



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Bachelor of Education (2 Years): Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NCBED01	EPC-2: Drama and Art in Education	2-2-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1 Clarify the concept, need and scope of drama and art in education

CLO2: Appraise roles of artists, artisans, painters and dancers of India

CLO3: Evaluate drama as a tool for cultivating awareness

CLO4: Apply various forms of art in classroom

CLO5: Implement various skills of Drama in classroom teaching

CLO6: Use of various visual and performing arts in class room

Unit	Course Content	Learning Pedagogies	CO(s)
I	Introduction to Drama and Art in Education		01
	A. Drama in Education 1. Concept, meaning, features of drama 2. Nature (form) of drama	Classroom Lecture seminars	
	B. Art in Education 1. Concept, types of arts according to IKS 2. Use of drama and Art in education	Classroom Lecture, seminars Group Task, joint presentation	02
	C. Contribution of Artists and Artisans in India 1. Life sketches of well-known artists: Drama (Bharat Muni, Kalidas) 2. Life sketches of well-known artists: Music (Pandit Omkarnath, Avinash Vyas)	Classroom Lecture Literature review	
	D. Self-Learning 1. Life sketches of ancient artists and artisans: Painting (Raja Ravi Varma, Abanindranath Tagore) 2. Life sketches of well-known artists: Dance (Mrinalini Sarabhai, Udayshankar)	Classroom Lecture ICT enabled learning	



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II	Theatre in Education and Cultural Festivals A. Use of different soft Skill (drama) in education 1. Dialogue, script 2. Prompting, Role play B. Street-play and movie in the context of social awareness 1. Planning of a street play and street play social impact 2. Review of Documentary Short Film and Movie (Anyone) C. Cultural festivals in India 1. Introduction and impact of cultural festivals 2. Role of education for local cultural and art D. Self-Learning 1. Story Telling based on Panchat Hitopadesh 2. Role of teacher for social awareness development	Collaborative learning Collaborative learning Classroom Lecture Digital resources Classroom Lecture Digital resources Group Task	03
	Practical and Classroom Implimentation A. Visual arts and craft (Practical) 1. Poster, and Rangoli 2. Paper cutting, Photography B. Performing arts Dance (Theatre Music) 1. Listing/ Viewing and exploring Regional Art forms of music, Dance and Theatre 2. Participation and Performance in any one of the Regional arts forms (Folk Dance, Folk Song, Bhajan, Duha-Chhand ,Bhavai etc.) C. Play making 1. Play making (Creating a Short theatre piece from the text) 2. Making Puppet (Mask Puppet, Finger Puppet) D. Self Learning 1. Ancient Indian Instrumental art 2. Ancient Indian Dance art	Group Task Joint presentation Digital Resources Joint presentation Group Task Joint presentation Digital Resources	04 05 06

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

- (a) Submission: Preparation of Script (for Drama / Play / Street Theatre / Mono Acting / Anchoring) (Any one from CPS 5 / CPS 6)

(B) Summative Assessment (Assessment of Learning)

- (a) Mid-term Test



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Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2	10	1	2	6	9
II	3	10	1	2	4	7
III	4, 5, 6	10	2	2	5	9
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	--	--	--	2	3	--	2	--	--	2
CLO2	--	--	--	2	2	---	--	--	---	2
CLO3	2	---	--	2	2	--	3	--	--	2
CLO4	2	2	--	2	2	--	2	---	2	2
CLO5	2	2	--	2	2	2	2	2	2	2
CLO6	---	---	---	2	---	---	2	---	---	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50 %
2	End-Semester Examination	Written Exam	50 %



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- Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	શિક્ષણમાં નાટ્ય અને કલા	પ્રા. વસાવા દિલીપભાઈ અને અન્ય	પ્રથમ આવૃત્તિ 2018	નીરવ પ્રકાશન, અમદાવાદ
2	નાટ્ય કલા દ્વારા જીવન કૌશલ્ય શિક્ષણ	સર્વ શિક્ષા અભિયાન, શિક્ષક સજ્જતા તાલીમ	2015-16	GCERT
3	શિક્ષણમાં નાટક અને કલા	ઠાકર, એ.	2020	અમોલ પ્રકાશન
4	Art Education in India	Country Report: art Education in India, NCERT	2010	NCERT, New Delhi.

- Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	On-line resources to be used if available as reference material	http://www.scert.cg.gov.in/pdf/dedfirst/2013kalashikshan.pdf
2	On-line Resources	http://steam-notstem.com/wp-content/uploads//11/2010finalreport.pdf



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Bachelor of Education (2 Years): Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours	Course credits
			L-P-T		
DSC	U2E02NCBED02	PE-3: Learning and Teaching	4-0-0	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, student-teachers will be able to:

CLO1: Explain the paradigm shifts in learning and teaching to facilitate cognitive and affective development in diverse learners.

CLO2: Apply the principles of Discovery, Experiential, Information Processing and ancient Indian learning theories to design effective instructional plans and team-teaching strategies.

CLO3: Integrate constructivist and humanist theories with various classroom strategies to transform traditional instruction into active learning environments.

CLO4: Implement concept of educational technology and Dale's Cone of Experience in classroom practices.

CLO5: Demonstrate the syntax and implementation of Concept Attainment, Inquiry Training, and Synectics models through structured lesson planning.

CLO6: Utilize cooperative learning, *panchpadi* based teaching, and metacognitive techniques to foster collaborative classroom environment.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Learning and Teaching A. New Paradigm of Learning-Teaching 1. Paradigm Shift in Assumptions about Learning 2. Paradigm shift in assumptions about Teaching B. Learner and Teacher 1. Types of Learners according to learning style 2. Teacher as manager of Learning: Skills, Personality and Classroom behaviour. C. Cognitive- Affective development of Learners 1. Bloom Proposed Cognitive Development 2. Affective Domain D. Self- learning Classroom Interaction for Cognitive Affective Development 1. Designing questions and activities based on Textbooks for Cognitive Development.	Interactive Classroom Lecture Workshop and practice-based tasks	01



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Bachelor of Education (2 Years): Semester-II

	2. Designing questions and activities based on Textbooks for Affective Development.		
II	Learning Theories: 1 A. Discovery Learning 1. Bruner's Discovery Learning: Concept 2. Educational Implication of Discovery Learning B. Experiential Learning 1. Concept, Experiential Learning cycle proposed by Kolb 2. Educational Implications and Teaching-design C. Information Processing Theory 1. Meaning of Information Processing, Information Processing Model 2. Educational Implications D. Self- learning Team Teaching and Self Learning 1. Team Teaching: Concept and planning 2. Ancient Indian learning method: <i>Shravan.Manan,Nididhyaasan</i>	Interactive Classroom Lecture	02
III	Learning Theories: 2 A. Constructivist Approach of Learning 1. Meaning and Comparison of traditional and constructivist classroom 2. Educational Implication B. Humanist perspective of learning 1. Introduction of Roger's learner centric education 2. Introduction of Comb's learner centric education C. Advance Organizer 1. Concept and Types 2. Educational Implications D. Self -Learning Flipped Classroom 1. Concept 2. Strategies and Implementation	Interactive Classroom Lecture	03
IV	Educational Technology A. Educational Technology 1. Concept and Nature 2. Need of Educational Technology B. System Approach 1. Concept and characteristics 2. Importance	Interactive Classroom Lecture Classroom Lecture	04



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	C. Dale's cone of Experience - Dale's Cone - Educational Implications D. Self learning E-Learning - Concept - Objectives	Practice Based tasks	
V	Models of Teaching A. Concept Attainment Model - Meaning and Assumptions - Syntax and Effects B. Inquiry Training Model - Meaning and Assumptions - Syntax and Effects C. Synectic Model - Meaning and Assumptions - Syntax and Effects D. Self -learning Lesson Planning based on Models of Teaching - Lesson planning and classroom implementation based on Concept Attainment Model and Inquiry Training Model 2. Lesson Planning and classroom implementation based on Synectic Model	Interactive Classroom Lecture Demonstration lessons	05
VI	Advanced Pedagogy A. Co-operative Learning - Concept - Techniques and classroom implications B. Panchpadi based teaching - Concept and steps for lesson planning - Importance C. Meta-cognition - Concept and Principles - Techniques D. Self -learning Blended Learning - Concept - Classroom implications	Interactive, Classroom Lecture Self-Directed Learning	06



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Bachelor of Education (2 Years): Semester-II

Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

- (a) Submission: Preparation of Instructional Material / Unit Planning (Any one from CPS 5 / CPS 6)

(B) Summative Assessment (Assessment of Learning)

- (a) Mid-term Test

Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1	10	2	2	4	8
II	2	10	2	2	4	8
III	3	10	2	2	4	8
IV	4	10	2	2	4	8
V	5	10	2	2	5	9
VI	6	10	2	2	5	9
		60 4Hr/week	12	12	26	50

CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2									
CLO2								3		3	
CLO3	3		2					3			
CLO4		3	2	2		2		2			2
CLO5	2	3			2	2			2		3
CLO6	3		2				2		3	3	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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- Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

- Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1.	The Effective Teacher Study Guide and Readings.	Anderson Lorin w	1989	New York. McGraw-Hill Book Company.
2.	The psychology of Learning.	Bugelski, B.R.	1964	University of Buffalo. Methuen & Co limited. London
3.	Strategies and Tactics in Secondary School Teaching: A Book of Reading.	Clark L.H.	1968	New York. The Macmillan company.
4.	The Art of Teaching.	Highet, G.	1964	London. University Paperbacks.
5.	What is worth teaching?	Kumar, K.	2004	(3rd ed.). Orient Blackswan.
6.	Chapter 1 & Chapter 2. In Teaching problems and the problems of teaching.	Lampert, M.	2001	Yale University Press.
7.	When Learning Happens	Lembo, J.M.	1971	Schocken Books. New York.
8.	Concepts of Teaching: Philosophical Essays.	Mac Millan, C J B, and Nelson, T. W.	1969	Rand Menally and Company. Chicago.
9.	Learning: Processes.	Marx, M H.	1969	University of Missouri. Columbia.
10.	Teaching Strategies and Classroom Realities.	Mc Closky M.G.	1971	New York. Printice-Hall Publication.
11.	Handbook of educational Technology.	Percival F, Ellington H. A	1988	Second edition.Kogan page.London. Nichos Publishing company.
12.	The concept of Educational Technology: A Dialogue with Yourself.	Richmond w k.	1970	Weidenfeld and Nicolson.
13.	Interaction between learning and development. In M. Gauvain & M. Cole (Eds.), Readings on the development of children.	Vygotsky, L.	1997	New York: WH Freeman & Company.



