



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-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NCBED01	EPC-1: Reading and Reflecting on Texts	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: Explain the concept of reading and classify its various types based on specific objectives.

CLO2: Describe the steps of the reading models to facilitate comprehension.

CLO3: Clarify the meaning of reflection and describe specific processes and strategies to develop reflective thinking.

CLO4: Identify reflection-generative segments within descriptive, literary, and educational texts.

CLO5: Discuss the critical role that specific types of questions play in fostering cognitive development and generating deeper reflection.

CLO6: Reflect on questions to develop higher-order thinking and cognitive development across a variety of text genres.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Reading and Process of Reflection	Interactive	01
	A. Reading	Classroom	02
	1. Meaning and Definition of Reading	Lecture	03
	2. Types of Reading (Objective Based)		
	B. Models of Reading	Collaborative	
	1. Reading model by William S Gray	Learning (Group	
	2. Reading Model by Robinson	Tasks, Peer	
	C. Process of Reflection	Discussion, Joint	
	1. Reflection: Concept	Presentations)	
	2. Strategies for Developing Reflection		
	D. Self -Learning:	Reflective	
	1. Readability: Concept	Practices	
	2. Components of Readability:	(Learning	
	Statement, Word, Abstract concepts, Inhibitor	Journals,	
		Reflective Notes,	
		Concept	
		Mapping)	
		Self-Directed	
		Learning (Guided	
		Readings,	
		Concept	
		Exploration	
		Tasks)	



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• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Book Review (Any one text studied during the course)

(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	10	4	3	3	10
II	4, 5, 6	10	-	2	6	08
III	4, 5, 6	10	-	2	5	07
		30 2Hr/week	4	7	14	25

• CLOs – PLOs Matrix

CLO	PLOs										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	-	-					-	-	-	
CLO2	2	-	-		3	-	-	-	-	-	
CLO3	2	-	-						2	-	
CLO4		3				-	-	-	-	-	
CLO5	-	-						3	-	2	
CLO6	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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• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/ Year	Publisher
1	The Third Wave, The Classic Study of Tomorrow	Alvin Toffler, Gujarati Translation by Kanti Shah Triju Moju,	1990	Bantam Books, USA Yagna Prakashan.
2	Multilingualism as a classroom	K. Heugh, A. Siegrühn, &P. Plüddemann (Eds.)	1995	Multilingual education for South Africa Heinemann Educational Books
3	Jonathan Livingston The Seagull, A Story	Bach, Richard, Translated in Gujarati by: Mira Bhat	1970 2009	Macmillan Publishers
4	Learning to read in American schools: Basal readers and content texts.	R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.),	-	Psychology Press.
5	Education For Character Building Gujarati (Charitrya Nirmaan Matenu Shikshan)	Joshi Kirit Translated by: Prafull Dave,		Vicharvalonu Publication
6	How Children Fail (Rev.Ed.) Penguin Gujarati (Balako Nishfal Shathi Nivde chhe?)	Holt, J., Gujarati Translation by Shinglot Kiran	1964	
7	Reading In Modern Education	Witty Paul	1949	D. C. Heath and Company: Bosten
8	Teaching And Learning Reading: A Pragmatic Approach	Swa by Barbara E.R.	1984	Little Brown and Company. Boston, Toranto
9	Mann Sathe Maitri	Thakar Vimla, Traslation By: Arvind Desai	1996)	Vimal Prakashan Trust, Ahmedabad Guj
10	Teaching Reading: A Human Process	Quandt Ivan J.	1977	Temple University, Rand McNally
11	Reading: Seventy-Five Years of Progress	Robinson H.M.	1966	University Of Chicago
12	Art Of Learning Gujarati Translation: Shikhavani Kala	Krishnamurti J. Translated By: Arvind Desai	1987	
13	Sidhdharha	Hermann Hesse Translator: Hilda Rosner,	1922, 1951	New Directions U.S.
14	How To Increase Reading Ability	Harris Albert J.	1961	Longmans, London
15	Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises	Grellet F.	1981	Cambridge University Press



