Medium, 1: Low

BEDP301 - PSYCHOLOGICAL TESTING

| Course Code | Course Title | Credits | Total Hours | Marks | | Total |
|----------------|------------------------------|----------|-------------|-----------|----------|-----------|
| | | | | Internal | External | |
| BEDP301 | Psychological Testing | 1 | 32 | 25 | - | 25 |

Course Outcomes:

- **CO1:** Understand the principles, purposes, and characteristics of psychological tests used in educational settings.
- **CO2:** Apply appropriate procedures for administration, scoring, and interpretation of standardized psychological tests.
- **CO3:** Prepare accurate and comprehensive psychological test reports with meaningful interpretation of results.
- **CO4:** Demonstrate reflective and ethical practices while conducting tests and communicating findings.

| <ul style="list-style-type: none"> • Psychological Testing : Every trainee is required to administer a psychological test to a small group of at least 25 students. The trainee must submit a report that includes general details of the test, information about the group on which it was administered, the procedure for administering the test, scoring, and general interpretations. | |
|---|---|
| Sr. No. | Criteria for assessment |
| 1. | Preparation for Implementation of Psychological Test <ul style="list-style-type: none"> • Selection of an appropriate and standardized psychological test based on the objective. • Understanding of the test's purpose, background, and target population. • Clarity and accuracy in preparing materials and tools for administration. • Ethical considerations (e.g., consent from school/students, confidentiality). • Proper planning for time, venue, and management of test environment. |
| 2. | Preparation of report <ul style="list-style-type: none"> • Inclusion of general details of the test (name, author, type, purpose). • Description of the sample group (age, class, gender, school background, etc.). • Step-by-step explanation of the test administration procedure. • Accurate and clearly presented scoring process. • Logical and meaningful general interpretations of test results. • Presentation quality: formatting, clarity, grammar, and visual support (if any) |
| 3. | Viva voce <ul style="list-style-type: none"> • Understanding and explanation of the test's theoretical framework. • Justification of the test selection for the specific group. • Clarity in describing the implementation experience and challenges faced. • Confidence in responding to queries related to test scoring and interpretation. • Ability to reflect on learning outcomes from the test administration experience |

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 | | | | 2 | | | | 3 | | 3 | 2 | |
| CO3 | | 3 | | 1 | | | | | 3 | | 3 | | 3 |
| CO4 | | | | | | | 1 | | | 1 | | | 3 |

3: High, 2: Medium, 1: Low

BEDP302- BLOCK TEACHING

| Course Code | Course Title | Credits | Total Hours | Marks | | Total |
|----------------|-----------------------|----------|-------------|------------|----------|------------|
| | | | | Internal | External | |
| BEDP302 | Block Teaching | 4 | 128 | 100 | - | 100 |

Course Outcomes:

- **CO1** Apply pedagogical theories, subject content, and teaching skills in real classroom situations during block teaching practice.
- **CO2** Demonstrate effective classroom management, use of teaching aids, blackboard work, and student engagement techniques during lesson delivery.
- **CO3** Design and implement formative assessment strategies to evaluate student learning and adapt instruction accordingly.
- **CO4** Reflect critically on teaching practices and demonstrate professionalism, ethical behaviour, and leadership qualities in school-based experiences.

Block Teaching : 'Block Teaching' refers to 10 lessons, including unit planning, to be delivered by teacher trainees in recognized upper primary, secondary, or higher secondary schools . 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 Block Teaching program."

| Sr. No | Criteria for Assessment |
|--------|--|
| 1. | Appropriate use of Skills <ul style="list-style-type: none"> • Clear introduction and statement of objectives. • Smooth transitions between lesson stages. • Effective questioning techniques (open/closed, probing). • Use of motivation and recapitulation strategies. • Voice modulation, eye contact, and gesture for engagement. |
| 2. | Content Mastery and Presentation <ul style="list-style-type: none"> • Correctness and relevance of subject content. • Logical sequencing and organization of information. • Depth of explanation suited to students' level. • Integration of examples, analogies, or stories. • Confident and fluent delivery of content. |
| 3. | Blackboard work / Teaching aid <ul style="list-style-type: none"> • Neatness, clarity, and spacing in blackboard work. • Effective labelling, diagrams, and layout. • Appropriate use of charts, models, or digital aids. • Timely display and integration of teaching aids in the lesson. • Creativity in visual aids that enhance understanding. |
| 4. | Class management and Personality of Teacher <ul style="list-style-type: none"> • Discipline management with minimal disruption. • Time management across different phases of the lesson. • Ability to hold student attention and interest. • Confidence, enthusiasm, and clarity in communication. • Demonstration of professional behaviour and grooming. |
| 5. | Evaluation <ul style="list-style-type: none"> • Use of oral/written questions to check comprehension. • Alignment of questions with lesson objectives. • Immediate feedback and reinforcement to students. • Use of worksheets, recaps, or group responses. • Encouragement of self or peer reflection where possible. |

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 | | 2 | | | 3 | | |
| CO2 | 2 | 3 | | | | | | | 2 | | 3 | | |
| CO3 | | 3 | | 3 | | | | 2 | | | 3 | | 3 |
| CO4 | | | | 3 | | | 1 | | | 1 | 3 | | 3 |

3: High, 2: Medium, 1: Low

BEDP303- 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 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 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 |

| | |
|----|---|
| | <ul style="list-style-type: none"> • 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 | | | | | | 3 | | | 3 | | |
| CO2 | 2 | | | 3 | | | | 3 | | | 3 | | |
| CO3 | | | 2 | | 2 | | | | | | | 2 | |
| CO4 | | 3 | | 3 | | | | | | 2 | | | 2 |

3: High, 2: Medium, 1: Low

BEDP304- 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 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 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 • 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 | | | | | | 3 | | | 3 | | |
| CO2 | 2 | | | 3 | | | | 3 | | | 3 | | |
| CO3 | | | 2 | | 2 | | | | | | | 2 | |
| CO4 | | 3 | | 3 | | | | | | 2 | | | 2 |

3: High, 2: Medium, 1: Low