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14.	Managing to Learn.	Whitaker, Patrick.	1995	Cassell Villages House. London.
15.	Psychological Foundation of Teaching and Learning.	Wilson J A R. Robeck M C, Michael W.B.	1969	McGraw Hill Book Company.
16.	Panchaadi Progression: A Five-Step System for Skill Acquisition	Narulla Meenakshi	2023	Notion Press Media Pvt Ltd No,50, Chettiyar Agaram Main Road, Vanagaram, Chennai

- Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Learning Theories	http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories
2	Teaching Strategies in Flexible Learning	https://www.angelo.edu/faculty-and-staff/instructional-design/online-teaching/section_13.php
3	Paradigm Shift - The Role of Educational Technology and Internet in Indian Education System	http://www.progressiveteacher.in/a-paradigm-shift-in-the-education-system/



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NCBED03	PE-4: Knowledge and Curriculum - Part I	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Differentiate between key educational concepts like Knowledge, Skill, Information; Teaching and Training; Reason and Belief; and Para Vidya vs. Apar Vidya and explain their implications for educational practice.

CLO2: Apply the principles of self-learning like Empiricism and Intuitionism to construct personal knowledge.

CLO3: Explain the meaning of Curriculum, distinguish it from Syllabus, and evaluate curriculum using appropriate criteria and needs.

CLO4: Analyze the sociological bases of education, including the mutual relationship between education and society, and social factors influencing curriculum change.

CLO5: Examine modern values in education with reference to Dr. B.R. Ambedkar and incorporate values rooted in school practices through Critical Multiculturalism.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Basic Terms of Education	➤ Classroom Lecture	01
	A. Knowledge, Skill and Information		
	1 Knowledge, skill and information: Concept		
	2 Difference between Knowledge and skill	➤ Group Discussion	02
	B. Teaching and Training		
	1. Teaching and Training : Concept, Difference between Teaching and Training	➤ Self-Directed Learning	
	2. Reason and Belief : Concept, Difference between Reason and Belief		
	C. Para Vidya and Apar Vidya		
	1. Para Vidya : Concept , Subjects		
	2. Apar Vidya : Concept, Subjects		
	D. Self Learning : Principal of Knowledge		
	1. Empiricism		
	2. Intuitionism		



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II	Understanding Meaning of Curriculum A. Curriculum 1. Curriculum and Syllabus : Concept 2. Difference between Curriculum and Syllabus B. Curriculum Determinants 1. Aims of Curriculum 2. Place of Curriculum in Education Process C. Evaluation of Curriculum 1. Need for Evaluating Curriculum 2. Criteria for Evaluating Curriculum D. Self-Learning : Curriculum and Syllabus 1. Role of Curriculum in Effective Teaching Learning 2. Role of Syllabus in Value Education	➤ Classroom Lecture ➤ Collaborative Learning ➤ Reflective Practices	03
III	Social Bases of Education A. Sociological Bases of Education 1. Mutual Relationship between Education and Society 2. Social Factors responsible for Curriculum Change B. Modern values in Education with reference to Ambedkar 1. Equity and Equality 2. Individual opportunity and Social justice C. Values rooted in conventional and Daily School actives 1. Critical Multiculturalism: Concept 2. Advantages of Critical Multiculturalism D. Self-Learning: 'Democracy' as a value in School Program 1. Democratic Education 2. School Activities for developing value of democracy"	➤ Classroom Lecture ➤ Experiential learning ➤ Seminars ➤ Collaborative Learning,	04 05

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Analysis of NCF-SE 2023

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test



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Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2	10	1	2	5	8
II	3	10	2	2	4	8
III	4, 5	10	1	3	5	9
		30 2Hr/week	4	7	14	25

CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	1	-	1	2	-	1	-	-	2	2
CLO2	3	3	-	2	2	-	2	-	-	1	1
CLO3	2	2	2	1	1	1	-	1	-	2	3
CLO4	3	2	-	-	1	2	-	2	1	2	2
CLO5	3	2	-	1	3	3	1	-	3	3	1

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%



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• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Education in the emerging Indian Society	Aggarwal, J.C	2008	Shipra Publications: New Delhi
2	Development and planning of modern education	Aggarwal, J.C.	2001	Vikas Publishing House Ltd.New Delhi
3	અભ્યાસક્રમના સિદ્ધાંતો અને અભ્યાસક્રમ રચના	દેસાઈ અને દેખાતાવાલા	1984	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ અમદાવાદ
4	ઉદયમાન ભારત સમાજ મે શિક્ષક	પાંડે, રામશકલ	2007-08	અગ્રવાલ પબ્લિકેશન, આગ્રા
5	Ambedkar, B. R. (1992). Dr. Babasaheb Ambedkar: Writings and speeches	Education Department, Government of Maharashtra	vol 1-17	Education Department, Government of Maharashtra
6	Critical multiculturalism: Theory and praxis	May, S., & Sleeter, C. E. (Eds.).	2010	Routledge.
7	Sociology and education in the Indian context.	Pandey, V. C.	2005	Atlantic Publishers & Distributors

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Basic terms of Education	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf
2	Concepts of curriculum and knowledge	https://diksha.gov.in/
3	Meaning of Curriculum Evaluation	https://ciert.ncert.gov.in/activity/oere
4	Social bases and Values in Education	https://www.youtube.com/playlist?list=PLWaK35Hb6mwIRkCBj_dH4pKREqOYi0kOz
5	Para-Apara Vidya according to Indian Philosophy	https://www.swargarohan.org/mundaka/4-04



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NCBED04	CPS-4: Assessment for Learning	4-0-0	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, student teachers will be able to:

CLO1: Analyze assessment, measurement and evaluation.

CLO2: Design and categorize assessment, measurement and evaluation.

CLO3: Compute elementary statistics to assess learning and interpret its results.

CLO4: Apply various tools of evaluation.

CLO5: Design diverse techniques of assessment in teaching learning Process.

CLO6: Distinguish diverse techniques of assessment in teaching learning Process.

CLO7: Evaluate current practices, trends of evaluation and assessment.

CLO8: Create computer assisted test items based for present examination at secondary school level

Unit	Course Content	Learning Pedagogies	CO(s)
I	Assessment, Measurement and Evaluation A. Assessment 1. Concept, objectives and importance 2. Assessment of learning and Assessment for learning B. Measurement 1. Meaning and types 2. Scales of Measurement C. Evaluation 1. Concept and characteristics 2. Steps of evaluation process D. Self-learning 1. Difference between measurement and evaluation 2. Principles of Evaluation	Seminar, Case-Based Learning, Reflective Practices, Self-Directed Learning	01 02
	Elementary Statistics in Educational Evaluation A. Measures of Central Tendency 1. Mean, Median, Mode: Calculation 2. Importance and Limitation,	Classroom Lecture, Problem-Based	03



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	B. Percentile and Percentile Rank 1. Meaning, 2. Calculation and Interpretation C. Normal Probability Curve 1. Characteristics and uses 2. Kurtosis and Skewness D. Self learning 1. Prepare a database and use suitable statistics for the analysis and interpretation 2. Nature of data: grouped and ungrouped frequency distribution	Learning, Case-Based Learning, Micro- Projects, Reflective Practices, Experiential Learning	04
III	Tools of Assessment and Evaluation A. Rating Scale 1. Meaning and types 2. Uses and limitations B. Diagnostic test 1. Concept and construction 2. Uses and limitations C. Rubrics 1. Concept 2. Uses D. Self learning 1. Anecdotal: Meaning and uses 2. Meaning of Achievement test, Difference between Diagnostic test and Achievement test	Research- Oriented Learning, Case-Based Learning, Classroom Lecture, Inquiry- Based Learning, Experiential Learning, Self-Directed Learning	05 06
IV	Techniques of Assessment A. Techniques of Assessment: Formative and Summative Assessment according to NEP-2020 1. Concept and its techniques 2. Uses B. Observation 1. Meaning and types 2. Uses and limitations C. Self-assessment and Peer assessment 1. Concept and Uses 2. Differentiate between Self-assessment and Peer assessment D. Self learning 1. Meaning of observation and prepare an observation schedule selecting a topic. 2. Questionnaire: Concept, Characteristics, Merits and Demerits	Research- Oriented Learning, Case-Based Learning, Inquiry- Based Learning Experiential Learning, Self-Directed Learning	06 07



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Bachelor of Education (2 Years): Semester-II

V	Current Trends in Assessment and Evaluation A. Continuous Comprehensive Evaluation 1. Meaning 2. Uses B. Students' portfolio 1. Meaning 2. Uses C. Gradation by Assessment: GPA and CGPA 1. Meaning of GPA and CGPA 2. Absolute and relative grade system: Meaning and uses D. Self learning 1. Go through the CCE reports of five students and interpret about progress of the students. 2. Introduction of National Assessment Body: PARAKH, NBA, NAAC, NTA	Classroom Lecture, Research-Oriented Learning, Case-Based Learning, Experiential Learning, Self-Directed Learning.	07
VI	Students' Assessment A. Current Examination System 1. Present system, its limitations and suggestions for the improvement 2. Influence of current examination system on the learners and stakeholders B. Computer assisted item construction and assessment 1. Computer assisted construction and assessment of test items 2. Importance and Limitations C. Digital tools 1. Kahoot: Concept and uses 2. Quizizz: Concept and uses D. Self learning 1. Internal and External Assessment: Meaning, Merits and Demerits. 2. Reflection on present examination system prevailing at secondary school level.	Seminar, ICT-Enabled Learning, Reflective Practices.	07 08

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Blueprint (Any one from CPS 5 / CPS 6)