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16	The Major Aspects of Reading	Gray William S.	1960	University Press of Chicago, Chicago
17	Strategies For Reading Success	Cheek Earl H.Jr., Collins M.D.	1985	Louisiana State University, Charles E. Merrill Publishing Company
18	Learning To Read Effectively and Efficiently	Ahuja P., Ahuja G.C.	1991	Sterling Publishers Private Limited
19	Angad no Pag	Dholakiya Hareesh	2016	Gurjar Sahitya Prakashan

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Letter to a Teacher: By the School of Barbiana (1970).	http://www.arvindguptatoys.com/arvindgupta/letter.pdf /College Publishing Company, Chicago
2	Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication.	www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NCBED02	PE-1: Childhood and Growing Up	4-0-0	120	04

• Course Learning Outcomes (CLOs)

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

CLO:1 The student teachers will criticise children's behaviour in a real situation.

CLO:2 The student teachers will justify the child's mental health and mental development in IKS

(Panchkosh).

CLO3: The student teachers will interpret theories of sex education, personality, adjustment, and motivation.

CLO:4 The student teachers will correlate the theories of learning by Piaget, Erikson, and Kohlberg.

CLO:5 The student teachers will differentiate between exceptional children and generous children and provide / create Educational Implication for Educationally Backward and Creative Children.

CLO:6 The student teachers will Justify types of Learning Disabilities and create educational activities for children with disabilities.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Child Psychology and Process of Child Development:	Seminars	01
	A. Child Psychology	(Student-led and Faculty-moderated)	02
	1. Child Psychology: Concept, Nature, Scope		
	2. Growth and Development: Concept, Principles of Development, Factors influencing Growth and Development (Heredity and Environment)		
	B. Child development	Collaborative Learning	
	1. Sequence of stages of human development	(Group Tasks, Peer Discussion, Joint Presentations)	
	2. Infancy: Characteristics, Educational Implications of Infancy		
	C. Childhood & adolescence		
	1. Childhood: Characteristics and Educational Implications		
	2. Adolescence: Concept of Adolescence in the Indian Context of Childhood.		
	D. Self-Learning		
	1. Observation of Children in Real Situations		
II	Different STAGES of Development of the Child:		
	A. Emotional development	Seminars	01
	1. Emotional development of the child: Concept, Factors affecting emotional development	(Student-led and Faculty-moderated)	02
	2. Childhood and emotional development, Educational Implications of the emotional development of the child	Case-Based	05



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	B. Mental development 1. Mental Health: Concept, Factors affecting mental health, Role of the teacher in the mental health of students 2. Mental development of the child: Concept, Factors affecting the mental development of the child C. Social development 1. Social development of the child: Concept, Social Maturity, Factors affecting the social development of the child 2. Adolescence and social development, Educational Implications of the social development of the child D. Self-Learning 1. Language development of the child: Concept Factors affecting language development, 2. Mental development of the child in IKS (Panchkosh)	Learning (CBL)	
III	Sex Education, Personality, Adjustment and Motivation: A. Sex education 1. Concept, objectives of sex Education. 2. Need for Sex Education, Role of the school for sex Education B. Personality and adjustment 1. Concept, Nature, Types of personality According to Yung 2. Adjustment: Concept, Factors affecting Adjustment-Home, School and Society C. Motivation 1. Concept, Nature 2. Types of Motivation, Maslow's Self-Realisation Theory. D. Self-Learning 1. Freud's Basic Ideas about Personality Factors affecting Personality	Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations) Experiential Learning (Community Engagement, Internship-linked Activities, Practice-based Tasks)	02 03 04
IV	Theories of Learning: A. Jean Piaget 1. Cognitive development of a child according to Piaget 2. Educational Implications of Piaget's Theory B. Erik Erikson 1. Stages of Personality Development According to Erikson 2. Educational Implications of Erikson's theory C. Lawrence Kohlberg 1. Kohlberg's theory of Moral development 2. Stages of Moral development and Moral thinking D. Self-Learning 1. Classification of Physical and cognitive characteristics	Classroom Lecture (CL) Micro-Projects/Mini Research Tasks	02 03 04