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test



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• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2	08	2	2	4	8
II	3, 4	14	2	2	6	10
III	5, 6	08	2	2	5	9
IV	6, 7	08	1	2	6	9
V	7	08	2	2	4	8
VI	7, 8	14	0	2	4	6
		60 4Hr/week	9	12	29	50

• CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3		3							
CLO2		3	3	2	2		2				
CLO3						3	3			2	2
CLO4			3	3	2	2					3
CLO5		3	3	3		2	2	2		2	3
CLO6		3	3			2	2		2	2	2
CLO7	2	3	3	3		2	2	2			3
CLO8		3	3	3		3					3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Evaluation in Schools	Dandekar, W. N.	1971	Vidhya Prakashan.
2	Essentials of Educational Measurement.	Ebel, R. L. & Fresbie, D. A	2009	New Delhi: PHI Learning Pvt. Ltd.
3	Statistics in Psychology and Education.	Garrette, H. E.	1969	Vakils Fefferand Simons Pvt. Ltd
4	Applied Statistics for Education.	Gupta, S. K.	1994	Mittal Publications.
5	Educational Evaluation.	Mehta, S. J. & Shah, I. K.	1982	Anand Prakashan (Gujarati)
6	Educational Measurement and Evaluation.	Rani, P.	2004	New Delhi: Discovery Publishers.
7	Measurement, Evaluation and Statistics in Education.	Rawat, D. S	1970	New Raj Book Depot
8	Measurement and Assessment in Education.	Reynolds, C. R., Livingston, R. B. & Willson, V.	2011	PHI Learning Pvt. Ltd., New Delhi

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	CCL, IIT Gandhinagar – Centre for Creative Learning	https://ccl.iitgn.ac.in
2	DIKSHA - Digital Infrastructure for Knowledge Sharing	https://diksha.gov.in
3	Sakshat – A One Stop Education Portal, MHRD, Govt. of India	https://sakshat.ac.in
4	SWAYAM - National Online Education Platform	https://swayam.gov.in



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5	Education.com – Learning Resources, Worksheets and Activities	https://www.education.com
6	Difference-between-measurement-and-evaluation	https://keydifferences.com/difference-between-measurement-and-evaluation.html
7	Teaching and Learning Solutions	https://www.educatorred.com/CourseResource/course/100126/160932/Resource_Not%20Everything%20that%20Counts.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED01	CPS-5: Pedagogy of Gujarati	2-0-0	60	04

• Course Learning Outcomes (CLOs)

આ કોર્સ પૂર્ણ કર્યા પછી પ્રશિક્ષણાર્થીઓ સક્ષમ બનશે....

CLO1: ભાષાના વિભિન્ન સ્વરૂપોની સ્પષ્ટતા કરે

CLO2: માતૃભાષાનું મહત્વ પ્રવર્તમાન પરિપ્રેક્ષ્યમાં સ્પષ્ટ કરે.

CLO3: માતૃભાષા પ્રત્યે વર્તમાન પરિસ્થિતિમાં સેવાતી ઉપેક્ષાના કારણો શોધી તેના નિવારણ માટે યોગ્ય ઉપાયો હાથ ધરે.

CLO4: માતૃભાષાના શિક્ષક તરીકે અપેક્ષિત સજ્જતાઓ અને મૂળભૂત કૌશલ્યો વિકસાવે.

CLO5: અર્વાચીન સાહિત્યકારો અને સ્વરૂપોનું અધ્યયન કરે.

Unit	Course Content	Learning Pedagogies	CO(s)
I	ભાષાનું સ્વરૂપ અને માતૃભાષા શિક્ષણ	- Classroom Lecture (CL)	01
	અ. ભાષાની પરિભાષા, સ્વરૂપ અને વિકાસ	- Seminars	02
	૧. ભાષાની પરિભાષા અને સ્વરૂપો	- Collaborative Learning	
	૨. ભાષાની લાક્ષણિકતાઓ અને ભાષા વિકાસને અસર કરતાં પરિબળો	- Self-Directed Learning	03
	બ. માતૃભાષાનું મહત્વ અને માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષા		
	૧. માતૃભાષાનું મહત્વ		
	૨. માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાનાં કારણો અને દૂર કરવાના ઉપાયો		
	ક. માતૃભાષાનું શિક્ષણ અને માતૃભાષાનો શિક્ષક		
	૧. ભાષા શબ્દના વિવિધઅર્થો, ભાષા અને વાણી		
	૨. માતૃભાષા શિક્ષકની સજ્જતા		
	ડ. સ્વઅધ્યયન- ભાષાના ઘટકો અને ભાષામાં શબ્દભંડોળ		
	૧. ભાષાનાં ઘટકો અને મહત્વ		
	૨. ભાષામાં શબ્દભંડોળનું મહત્વ		



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II	માતૃભાષાના મૂળભૂત કૌશલ્યો અ. શ્રવણ કૌશલ્ય ૧. શ્રવણ કૌશલ્યની સંકલ્પના અને મહત્વ ૨. શ્રવણ કૌશલ્ય વિકાસ માટેની સહઅભ્યાસિક પ્રવૃત્તિઓ બ. કથન કૌશલ્ય ૧. કથન કૌશલ્યની સંકલ્પના અને મહત્વ ૨. કથન કૌશલ્ય વિકાસ માટેની સહઅભ્યાસિક પ્રવૃત્તિઓ ક. વાચન કૌશલ્ય ૧. વાચન કૌશલ્યની સંકલ્પના અને મહત્વ ૨. વાચન કૌશલ્ય વિકાસ માટેની સહઅભ્યાસિક પ્રવૃત્તિઓ ડ. સ્વ- અધ્યયન- લેખન કૌશલ્ય ૧. લેખન કૌશલ્યની સંકલ્પના અને મહત્વ ૨. લેખન કૌશલ્ય વિકાસ માટેની સહઅભ્યાસિક પ્રવૃત્તિઓ	- Classroom Lecture (CL) - Seminars - Collaborative Learning - Self-Directed Learning	04
III	પાઠ્યપુસ્તક, વ્યાકરણ અને અર્વાચીન સાહિત્ય અ. સંધિ અને સમાસ ૧. સંધિનાં પ્રકાર: સ્વર સંધિ અને વ્યંજન સંધિ, વિસર્ગ સંધિ ૨. સમાસનાં પ્રકાર: દ્વંદ્વ સમાસ, દ્વિગુ સમાસ, મધ્યમપદલોપી સમાસ, બહુવ્રિહી સમાસ, બ. લેખન (અપઠિત) ૧. અહેવાલ લેખન અને નિબંધ લેખન ૨. વિચારવિસ્તાર અને સંક્ષેપીકરણ ક. ધોરણ ૯ નું પ્રવર્તમાન સંપૂર્ણ પાઠ્યપુસ્તક ડ. સ્વ- અધ્યયન ૧. અર્વાચીન સાહિત્ય સ્વરૂપો- નવવિકા, ઉર્મિકાવ્ય ૨. અર્વાચીન સાહિત્યકારો- ઝવેરચંદ મેઘાણી, રાવજી પટેલ	- Classroom Lecture (CL) - Seminars - Collaborative Learning - Self-Directed Learning	05 06

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test



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Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2, 3	8	1	2	4	07
II	4	12	1	2	5	08
III	5, 6	10	2	2	6	10
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		2	2	2		2		2		
CLO2			3		2		2			
CLO3	2	2		3		2				
CLO4			2		2			1		
CLO5		2		2			3			
CLO6	2					2		3		

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%



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• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	ગુજરાતી વિષયવસ્તુનું અધ્યયન (પાંચમી આ.)	પટેલ, મો. અને અન્ય	૨૦૦૪	અમદાવાદ : બી.એસ. શાહ પ્રકાશન
2	ગુજરાતીનું આદર્શ અધ્યાપન	પટેલ, અ.	૨૦૦૪	અમદાવાદ : વારીષેણ પ્રકાશન
3	ગુજરાતી વિષયવસ્તુ	રાવલ, ન.બ.	૨૦૦૫	અમદાવાદ : નીરવ પ્રકાશન
4	અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ (બીજી આવૃત્તિ)	ત્રિવેદી, ર.	૨૦૦૩	અમદાવાદ : ગુજરાતી સાહિત્ય પરિષદ.
5	વ્યાકરણ વિમર્શ (બીજી આવૃત્તિ)	દેસાઈ, ઊ.ધ.	૨૦૧૨	અમદાવાદ : યુનિવર્સિટી ગ્રન્થ નિર્માણ બોર્ડ.

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	ગુજરાતી જ્ઞાનકોષ	www.bhagwadgomandl.com
2	ગુજરાતી ડિક્શનરી	www.gujaratiexicom.com
3	અંગ્રેજી અને ગુજરાતી ભાષા ડિક્શનરી	www.shabdkosh.com



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED02	CPS-5: Pedagogy of English	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO 1: Design effective unit plans and lesson plans for English language teaching using pedagogical principles.

CLO 2: Analyze the professional competencies and personal attributes required for an effective English teacher in contemporary classrooms.

CLO 3: Evaluate and integrate authentic materials and Computer Assisted Language Learning in English teaching.

CLO 4: Compare and critically evaluate major methods and approaches of English language teaching.

CLO 5: Design co-curricular and remedial teaching strategies for improving English language skills

CLO 6: Apply grammatical structures and language usage rules in communication and academic writing.

CLO 7: Demonstrate proficiency in reading comprehension, poetry interpretation and academic writing skills.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Lesson Planning	- Classroom Lecture	01
	A. Unit Planning 1. Concept of Unit planning 2. Merits of Unit planning	- Activity-Based Learning - Task-Based Language Teaching	02
I	B. lesson plan: 1. Poetry lesson plan: Introduction, Activities, comprehension Activity, Evaluation, Vocabulary scheme 2. Writing Composition: Introduction, Brain storming, Collection of ideas, Classification: of ideas, Paragraphing, Framing Beginning and End, Evaluation	- Collaborative Learning - Experiential Learning - Seminars - Case-Based Learning	
	C. Teacher of English 1. Personal attributes 2. Professional expertise	- Micro-Projects / Mini Research Tasks - E-Learning / Digital Learning	



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	D. Authentic Materials 1. Meaning and types of Authentic Materials 2. Computer Aided Language Learning (CALL)	- Demonstration Method	
II	Evolution of Language Teaching Methods A. Methods of ELT 1. Grammar Translation Method: Principles, Merits and Demerits 2. Direct Method: Principles, Merits and Demerits B. Evolving and Eclectic approach in teaching English 1. Meaning of Eclectic Approach in teaching English 2. Role of the teacher C. Enriching ELT and construction of test items 1. English language club: concept, activities 2. Development of test Items 1. Objectives types 2. Short answer and essay types D. Language Enhancement 1. Co-curricular activities for developing language skills 2. Concept of Remedial Teaching in English	- Classroom Lecture - Case-Based Learning - Problem-Based Learning - Drama & Role Play Method - Activity-Based Learning - Collaborative Learning - Research-Oriented Learning - Micro-Projects - Seminars - E-Learning / Digital Learning - Task-Based Language Teaching	03 04
III	A. Grammar in use 1. Active-passive Voice, Degree of comparison 2. Transformation of sentences B. Language in use 1. Translation of Sentences 2. Use of Vocabulary (std VI to X) C. Language Enrichment 1. Reading comprehension lesson from Std. 10 Textbook of English 2. Poems from Std. 10 Textbook of English D. Developing Writing 1. Report Writing 2. Letter writing	- Classroom Lecture - Activity-Based Learning - Experiential Learning - Task-Based Language Teaching - Language Lab Approach - Phonics Method - Vocabulary Building Strategies - Drama & Role Play Method - Collaborative Learning - E-Learning / Digital Learning - Seminars - Problem-Based Learning	05 06 07



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Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test

Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
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III	5, 6, 7	10	2	2	6	10
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	-	3	3	-	-	-	1	2	-	2	2
CLO2	2	2	2	-	1	2	-	-	-	2	-
CLO3	-	3	2	-	-	3	-	-	2	-	-
CLO4	2	3	3	2	2	-	2	2	1	2	-
CLO5	-	2	2	3	-	-	2	3	2	1	1
CLO6	-	2	-	-	3	3	-	1	-	-	2
CLO7	-	2	-	-	3	-	1	-	3	-	-

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	The Practice of English Language	T Jeremy Harmer 5th	5th Edition 2015	Pearson Longman
2	Learning Teaching: The Essential Guide to English Language Teaching	Jim Scrivener	3rd Edition 2011	Macmillan Education
3	Practical English Language Teaching	David Nunan	1st Edition 2003	McGraw-Hill
4	Teach English	Adrian, D	1986	Cambridge University Press
5	The Communicative Approach to Language Teaching.	Brumfit, C.J. and Johnson, K.	1985	ELBS Publication
6	Grammar practice activities a practical guide for teachers.	Penny, Ur.	1988	Cambridge, University Press of Cambridge.
7	English Language Teaching: Approaches, Methods, Techniques	Geetha Nagaraj	3rd Edition 2021	Orient BlackSwan Pvt. Ltd
8	Developing Communication skills.	Natraj, S.	2005	Vallabh Vidyanagar, Charutar Vidya Mandal
9	Techniques and Principles in Language Teaching Diane Larsen-Freeman & Marti Anderson 3rd Edition (2011) Oxford University Press	Diane Larsen-Freeman & Marti Anderson	3rd Edition 2011	Oxford University Press
10	Teaching English Grammar Modern Guide to An Interactive Approach	Krishnaswamy, N.	2006	T R. Publications, Chennai
11	Communication in the classroom	Keith, J. and Keith, M	1981	ELBS Publication
12	Communicative Language Teaching. An Introduction	Littlewood, W.	1981	Cambridge University Press
13	Language Teaching Games and Contents	Lee, W. R.	1987	Oxford University Press



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Bachelor of Education (2 Years): Semester-II

14	Teaching Practice Handbook - 1 Reference Book for ELT Teachers in Training.	Roger, G. and Steve W.	1983	ELBS Publication
15	An Interactive Grammar of Modern English	Verma, S. and Nagrajan H.	1999	Frank Bros & Co. Ltd, New Delhi

- Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	unit planning	https://www.teachingenglish.org.uk/sites/teacheng/files/J105_02_Planning_lessons_and%20courses_FINAL.pdf
2	Detailed step-by-step unit planning template with anchor texts,	https://www.facinghistory.org/sites/default/files/2024-03/ELA_Unit_Planning_Guide.pdf
3	Characteristics of Effective English Teachers	https://files.eric.ed.gov/fulltext/EJ752344.pdf
4	Eclectic Method	https://dspace.unza.zm/bitstreams/93a8651a-e081-44a7-96ad-bdcd348460e6/download
5	English Club	englishclub.com/esl-games/
6	Remedial Teaching	https://edurev.in/t/239838/Notes-Remedial-Teaching



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Bachelor of Education (2 Years): Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED03	CPS-5: Pedagogy of Mathematics	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Analyze and prepare effective teaching aids for Mathematics, and identify and use various learning resources effectively in teaching Mathematics according to the classroom situations.

CLO2: Organize co-curricular activities in Mathematics, and apply ICT tools and traditional games to enhance the quality of teaching Mathematics.

CLO3: Construct and use diagnostic tests, remedial teaching and formative evaluation techniques in Mathematics, and explain the relationship in Mathematics and other school subjects, professional qualities and role of a Mathematics teacher.

CLO4: Evaluate the Mathematics textbooks of Standard 8 and 9 on the basis of characteristics of a good Mathematics textbook, and describe the objectives and principles of Mathematics curriculum design at different stages of schooling and the concept and use of online tests.

CLO5: Analyze the mathematical concepts/contents and their logical inter-relationships included in the Standard-9 Mathematics textbook and explain their pedagogical sequence and relevance.

CLO6: Develop appropriate teaching-learning activities and instructional strategies for effective transmission of Mathematics contents in Standard-9 classroom.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Learning Resources and Co-curricular Activities in Mathematics	CL,	01
	A. Aids for Teaching Mathematics 1. Concept and Importance of Teaching Aids 2. Classification, Preparation and Use of Teaching Aids B. Learning Resources in Mathematics 1. Educational Videos and Movies, Magazines and Periodicals, Reference Books, Blogs and Websites, Apps and Softwares 2. Mathematics Laboratory and Mathematics Corner: Concept, Objectives, Importance and Uses	Micro-Projects, PBL, ICT-Enabled Learning, SDL	02



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	C. Co-curricular Activities in Mathematics 1. Mathematics Club: Concept, Objectives, Importance, Organisation and Activities 2. Mathematics Quiz, Mathematics Fair, Mathematics Olympiad, and Recreational Activities- Games, Puzzles, Riddles in Mathematics D. Self Learning 1. ICT in Teaching Mathematics: Scratch and GeoGebra (Concept, Application, Merits, Demerits) 2. Concept and Mathematical Significance of Traditional Games: Chaupar, Snakes & Ladders (Moksha Patam), Ganjifa		
II	Evaluation & Co-relation in Mathematics, and Mathematics Teacher A. Evaluation in Mathematics 1. Evaluation Tools: Meaning, Need and Use of Diagnostic Testing and Remedial Teaching in Mathematics 2. Various Techniques of Formative Evaluation in Mathematics and the Role of the Mathematics Teacher in It. B. Relationship in Mathematics and Mathematics Teacher 1. Mathematics: Relationship with Its Branches and Other School Subjects 2. Mathematics Teacher: Qualities, Qualification, Role and Professional Growth as per NEP 2020 C. Mathematics Textbook and Its Evaluation 1. Need and Importance of Textbook in Teaching Mathematics, Characteristics of Good Textbook, Evaluation of Textbook - External, Internal and other Characteristics, Evaluation of Mathematics Textbook of Standard 8th & 9th 2. Teacher Handbook and Student Workbook: Concept, Objectives and Importance D. Self Learning 1. Objectives and Principles for Designing the Curriculum of Mathematics at Different Stages of Schooling 2. Online Tests: Concept, Advantages and Limitations	CL, Seminars, CBL, PBL, ROL, RP, SDL	03 04
III	Mathematics Content Standard-9 Mathematics Textbook (GSEB): Published by Gujarat State Board of School Textbooks, Gandhinagar	PBL, CoBL, Experiential Learning, ICT-Enabled Learning, SDL	05 06



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Bachelor of Education (2 Years): Semester-II

Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test

Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2	11	1	2	4	07
II	3, 4	11	1	2	5	08
III	5, 6	8	2	2	6	10
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	–	3	–	3	2	2	2	2	1	1	2
CLO2	2	3	–	3	2	2	2	2	3	2	2
CLO3	2	3	3	2	3	3	2	2	2	1	3
CLO4	2	3	2	2	2	2	2	2	-	2	1
CLO5	2	3	–	2	2	2	2	2	2	2	1
CLO6	–	3	2	2	2	3	2	2	3	2	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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Bachelor of Education (2 Years): Semester-II

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	The Teaching of Mathematics in New Education.	Aiyangar & Kuppaswami, N.	1999	Universal Publication
2	The Teaching of Secondary Mathematics.	Butler, C.H. & Wren, K.H	1980	McGraw-Hill Book Co., New York
3	Measuring and Evaluating School Learning.	Carey, L.M.	1975	Allyn and Bacon, Boston
4	Curriculum and Teaching of Maths in Secondary Schools.	Dave, R.H. & Saxena, R.C.	1970	NCERT, Delhi
5	The Teaching of Mathematics.	Davis, D.R.	1951	Addison Wesley Press, London
6	Teaching Math Successfully.	Ediger, Mariow	2004	Discovery Publication
7	Ganit Shikshan.	Jain, S.L.	1973	Hindi Granth Academy, Jaipur
8	Modern Mathematics for Teachers.	Kapur, J.N.	1997	Arya Book Depot, New Delhi
9	Teaching Secondary School Mathematics.	Krulik, S. & Weise, I.B.	1975	W.B. Saunders Co., Philadelphia
10	How Children Learn Mathematics.	Lieback, Pamela	1984	Penguin Books
11	Teaching of Mathematics.	Mangal, S.K.	2007	Arya Book Depot, New Delhi
12	Teaching and Learning in Secondary School.	Moon, B. & Mayes, A.S. Eds.	1995	Routledge, London
13	The Teaching of Mathematics.	Sidhu, K.S.	1995	Sterling Publishers, New Delhi
14	શાળાકીય સર્વગ્રાહી મૂલ્યાંકન : શિક્ષક માર્ગદર્શિકા	જી.સી.ઈ.આર.ટી.	2014	જી.સી.ઈ.આર.ટી., ગાંધીનગર
15	નૂતન ગણિતનું અધ્યાપન	ભટ્ટ, શુક્લા અને પારેખ	2003	સી. જમનાદાસ કંપની, અમદાવાદ
16	ગણિતના અધ્યાપનનું પરિશીલન	શાહ, બી.એસ.	1987	બી.એસ. શાહ પ્રકાશન, અમદાવાદ