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	of Secondary school students according to the above principles 2. Classification of Physical and cognitive characteristics of emotional and social characteristics.		
V	Education of Exceptional Children: A. Exceptional children 1. Meaning and characteristics 2. Gifted children: Characteristics, problems of Gifted children, Education of Gifted Children B. Educationally backward and creative children 1. Educationally Backward Children: Meaning, Characteristics, Educational Implications 2. Creative Children: Meaning, Characteristics, Educational Implications C. Slow learner 1. Slow Learner: Meaning and Characteristics 2. Education of Slow Learners D. Self-Learning Mentally Retarded Children 1. Meaning and characteristics 2. Education of Mentally Retarded Learners	Problem-Based Learning (PBL) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	02 05 06
VI	Children with Learning Disabilities: A. Learning disability 1. Concept 2. Types of learning disabilities: Language, Reading, Writing, Calculation B. Dyslexia 1. Meaning, Reasons and Characteristics 2. Education for Children with Dyslexia C. Attention Deficiency Disorder (ADD) 1. ADD: Meaning, Reasons and Characteristics 2. Education for children with ADD D. Self-Learning Physically disabled children 1. Meaning, Characteristics 2. Education for Physically disabled children	Problem-Based Learning (PBL) Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	05 06

• Assessment Methodologies/Tools

(C) Formative assessment (Assessment for Learning)

- (b) Submission: Understanding the Learners (Observation and Interview-based Report of 5 students – Assignment to be submitted as a written Report)

(D) Summative Assessment (Assessment of Learning)

- (b) 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	6	2	2	2	06
II	1, 2, 5	6	2	2	4	08
III	2, 3, 4	8	3	2	4	09
IV	2, 3, 4,	8	3	2	5	10
V	2, 5, 6	4	2	3	4	09
VI	5, 6	4	2	2	4	08
		60 4Hr/week	16	20	34	50

CLOs – PLOs Matrix

CLO	PLO							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	02				01	03		
CLO2	03			02			01	
CLO3		03	01			02		
CLO4	02						03	01
CLO5				02	01			03
CLO6				02	01			03

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%
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• Suggested Learning Materials Books:

Sr. No.	Title	Author	Edition/ Year	Publisher
1	Child Development	Hurlock Elizabeth B.	1978	McGraw-Hill Book Company, New Delhi
2	Child Psychology	Mahmad Jafar	2004	APH Publishing Co-operation, New Delhi
3	Child Development and Education	Lada, Aidarora	1982	Progress Publishers, Moscow
4	Adolescent Psychology	Chaube, S.P.	1983	Vikas Publishing House Pvt. Ltd., Ghaziabad
5	Psychology of the child and the Adolescent	Watson, Robert, & Henry Clay Lindgren	4th ed., 1979	Collier Macmillan International, New York
6	અધ્યયન, અધ્યાપન અને વિકાસનું મનોવિજ્ઞાન	દોંગા, નાનુભાઈ	2001	નીરવ પ્રકાશન, અમદાવાદ
7	અધ્યાપન મનોવિજ્ઞાનમાં નવી દિશાઓ	દોંગા, નાનુભાઈ	2012	નિજન સંતો સેન્ટર, રાજકોટ
8	અધ્યેતાનો વિકાસ અને અધ્યાપનઅધ્યયન પ્રક્રિયા-	રાવલ, નરુભાઈ વી.	2003	નીરવ પ્રકાશન
9	શૈક્ષણિક મનોવિજ્ઞાન	શુક્લ, સતીષપ્રકાશ એસ.	2010	અગ્રવાલ પ્રકાશન, આગ્રા
10	અધ્યેતા, પ્રકૃતિ અને મનોવિજ્ઞાન	શુક્લ, સતીષપ્રકાશ એસ.	2012	અગ્રવાલ પ્રકાશન, આગ્રા
11	શિક્ષા મનોવિજ્ઞાન	માથુર, એસ.એસ.	1991	વિનોદ પુસ્તક મંદિર, આગરા
12	બાલવિકાસ એવં મનોવિજ્ઞાન	વર્મા, રાજેન્દ્ર	1998	સબલાઈમ પ્રકાશન, જયપુર
13	શિક્ષા મનોવિજ્ઞાન	વર્મા, રચના & સિંહા, એચ.એસ.	1996	એટલંટીક પબ્લિકેશન, નई દિલ્લી

• Online Resources (Open Source)

Sr.No.	Description of Resource(s)	Weblink
1	The Open University learning	https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content-section-1
2	SWAYAM	www.swayam.gov.in
3	Centre for Open Education	https://open.umn.edu/opentextbooks/subjects/psychology
4	General Psychology	www.egyancourse.ac.in



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NCBED03	PE-2: Contemporary India and Education	4-0-0	120	04

Course Learning Outcomes (CLOs)

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

CLO1: Construct the concept of education.

CLO2: Interpret the preamble and constitutional values.

CLO3: Perform the fundamental rights and duties of citizen.

CLO4: Integrate education policies into the teaching-learning process.

CLO5: Implement the perspectives of Indian educational thinkers.

CLO6: Propose solutions to the problems of equity in Indian schools.

CLO7: Strengthen unity in diversity through education.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Education	CL GD	
	A. Education - Meaning and Definition		01
	1. Indian Philosopher and Thinkers - Rabindranath Tagore - Dayanand Saraswati		
	2. Western Philosopher and Thinkers - John Dewey - Plato		02 03
II	B. Nature and Types of Values	CL SS FV	
	1. Formal and Informal		
	2. Non formal		
	C. Process of Education and its Aims		
	1. Process of Education		
	2. Aims of Education : Individual, Social		
	D. Self-Learning : Education		
	1. Nature of Education		
	2. Importance of Education		
	Constitution of India and Education		02
	A. Indian Constitution		
	1. Preamble		
	2. Constitutional Values		03
	B. Rights and Duties of Indian Citizens		
	1. Fundamental Rights		
	2. Duties of Indian Citizens		
	C. Rights of Education		
	1. Rights of Educational Bills		
	2. Provisions of Bills		



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	D. Self-Learning : Constitutional Rights 1. Constitutional Rights of Children 2. Constitutional Rights of Women		
III	Education in Contemporary India A. Kothari Commission and NEP 1986 1. Recommendations of Kothari Commission 2. Recommendations of NPE 1986 B. National Education Policy 2020 1. Structure of School Education (5+3+3+4) 2. Need, nature and implementation of Vocational Education C. Policy Framework for Marginalised Child 1. Objectives of <i>Sarva Shiksha Abhiyan</i> 2. Mid-Day Meal Project : Need & Importance D. Self-Learning : National Knowledge Commission 1. Formation of National Knowledge Commission 2. Objective of National Knowledge Commission	CL CLG	04
IV	Educational Philosophy of Indian Thinkers A. Mahatma Gandhi 1. The historical role of national education and the Wardha Education Resolutions 2. Importance of mother tongue and industry in education B. J. Krishnamurti 1. Concept of Education 2. Education for Transformation : Individual and Social C. Maharshi Aurobindo 1. Concept of Education 2. Principles of Education D. Self-Learning : Education Concept of other Indian Thinkers 1. Swami Vivekanand : Concept of Education 2. Dr. Sarvapalli Radhakrishnan : Concept of Education	ICT SS SRP	05
V	Contemporary Indian Schooling : Concerns and Issues A. Equality of Educational Opportunity : (with reference to Constitution of India) 1. Concept 2. Need B. Issues and Solution of Various Classes 1. Issues and Solution of SC & ST 2. Issues and Solution of Girls and Physically Challenged Children C. Equality in Schooling : Issues and Solution 1. Urban School : Issues and Solution with reference to Equality 2. Rural School : Issues and Solution with reference to Equality D. Self-Learning 1. Issues and Solution of SEBC 2. Issues of Government & Private School with reference to Equality	CL SS	06 02