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Bachelor of Education (2 Years): Semester-II

- Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	CCL, IIT Gandhinagar – Centre for Creative Learning	https://ccl.iitgn.ac.in
2	DIKSHA - Digital Infrastructure for Knowledge Sharing	https://diksha.gov.in
3	Sakshat – A One Stop Education Portal, MHRD, Govt. of India	https://sakshat.ac.in
4	SWAYAM - National Online Education Platform	https://swayam.gov.in
5	Education.com – Learning Resources, Worksheets and Activities	https://www.education.com
6	Kendall Hunt Publishing – Educational Textbooks and Resources	https://www.kendallhunt.com
7	National Math Trail – Real-World Mathematics Problem Resources	https://www.nationalmathtrail.org
8	NCERT - National Council of Educational Research and Training	https://www.ncert.nic.in
9	NCTM - National Council of Teachers of Mathematics	http://www.nctm.org
10	The Math Guru – Online Mathematics Tutoring and Support	https://www.themathguru.ca



Bachelor of Education (2 Years): Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED04	CPS-5: Pedagogy of Economics	2-0-0	60	02

• **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Prepare evaluation tools according to the lesson in classroom teaching during practical lesson in Economics subject.

CLO2: Prepare question paper based on the blue prints in Economics subject.

CLO3: Use various methods according to lesson during the practical lesson in Economics subject.

CLO4: Prepare a report on the field work done on any unit of Economics subject.

CLO5: Prepare the procedure of constructing study club and make the list of activities of study club in Economics subject.

CLO6: Review the concept of diagnostic work and remedial work in Economics subject.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Economics: Evaluation Tools, Audio-Visual Aids and Methods A. Evaluation tools of Economics and Audio-visual Aids 1. Evaluation tools: Interview and Questionnaire: Meaning, merits and Demerits 2. Audio-Visual tools: Computer, Internet, Smart Board Maps, T.V., Radio, News Paper	Classroom Lecture (CL)	01
	B. Blue Print 1. Meaning and Characteristics 2. Steps and Construction C. Method of Teaching 1. Assignment Method: Meaning, characteristics, merits, demerits 2. Symposium Method: Meaning, characteristics, merits, demerits 3. Problem Solving Method: Meaning, characteristics, merits, demerits D. Self-Learning 1. Effective use of bulletin board as a visual tool	Seminars ICT-Enabled Learning	02



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Bachelor of Education (2 Years): Semester-II

	2. Key characteristics of IKS based group discussion in context of teaching Economics		
II	Field Work, Text book and Economics Study Club	Seminars	04
	A. Field work		
	1. Meaning and Importance \	Field Visit	05
	2. Visits to place of various field work and taking into consideration of field work		
	B. Diagnostic-Remedial Work	Collaborative Learning	06
III	1. Meaning, Stages		
	2. Differences between Diagnostic and Remedial	Experiential Learning	
	C. Economics study club		
	1. Meaning and Importance	Inquiry-Based Learning	
	2. Activities		
III	D. Self-Learning		
	1. Economics Room: Merits and Demerits		
	2. Visit of a firm and write a report of visit		
	Content	Self-Directed Learning	03
	Standard-12 Economics Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar	Collaborative Learning	
		Seminars	

Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test

Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2	9	1	2	4	07
II	4, 5, 6	12	1	2	5	08
III	3	9	2	2	6	10
		30 2Hr/week	4	6	15	25



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Bachelor of Education (2 Years): Semester-II

• CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2	2	3	1	1	–	1	–	1
CLO2	1	2	1	3	1	1	–	–	–	1
CLO3	1	3	3	2	1	2	–	2	1	1
CLO4	2	2	1	1	2	1	3	1	–	1
CLO5	1	2	2	1	3	1	1	1	2	2
CLO6	3	2	2	3	1	–	1	3	–	1

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	અર્થશાસ્ત્રના અધ્યાપનનું પરિશીલન	પટેલ, મોતીભાઈ મ. તથા અન્ય.	2006	બી.એસ.શાહ પ્રકાશન, અમદાવાદ
2	અર્થશાસ્ત્ર શિક્ષણ	ત્યાગી, ગુરુશરનદાસ	2009	વિનોદ પુસ્તક મંદિર, આગ્રા
3	Teaching of Economics	Aggarwal, J.C.	2007	Prakash Brothers Educational Publishers, Ludhiana
4	Learn and Teach Economics	Reddy, S.	2005	Authors Press, Delhi
5	Methods of Teaching Economics	Rudramambe, B.	2004	Discovery Publishers, New Delhi



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6	Teaching of Economics	Babu Muthuja	2009	Centrum Press, New Delhi
7	અર્થશાસ્ત્ર પાઠ્યપુસ્તક ધોરણ 11-12	ભટ્ટ, કાર્તિકેય એસ. તથા અન્ય	2017	ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
8	અર્થશાસ્ત્રનું અભિનવ અધ્યાપન	વોરા, એન.એ.અને અન્યો	2008	નીરવ પ્રકાશન, અમદાવાદ

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	National Council of Educational Research and Training	https://ncert.nic.in
2	e-Pathshala	https://ncert.nic.in
3	DIKSHA	https://diksha.gov.in
4	Khan Academy	https://www.khanacademy.org/economics-finance-domain
5	Reserve Bank of India	https://www.rbi.org.in



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Bachelor of Education (2 Years): Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED05	CPS-5: Pedagogy of Organisation of Commerce and Management	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Develop Innovative teaching Tools of Commerce.

CLO2: Design question Paper based on blue Print.

CLO3: Demonstrate various methods during practical lesson in commerce subject.

CLO4: Correlate Theoretical knowledge with actual management practices

CLO5: Evaluate the textbook of commerce subject according to internal and external characteristics.

CLO6: Organize and manage various activities related to commerce club.

CLO7: Develop the concept of the content of commerce subject.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Teaching Tools of Commerce and Audio-Visual aids (A) Teaching Tools of Commerce and Audio-visual Aids 1. Teaching Tools: Meaning and Uses 2. Audio-Visual Tools (Meaning and Uses in Education): Computer, Charts, T.V., Radio, News Paper, Magazine	Demonstration Method and Discussion Method	01
	(B) Blue Print 1. Meaning and Characteristics 2. Steps and Construction	Analysis and Synthesis	02
	(C) Method of Teaching (Meaning, Characteristics, Merits, Demerits and Conditions of Success) 1. Project Method: Meaning, Characteristics and Steps 2. Symposium Method and Problem-Solving Method	Seminars (Student-led and Faculty- moderate	03



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	(D) Self-Learning 1. Use of Internet as visual Teaching Aid 2. Comparison Method: Meaning, Characteristics, Merits, Demerits	Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	
II	Field Work, Text book and Commerce study club (2) Field Work 1. Meaning and Importance 2. Things to keep in mind while conducting a Field Visit	Field Visit	04
	(B) Text book 1. Concept and Characteristics 2. Importance and Criticism of textbook of Standard 12	Micro-Projects Tasks	05
	(C) Commerce Study club 1. Meaning and Importance 2. Activates	Project Method	06
	(D) Self-Learning 1 Comparison of Barter System and Digital Currency as a medium of exchange 2 Visit any one traditional Business unit and prepare report	Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	
III	Content Whole Text Book Content of Standard 12	Self-Directed Learning	07

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test



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Bachelor of Education (2 Years): Semester-II

Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2, 3	8	1	2	4	07
II	4, 5, 6	12	1	2	5	08
III	7	10	2	2	6	10
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO										PLO11
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	
CLO1					3		3		3	1	
CLO2			3		3						
CLO3			3		3		3				1
CLO4				2	3		2				2
CLO5	2	3					3				
CLO6					3	2		2			2
CLO7					3		3			2	

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%



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Bachelor of Education (2 Years): Semester-II

- Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Methods of Teaching Commerce	Rao, B., & Digumarti	2004	Discovery Publishing House
2	Teaching of Commerce: A Practical Approach	Aggarwal, J.C.	2004	New Delhi: Vikas Publishing House
3	Methods of Teaching Commerce	Venkates et. Al.	2004	New Delhi: Discovery Pub. House
4	Commerce Education in the Global Era.	Tiwari, S.A.	2005	Adhyayan Publishers
5	Teaching of Commerce.	Tomar, S.	2005	Agra: Vinod Pustak Mandir

- Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	NCERT BOOK – Business Studies /	https://ncert.nic.in/textbook.php?khbs1=1-11
2	Commerce and Business Studies	https://www.nios.ac.in/online-course-material/sr-secondary-courses/gujarati_medium_srsecondary.aspx
3	A book of Pedagogy of commerce	https://himpub.com/product/pedagogy-of-commerce-mumbai-univ/
4	A book of Pedagogy of commerce	https://www.shiprapublication.com/catalogue-info/726/pedagogy-of-commerce/shipra/
5	Pedagogy of Commerce: B.Ed. Notes	https://www.scribd.com/document/910215923/Pedagogy-Commerce



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Bachelor of Education Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED06	CPS-6: Pedagogy of Hindi	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO 1: recall the basic concepts related to Hindi teaching.

CLO 2: understand unit planning and the evaluation process.

CLO 3: apply methods of grammar teaching.

CLO 4: apply composition writing and language skill development in teaching.

CLO 5: analyse question papers, teacher qualifications, and literary elements.