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VI	Social Diversity and Education	CL MP/MRT SRP	07
	A. Concept of Society and Social Diversity 1. Society 2. Social Diversity B. Diversity of Different levels 1. Regions and Languages 2. Religions and Castes C. Role of Education 1. In the formation of Collective living 2. For Peaceful life D. Self-Learning: Social Changing 1. Concept 2. Role of School in Social Chang		

• Assessment Methodologies/Tools

(E) Formative assessment (Assessment for Learning)

(c) Submission: Tutorial / Survey / Seminar

(F) Summative Assessment (Assessment of Learning)

(c) 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	4	8	1	2	4	07
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VI	7	4	1	2	4	07
		60 4Hr/week	10	16	24	50

• CLOs – PLOs Matrix

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



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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.	Development and Planning of Modern Education	Aggarwal, J. C.	2003	Seventh revised Edition, New Delhi, Vikas Publication House Pvt. Ltd.
2.	Education in Emerging Indian Society	Aggarwal J. C.	2008	Shipra Publication, Delhi
3.	Basic Ideas in Education,	Aggarwal J. C.	2006	Shipra Publication, Delhi
4.	India: Economic Development and Social Opportunity	Amartya Sen and Jean Dreze	1977	Oxford India, Delhi
5.	Modern Indian Education and It's Problems	Bhatia R. L. And Ahuja B. N.	2004	Surjeet Publication, Delhi
6.	Contemporary India: A Sociological View, Chapter 5: Caste Inequalities in India Today	Deshpande, S.	2004	Pengain, New Delhi
7.	National Education Commission (1964-66)	Government of India (GOI)	1966	Ministry of Education, New Delhi
8.	National Policy on Education,	GOI	1986/ 1992	MHRD, New Delhi
9.	Right to Education Act 2009	GOI	2009	MHRD, New Delhi
10.	National Curriculum Framework.	NCERT	2005	MHRD, New Delhi
11.	શિક્ષણ વિચાર શ્રુંખલા	ત્રિવેદી આર. એસ., દવે જયેન્દ્ર શાસ્ત્રી અને પટેલ મોતીભાઈ મ.	...	બી.એસ. શાહ પ્રકાશન, અમદાવાદ



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12.	કેળવણીના તાત્વિક આધારો	દવે જયેન્દ્ર શાસ્ત્રી	૧૯૮૩	યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ અમદાવાદ
13.	ભારતનું સંવિધાન	દેસાઈ વિપુલ આર	૨૦૧૦	બુક સેલ્ફ અમદાવાદ
14.	મહાત્મા ગાંધીની ફિલસૂફી	પટેલ મણીભાઈ	૧૯૫૯	(પ્રથમ આવૃત્તિ), નવજીવન મુદ્રણાલય, અમદાવાદ
15.	શિક્ષણની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલા	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી	૧૯૭૮	બી.એસ. શાહ પ્રકાશન, અમદાવાદ
16.	ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી	૨૦૦૫-૦૬	બી.એસ. શાહ પ્રકાશન, અમદાવાદ
17.	શિક્ષણની વિસ્તરતી ક્ષિતિજો	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી	૧૯૯૯-૨૦૦૦	બી.એસ. શાહ પ્રકાશન, અમદાવાદ
18.	વિકાસમાન ભારતીય સમાજમાં શિક્ષણ	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી	૨૦૦૬-૦૭	બી.એસ. શાહ પ્રકાશન, અમદાવાદ
19.	શિક્ષણ ચિંતકોનું શિક્ષણ દર્શન	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી	૨૦૦૩-૦૪	બી.એસ. શાહ પ્રકાશન, અમદાવાદ
20.	શિક્ષણની મુક્ત પ્રગતિ- પદ્ધતિ	પટેલ સી.પી.	૧૯૮૬	(પ્રથમ આવૃત્તિ), સ.પ. યુનિવર્સિટી, વલ્લભ વિદ્યાનગર
21.	વિકાસમાન ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક	રાવળ નટુભાઈ	૨૦૦૪	નિરવ પ્રકાશન, અમદાવાદ