CLO 6: evaluate teaching methods and literary forms.

CLO 7: demonstrate creativity in translation, word formation, and composition writing.

Unit	Course Content	Learning Pedagogies	CO(s)
इकाई-१	इकाई आयोजन एवं प्रश्नपत्र संरचना		
	अ. इकाई आयोजन १. इकाई आयोजन की संकल्पना एवं महत्व २. इकाई आयोजन के सोपान	व्याख्यान स्व-अध्ययन व्यक्ति अभ्यास	01 02
	आ. मूल्यांकन प्रक्रिया १. मूल्यांकन की संकल्पना, विशेषताएँ एवं महत्व २. मूल्यांकन की विधियाँ	सह अध्ययन	
	इ. व्याकरण एवं रचना लेखन १. आगमन प्रणाली, निगमन प्रणाली २. रचना लेखन की संकल्पना, दोष एवं उपाय		
	ई. स्व- अध्ययन आदर्श प्रश्नपत्र की लाक्षणिकताएँ एवं रचना लेखन १. आदर्श प्रश्नपत्र की लाक्षणिकताएँ २. रचना लेखन विकास की प्रवृत्तियाँ		



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इकाई-२	भाषाकीय कौशल		
	अ. पठन कौशल १. पठन कौशल की संकल्पना, महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ २. सस्वरपठन और मौनपठन का भेद आ. लिखित कौशल १. लिखित कौशल की संकल्पना, महत्व दोष उपाय एवं विकास की प्रवृत्तियाँ २. श्रुतलेखन और अनुलेखन का भेद इ. हिन्दी भाषा का शिक्षक १. हिन्दी भाषा शिक्षक की शैक्षिक एवं व्यावसायिक योग्यताएँ २. हिन्दी भाषा शिक्षक की भाषा सज्जता ई. स्व अध्ययन : हिन्दी के तद्भव एवं तत्सम शब्द और शब्दों का अर्थ स्पष्ट करने की विधियाँ १. तद्भव एवं तत्सम शब्द स्वरूप २. शब्दों का अर्थ स्पष्ट करने की विधियाँ	व्याख्यान संगोष्ठी समस्या समाधान	03 04
इकाई-३	व्याकरण, रचना लेखन एवं साहित्य स्वरूपों की समीक्षा		
	अ. व्याकरण एवं रचना लेखन १. वाक्य का अर्थ और प्रकार २. पत्र लेखन आवेदन पत्र, शिकायती पत्र आ. व्याकरण एवं साहित्यकार का परिचय १. विरामचिह्न, विशेषण, सर्वनाम २. महादेवी वर्मा, सुदर्शन इ. कक्षा ९वीं (द्वितीय सत्र) के पाठ्यपुस्तक से संबन्धित साहित्य स्वरूपों की समीक्षा ई. स्व-अध्ययन - कर्तृवाचक संज्ञा निर्माण और अनुवाद १. कर्तृवाचक संज्ञा निर्माण २. अनुवाद	सूक्ष्म आकलन संगोष्ठी स्वाध्याय	02 03 04 05 06 07

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test



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Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2	09	1	2	4	07
II	3, 4	09	1	2	5	08
III	2, 3, 4, 5, 6, 7	12	2	2	6	10
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1			3					
CLO2		2						
CLO3				2			2	
CLO4		2			3			
CLO5		3						
CLO6				2			2	
CLO7		2						

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%



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• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
१	हिन्दी शिक्षण	आर्या, एस	२००८	रजत प्रकाशन, नई दिल्ली
२	हिन्दी का अभिनव अध्यापन.	अंधारिया, रवीन्द्र	२०१२	अमोल प्रकाशन, अहमदाबाद
३	सामान्य हिन्दी.	बाहरी, हरदेव	२०११	जैन प्रकाशन मंदिर.
४	हिन्दी शिक्षण	चतुर्वेदी	२०१२	आर लाल बुक डिपो. मेरठ
५	भाषा, भाषा-विज्ञान और राजभाषा हिन्दी.	दुबे, महेन्द्रनाथ	२०१०	पटना पानी प्रकाशन.
६	सीखने की विधियों	गुप्ता	२०१२	कान्सेष्ट पब्लिशिंग प्रा.ली. दिल्ली
७	हिन्दी अध्यापन पद्धति	जोशी, हरिकृष्ण	२००५	अनडा प्रकाशन, अमदाबाद
८	हिन्दी शिक्षण,	कृष्णबिरसिंग	२००७	यूनिवर्सिटी बुक हाउस, जयपुर
९	राष्ट्र भाषा की शिक्षा.	मुखर्जी, श्रीधरनाथ	२०१०	विनोद पुस्तक भंडार, आगरा
१०	सफल हिन्दी शिक्षण.	नामदार	२००६	पुष्पांजली प्रकाशन, दिल्ली
११	हिन्दी का अभिनव अध्यापन	पटेल, पी.अ.	२००८	नीरव प्रकाशन, अमदाबाद।
१२	हिन्दी शिक्षण. :	पाण्डेय, रामशकल	२००३	विनोद पुस्तक भंडार, आगरा
१३	पाठ संकल्पना शिक्षण और नियोजन	पाण्डेय, रामशकल एवं रागिनी	२००७	पद्मा इंटरप्राइज़ मैसूर :
१४	हिन्दी अध्यापन ग्रंथ.,	प्रसाद, के. एन.	२०११	हिन्दी अकादमी पटना : बिहार
१५	हिन्दी का इतिहास.,	तिवारी, भोलानाथ	२०१०	पानी प्रकाशन, पटना

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	हिन्दी शिक्षा अध्यापन	https://drive.google.com/file/d/1nRX6n0eAe07vCEXZrdASH-yO3rOKEhYm/view
2	हिन्दी अध्यापन पद्धति	http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_hindi.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED07	CPS-6: Pedagogy of Sanskrit	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Plan and implement Sanskrit grammar lessons

CLO2: Organise and manage various co-curricular activities for development of Sanskrit language

CLO3: Demonstrate and exhibit qualities and professional competence as a teacher of Sanskrit

CLO4: Suggest solutions of classroom problems of students in teaching of Sanskrit

CLO5: Prepare and implement ICT-based lesson plans

CLO6: Organise various Subject club activities

CLO7: Implement basic concepts of Sanskrit Grammar in Classroom Practice

Unit	Course Content	Learning Pedagogies	CO(s)
I	Sanskrit Grammar lesson planning, and organization of co-curricular activities		
	(A) Sanskrit Grammar lesson planning 1. General and specific objectives of Sanskrit Grammar lesson 2. Steps of Sanskrit Grammar lesson planning: Introduction, Stating objective, Classroom activities, Evaluation, Homework	CL Experiential Learning	01 02
	(B) Methods of teaching Sanskrit Grammar lesson 1. Inductive Method: Concept, advantages, limitations 2. Deductive Method: Concept, advantages, limitations	Collaborative Learning Experiential Learning	05 06
	(C) Place of Sanskrit language at school level 1. Place of Sanskrit language at school level and Measures to disseminate and propagate Sanskrit language. 2. Co-curricular activities: list, planning, and implementation	CL Experiential Learning	07



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	(D) Self-Study 1. Visit to places related to Sanskrit language 2. ICT based Sanskrit lesson planning	Institutional Visit ICT based Tasks	
II	Sanskrit Teacher, Sanskrit Club, and Classroom Problems and solutions		
	(A) Sanskrit Teacher and Sanskrit Club 1. Sanskrit Teacher: desired virtues and Professional Competence. 2. Activities of Sanskrit Club	CL	
	(B) Memorization 1. Common errors in memorization 2. Remedies to remove Common errors in memorization	Experiential Learning	03
	(C) Oral Expression 1. Errors in oral expression 2. Remedies for improvement in oral expression	PBL	04
	(D) Self-Study 1. Spelling: Errors in Spelling 2. Remedies to remove spelling mistakes	PBL	06
III	Sanskrit Grammar (Based on Standard-9 Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar)		
	(A) कृदंत परिचय, धातुरूप, गणकार्य विशिष्टः १,४,६,१० 1. सामान्य भविष्यकालः परस्मैपद, आत्मनेपद, आज्ञार्थः परस्मैपद, आत्मनेपद 2. हेत्वर्थ कृदंत, संबंधक भुतकृदंत, विध्यर्थ कृदंत	Practice-based Tasks	01
	(B) समासः, उपसर्ग 1. समासः द्वंद्व समास, बहुव्रीहिसमास, द्विगुसमास, अव्ययीभावसमास 2. उपसर्गः सूचि, प्रयोग	Concept Exploration Tasks	03
	(C) कवि-कृति परिचयः, निबंध लेखनः 1. कवि-कृति परिचयः आदिकवि व्यास, महाकवि शूद्रक, महाकवि भास 2. निबंध लेखन - वलभी विद्यास्थानम् - संस्कृतभाषायाः वैशिष्ट्यम् - आचार्य चरकः	Practice-based Tasks Seminars Concept Exploration Tasks	07
	(D) स्व- अध्ययन 1. विचार विस्तार 2. अव्ययः सूचि, प्रयोग	Guided Readings	



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Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test

Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2, 5, 6, 7	10	1	2	4	07
II	3, 4, 6	10	1	2	5	08
III	1, 3, 7	10	2	2	6	10
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	-	3	3	-	2	-	-	2	-	2	3
CLO2	2	-	2	-	3	-	-	-	3	-	2
CLO3	2	3	2	-	2	-	-	-	-	2	3
CLO4	-	2	-	2	-	-	3	3	-	-	2
CLO5	-	2	3	-	-	3	-	-	-	-	2
CLO6	-	-	2	-	2	-	-	-	3	-	2
CLO7	-	3	2	-	3	-	-	2	-	-	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	પ્રશિષ્ટ સંસ્કૃત સાહિત્યનો ઇતિહાસ	પ્રો. અમૃત મ. ઉપાધ્યાય	2016	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
2	સંસ્કૃતનું અધ્યાપન	શાસ્ત્રી જયેન્દ્ર દવે અને અન્ય	1987-88	બી. એસ. શાહ પ્રકાશન અમદાવાદ
3	સંસ્કૃતનું અધ્યાપન	સી કે આકુવાલા	1963	ભારત પ્રકાશન અમદાવાદ
4	સંસ્કૃત નું વિષયવસ્તુ	સી કે આકુવાલા	1976- 77	જય પ્રકાશન એન્ડ કંપની અમદાવાદ
5	સમાસ:	મહાબલેશ્વરભટ્ટ	૨૦૧૫	સંસ્કૃત ભારતી બેંગ્લુરુ
6	બૃહદ અનુવાદ ચંદ્રિકા	ચક્રધર નૌટિયાલ 'હંસ' શાસ્ત્રી	૧૯૬૨	મોતીલાલ બનારસીદાસ, દેહલી, પટના, વારાણસી
7	સંસ્કૃત શિક્ષણ	રામશકલ પાંડે	૧૯૭૭	વિનોદ પુસ્તક મંદિર, આગ્રા
8	लघु सिद्धांत कौमुदी चन्द्रकला व्याख्या	डॉ. अर्कनाथ चौधरी	૨૦૨૦	જગદીશ સંસ્કૃત પુસ્તકાલય, જયપુર
9	સંસ્કૃત શિક્ષણ	પ્રો. ઇન્દ્રદત્ત ડનિયાલ	૨૦૦૮	વિશ્વેશ્વરનાનન્દ વૈદિક શોધ સંસ્થાન
10	સંસ્કૃત શિક્ષણ	ડૉ.શકુંતલા સૈની	૨૦૨૫	યૂનિવર્સિટી બુક હાઉસ, પ્રા. લિ.
11	વ્યાવહારિક સંસ્કૃત વ્યાકરણ સંહિતા	-	૨૦૧૩	ગોયલ બ્રધર્સ પ્રકાશન
12	Language Teaching	Robert Lado	1961	Longman, London
13	Teaching of Sanskrit	D. G Apte	1961	Padma Publication. Bombay
14	Teaching Of Sanskrit	D. G. Apte	1961	Padma Publication, Bombay
15	A new Approach to Teaching of Sanskrit	V.P. Bokil and N. K. Parasnis	1967	Ramlal Kapoor traust
16	The tested easiest Methods of learning and Teaching Sanskrit	Shri. Pt.Brahmadatta ji jijnusu	2024	New Delhi



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17	Sanskrit self-teacher	Shripad Damodar Satwalekar	2025	Swadhyay mandal, Gujarat
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- Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Sanskrit.	https://en.wikipedia.org/wiki/Sanskrit - About Sanskrit.
2	About Sanskrit	http://www.sanskrit.nic.in/about_sanskrit.php
3	Sanskrit vyakarana.	https://www.mycoaching.in/p/sanskrit.html
4	संस्कृत शिक्षण शास्त्र, (भाग-1)	https://uou.ac.in/sites/default/files/slm/CPS-6.pdf
5	संस्कृत का शिक्षा शास्त्र, उच्च - प्राथमिक स्तर)	https://scert.bihar.gov.in/public/uploads/deled_books/S-9-A4.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED08	CPS-6: Pedagogy of Social Science	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO 1: Utilize methods for teaching social science

CLO 2: Exhibit professional efficiency and skills of social science teacher

CLO 3: Prepare and organize social science club activities and use of social science room

CLO 4: Clarify about the uses of different teaching aids and evaluation tools in Elements of social science subject

CLO 5: Compare and analyse different museums through ICT.

CLO 6: Analyze the social science concepts/contents and their logical inter-relationships included in the Standard-9 social science textbook and explain their pedagogical sequence and relevance.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Social Science: Methods, Teacher as a Role Model and Social Science club		
	A. Methods 1. Project method and Tour method (Steps and Importance) 2. Exhibition method and Self Learning method (Steps and Importance)	Problem-Based Learning	01
	B. Teacher as a Role Model 1. Characteristics and skills 2. Professional Efficiency and Training	Classroom Lecture	02
	C. Social Science Club 1. Aims and Formation 2. Needs and Importance	Case-Based Learning	03
	D. Self-learning 1. Social Science club activities 2. Importance and Limitation of Exhibition Method	Self-Directed Learning	



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II	Teaching Aids, Evaluation and Social Science Room		
	A. Teaching Aids 1. Computer and Internet (Importance and Uses) 2. Magazine and Bulletin board (Importance and Uses) B. Evaluation 1. Concept of Evaluation and Importance 2. Types of questions (concept and construction) C. Social Science Room 1. Social Science Room: Importance and Decoration 2. Social Science Room: Uses and Limitation D. Self-Learning 1. Educational visit of Museum and reporting 2. Prepare an evaluation test by using Google form	Classroom Lecture Case-Based Learning Self-Directed Learning	04 05
III	Social Science Content		
	Social Science Standard-9 Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar	Collaborative Learning Self-Directed Learning	06

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2, 3	09	1	2	4	07
II	4, 5	09	1	2	5	08
III	6	12	2	2	6	10
		30 2Hr/week	4	6	15	25



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• CLOs – PLOs Matrix

CLO	PLO							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1				3				
CLO2			3		3			
CLO3		2		3				
CLO4						3	3	
CLO5						3	3	
CLO6			3					

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Teaching of Social Studies	Agrawal, J.C.	1995	Vikas Publishing House, New Delhi
2	Teaching Social Science in Secondary Schools	Bining, Arthur, C., and Bining, David, H.	1952	McGraw, Hill Book Company, Inc New York
	Teaching of Social Science Studies	Bais. N.S.		Jain Prakashan Mandir, Jaipur
3	Content-cum-Method of Teaching of Social Science	Dash, B.N.	2006	Kalyani Publication, New Delhi
4	Teaching Social Science	Haroon, S. (Edt.)	2012	Pearson, New Delhi



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5	Handbook for the Teaching of Social Studies. London	H. D. (ed.)	1981	Gareem Helm, UNESCO
6	The use and abuse of Social Sciences	Heller, F.	1986	Sage Publications, London
7	Methodology of Teaching Social Sciences	Joshi, D. (Edt.)	2012	Pearson, New Delhi
8	Teaching of Social Studies	Konli, A. S.	1996	Anmol Publications Pvt. Ltd., New Delhi
9	National Curriculum Frame Work (2005)			NCERT, New Delhi
10	NCERT's new textbook initiative			Sage Publications India Pvt. Ltd. New Delhi
11	Handbook of Social Science in the Elementary School	Preston, Ralph C.	1955	Rhinehartand Company, New York
12	Teaching of Social Science	Sahu, B.K.	2007	Kalyani Publishers, New Delhi
13	Teaching of Social Science	Taneja, V. K.	1992	Vinod Pub, Ludhiana
14	Understanding Social Science	Trigg, R.	1985	Basics Black Well, New York
15	Teaching of Social Science	Singh, Tirath	2013	SG Publication, Jalandhar
16	ધોરણ 6 થી 10નું પાઠ્યપુસ્તક		2025	ગુજરાત રાજ્ય પાઠ્ય પુસ્તકમંડળ, ગાંધીનગર
17	ઇતિહાસ શિક્ષણના આધુનિક વહેણો	દેસાઈ, ડી. દેસાઈ	1963	એ. આર. શેઠની કંપની, અમદાવાદ
18	ઇતિહાસ શિક્ષણની નવી ધરી	દેસાઈ, ડી., શેલત, એન., પંડિત, એચ.	1973	એ. આર. શેઠ કંપની, અમદાવાદ
19	સમાજ વિદ્યાનું આદર્શ અધ્યાપન	પંડ્યા, પી. શાહ. પી. પટેલ, બી... જયસ્વાલ, એન.,	2005	વારિષેણ પ્રકાશન, અમદાવાદ.
20	સામાજિક વિજ્ઞાનના અધ્યાપનનું પરિશીલન	પટેલ, એમ. પટેલ, બી. ચૌહાણ, બી.. પટેલ, આર.	2007	બી. એસ. શાહ પ્રકાશન, અમદાવાદ
21	સામાજિક વિજ્ઞાનનું અભિનવ અધ્યાપન.	પાઠક યુ. સોલંકી, સી. પટેલ કે. પટેલ જે.	2007	નીરવ પ્રકાશન, અમદાવાદ
22	ભૂગોળ શિક્ષણના આધુનિક વહેણો			એ. આર. શેઠની કંપની.
23	સામાજિક વિજ્ઞાનનું અધ્યાપન	શાહ, પી. મહિડા, જે.	2011	અમોલ પ્રકાશન, અમદાવાદ



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- Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Pedagogy of Social Sciences Upper Primary Stage	https://www.youtube.com/watch?v=GUDH_PpTSz4
2	Pedagogy of Social Sciences	https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf
3	Methodology of teaching social sciences D.El.Ed. N.I.O.S Study Stuff	https://youtu.be/rQrJNI_OOAo
4	Methods of Teaching Social science Pedagogy of social science	https://youtu.be/5VaDE8J5W9Q
5	Pedagogy of social science	https://onlinecourses.swayam2.ac.in/MethodsofTeachingSocialscience
6	Pedagogy of social science	http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20%20OF%20SOCIAL%20SCIENCE.pdf



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Bachelor of Education (2 Years): Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED09	CPS-6: Pedagogy of Science	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Design and deliver science lessons using the 5E Constructivist Model and Inquiry-based approaches to facilitate active knowledge building.

CLO2: critically evaluate science textbooks and demonstrate the experimental methods, tinkering labs to connect scientific theory with practical innovation.

CLO3: Identify the essential competencies of a science teacher and plan activities for their own professional development.

CLO4: Conduct a critical analysis of science textbook content to ensure alignment with specific instructional objectives and learning goals.

CLO5: Organize and manage science extension activities, such as science clubs, exhibitions, and field visits like botanical gardens or sky gazing.

CLO6: Apply the recommendations of NEP 2020 to foster a scientific temper and evidence-based attitude among secondary school learners.

CLO7: Critically evaluate the Class 9 science textbook for effective integration scientific concepts for learners.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Pedagogical Dimensions of Teaching Science		
	A. Approaches of teaching science		
	1. Inquiry approach: concept, steps, role of teacher and learner	Classroom Lecture	01
	2. Constructivist Approach: 5E Model: Concept, steps, developing lesson plan as construction of knowledge following 5E Model	Seminars	02
	B. Methods of teaching science		
	1. Demonstration method: Concept, Steps of Demonstration of experiment, merits and demerits	Collaborative Learning	



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	2. Experiment Method: Concept, types, merits and demerits C. Textbook and Correlation 1. Evaluation of science textbook 2. Correlation of science with its branches D. Self-Learning Approaches and Methods in learning science 1. Tinkering lab: Concept 2. Exploring ATAL Tinkering lab		
II	Science Teacher and Learning Resources A. Competencies of science teacher 1. Role of a science teacher in teaching science 2. Professional development of a science teacher B. Field Experiences and Learning Resources 1. Botanical Garden: Organization and Implications 2. Sky Gazing: Organization and Implications C. Extension Activities 1. Science Club: Objectives and Activities 2. Science Exhibition / Science Fair: Objectives and Activities D. Self-Learning 1. Recommendations of NEP:2020 for secondary school science teaching 2. Development of scientific attitude and scientific temper among learners	Classroom Lecture Seminars Collaborative Learning, Field Visit Experiential Learning	03 04 05 06
III	Science Content Standard-9 Science Textbook (GSEB): Published by Gujarat State Board of School Textbooks, Gandhinagar	Self-Directed Learning Collaborative Learning	07

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test



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Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2	12	1	2	4	07
II	3, 4, 5, 6	12	1	2	5	08
III	7	06	2	2	6	10
		30 2Hr/week	4	6	15	25

CLOs – PLOs Matrix

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1		3	3		2			2			
CLO2		3		3							2
CLO3					3						3
CLO4				3		2					
CLO5							2		3		3
CLO6										3	
CLO7		3		2							2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%



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Bachelor of Education (2 Years): Semester-II

• Suggested Learning Materials Books:

Sr. No	Title	Author(s)	Edition/Year	Publisher
1	Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II	National Council of Educational Research and Training	2013	NCERT
2	Cultural aspects of learning science. Part one	Aikenhead, W. W. (Ed. B. F. Tobin)	1998	Kluwer Academic Publisher
3	Science in Multi-Cultural Classroom: A guide to Teaching and Learning	Barba, H.R.	1997	Allyn and Bacon
4	Science Education and Culture: The Contribution of History and Philosophy of Science	Bevilacqua F, Giannetto E, & Mathews M.R. (Eds.)	-	Kluwer Academic Publishers
5	Socio-Cultural Perspectives on Science Education	Cobern, W. W.	1998	Kluwer Academic Publisher
6	Nurturing Science Talent in Villages (General Article in Current Science)	Deo, M.G. & Pawar, P.V.	2011	Current Science
7	Multicultural science Education: Theory, Practice, and Promise (Vol. 120)	Hines, S. M. (Ed.)	2005	Peter Lang
8	Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge	Lee, E. & Luft, J.	2008	International Journal of Science Education
9	Equity for Linguistically and Culturally Diverse Students in Science Education	Lee, O.	2003	Teachers College Record
10	Equity and Science Education Reform	Lynch, S. J.	2000	Lawrence Erlbaum Associates, Inc.
11	National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher	NCERT	2009-10	NCERT
12	Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education	Newsome, J. G. & Lederman, N. G. (Eds.)	1999	Kluwer Academic Publishers
13	Learning to Become an Effective Science Teacher (Reflective Teaching of Science 11-18)	Parkinson, J.	2002	Continuum
14	Globalization and Science Education: The Implications for Indigenous knowledge systems	Quigley, C.	2009	International Educational Studies



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15	Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences...	Rivet, A.E. & Krajick, J.S.	2008	Journal of Research in Science Teaching
16	Issues in Science Teaching	Sears, J. and Sorensen, P. (Eds.)	2000	Routledge Falmer
17	The Practice of Constructivism Science Education	Tobin, K. (Ed.)	1993	Lawrence Erlbaum Associates, Inc.
18	Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge	Van Driel, J.H.V., Beijaard, D. & Verloop, N.	2001	Journal of Research in Science Teaching
19	Dilemmas of Science Teaching: Perspectives on Problems of Practice	Wallace J. and Loudon W. (Eds.)	-	Routledge Falmer
20	History, Philosophy and Sociology of Science in Science Education: Results from the TIMSS	Wang, H. A and Schmidt, W. H.	2001	Kluwer Academic Publishers
21	વિજ્ઞાન અધ્યાપનનું પરિશીલન (ત્રીજી આવૃત્તિ)	જોશી એચ, લીખીયા, કે, શાહ, બી, શાહ, એચ. ભરૂયા, એન	2004	અમદાવાદ : બી.એસ. શાહ પ્રકાશન
22	વિજ્ઞાન શિક્ષણનો નૂતન અભિગમ (પ્રથમ આવૃત્તિ).	પટેલ. વી. જી.	1993	સુરત : સાહિત્ય સંકુલ.
23	વિજ્ઞાન શિક્ષણ	પાંડે, શશિકિરણ.	-	નई दिल्ली: वाणी प्रकाशन दरीयागंज.
24	વિજ્ઞાન શિક્ષણ (છઠા સંસ્કરણ)	રાવત, ડી.કે.એસ.	1971	आगरा: विनोद बुक मंदिर

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Pedagogy of Science: Physical Science Part I	https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf
2	Pedagogy of Science: Physical Science Part II	https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf
3	Innovative Science Teaching Methods	https://www.edsys.in/innovative-science-teaching-methods/
4	Arvind Gupta Toys	https://www.arvindguptatoys.com/
5	Teaching of Science (B.Ed. E-book)	http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf
6	Pedagogy and Practice: Teaching and Learning	https://www.pdfdrive.com/pedagogy-and-practice-teaching-and-learning-d17464309.html
7	Atal Tinkering Lab (Tinker.ly)	https://tinker.ly/atal-tinkering-lab/



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Bachelor of Education (2 Years): Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E02NEBED10	CPS-6: Pedagogy of Elements of Accounts	2-0-0	60	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Clarify about the uses of different evaluation tools in Elements of Accountancy subject.

CLO2: Analyse and prepare aids for teaching Elements of Accountancy and use justifiable teaching aids according to the classroom situations in the teaching-learning process.

CLO3: Use approaches and methods for teaching of Elements of Accountancy at the higher secondary stage.

CLO4: Prepare the blue print base test paper of accountancy.

CLO5: Formulate Accountancy club and arrange various activities under it.

CLO6: Evaluate Elements of Accountancy textbook of standard 12.

CLO7: Reflect on Accountancy evaluation practice in ancient India.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Accountancy: Evaluation Tools, Audio-Visual Aids and Methods	Classroom Lecture (CL)	
	A. Evaluation tools of Accountancy and Audio-visual Aids	ICT-Enabled Learning	01
	1. Meaning, Importance of Evaluation, Types of Evaluation tools		
	2. Audio-Visual tools: Computer, Smart board, Charts, Sample		02
	B. Blue Print		
	1. Meaning and Characteristics		03
	2. Steps of Construction of blue print base paper (GSHSEB format based)		
	C. Methods and Approaches of Teaching Accountancy		
	1. Assignment Method, Team Teaching Method: Meaning, characteristics, merits, demerits, Terms of success		04
	2. Approaches of Teaching accountancy: Journal approach, Ledger approach, cash book approach, Balance sheet approach.		



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	D. Self-Learning - Accountancy evaluation practice in ancient India: The Akshapatala & The "Audit" Process - Comparative method of teaching: Meaning, characteristics merits & Demerits		07
II	Field Work, Text book and Accountancy Study Club A. Field work - Meaning and Importance - Activities to be done under field work: planning, follow up B. Text book - Concept and characteristics - Importance and criticism C. Accountancy study club - Meaning and Importance - Activities under Accountancy Club D. Self-Learning - Formation of Accountancy study Club & Activities - Organize a field trip for the Account student teachers and prepare a report on it.	Collaborative Learning Reflective Practices Research-Oriented Learning	05 06
III	Elements of Accountancy Content Standard-12 (Part-1) Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar.	Self-Directed Learning	06

• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Construction of Test Items / Teaching Aids

(B) Summative Assessment (Assessment of Learning)

(a) Mid-term Test

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	1, 2, 3, 4, 7	09	1	2	4	07
II	5, 6	12	1	2	5	08
III	6	09	2	2	6	10
		30 2Hr/week	4	6	15	25



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• CLOs – PLOs Matrix

CLO	PLO								
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1				3	2		3	3	
CLO2			3			3			
CLO3		3	3	3					
CLO4			3	2			3		
CLO5	2	3			2		3		
CLO6				2		3	2	3	
CLO7	2								3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Submission, Assignments, Test.	50%
2	End-Semester Examination	Written Exam	50%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	નામાનાં મૂળતત્વો	Mistri M.R.	2010	Nirav Prakashan
2	નામાનાં મૂળતત્વોના અધ્યાપનનું પરિશીલન	Dr. Bhagwanbhai S. Patel and et.al.	2010	B.S.Shah prakashan
3	Teaching of Commerce and Accountancy Education (Volume 1)	Babu Muthuja , R. Usharani & Kiran Bala Prasad	2011	Centrum Press
4	નામાનાં મૂળતત્વો- વિષય પદ્ધતિ	R. K. Pandya & Bhavik shah	2009	Akshar Publication, Ahmedabad
5	Method of Teaching Accountancy	Verman, M. M	1979	New York: McGraw Hill.



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6	Teaching of commerce	Singh, Y.K.	2013	A.P.H. Publishing Corporation.
7	The Principles and Methods of Teaching	Bhatia and Bhatia	2024	DOABA Publications

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Teaching of Commerce and Accountancy Education (Volume 1)	https://www.amazon.in/Teaching-Commerce-Accountancy-Education-I-Muthuja/dp/9380252722
2	Financial Accounting book	https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en#
3	Pedagogy Of Commerce and Accountancy	https://www.amazon.in/PEDAGOGY-COMMERCE-ACCOUNTANCY-B-Ed-PERIANNAN-ebook/dp/B0F6SMDL63