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Web links
1.	Sarva Shiksha Abhiyan – Framework for Implementation based on the Right of Children to Free and Compulsory Education Act. 2009 GOL	http://www.puefa.com/upefa.com/upefaweb/adm in/myuploads/ssa-frame-work-(revised)-9-6-2011.pdf
2.	Contemporary India and Education B.Ed. I Year Bharathidasan University Tiruchirappalli	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf
3.	Free Online Learning Classes for all (2020). Contemporary India and Education	https://www.learningclassesonline.com/2020/10/contemporary-india-and-education.html
4.	Government of India (2020). National Education Policy 2020. Ministry of Human Resource Development, New Delhi	https://ncf.ncert.gov.in/assets/uploadedfiles/documents/NEP_Final_English_0.pdf



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5.	ભારત સરકાર. (૨૦૨૦). રાષ્ટ્રીય શિક્ષણ નીતિ ૨૦૨૦, શિક્ષણ મંત્રાલય નવી દિલ્હી	https://www.education.gov.in/sites/upload_files/mhrd/files/nep/2020/GUJARATI.pdf
6.	GOI. (1968). NPE, 1968, MHRD, New Delhi	https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
7.	GOI. (1986). NPE, 1986, MHRD, New Delhi	https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE1986_H.pdf
8.	રાજ્ય અભ્યાસક્રમ રૂપરેખા: પાયાનો તબક્કો- ૨૦૨૪- ગુજરાત રાજ્ય (Gujarat State Curriculum Framework for Foundational Stage 2024)	https://ncf.ncert.gov.in/webadmin/assets/287a1908-136e-421b-b239-3f22f6d94d6a
9.	National Curriculum Framework for School Education 2023	https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NCBED04	CPS-1: Language across the Curriculum	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: Explain concept of communication, and derive characteristics of effective communication.

CLO2: Plan and implement Listening, Speaking, Reading and writing activities.

CLO3: Differentiate between home language and standard language and be able to give examples.

CLO4: Identify different types of texts, their characteristics and give examples.

CLO5: Implement appropriate strategies according to the needs of a multilingual classroom.

CLO6: Implement various techniques in the classroom according to the requirement the subject.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Concept, Nature and Communication		
	(A) Concept and nature of language 1. Concept of Language 2. Nature of language: Meaning, Characteristics and example of home language and standard language	CL	03
	(B) Language Across the Curriculum 1. Three Language Formula in context of NEP 2020 2. Importance of Three Language Formula	Peer Discussion	
	(C) Communication 1. Communication: Concept and Communication Cycle 2. Characteristics of Effective Communication	CL Concept Exploration	01
	(D) Self-learning 1. Comparison Between standard language and home language 2. Factors Affecting Communication	Tasks Guided Readings	
II	Language Skills and Classroom Communication		
	(A) Comprehension Skills 1. Listening Skill: Concept and characteristics 2. Reading Skill: Concept and characteristics	CL	02
	(B) Expression Skills 1. Speaking Skill: Concept, planning & implementation of school activities 2. Writing Skill: Concept, planning & implementation of school activities.	CL PBL	
	(C) Techniques of classroom communication 1. Group discussion and Symposia: concept, implementation in classroom 2. Questioning and Dialogue: concept, implementation in classroom	PBL	04



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	(D) Self learning 1. Planning and implementation of school activities for the development of listening and reading skills 2. Characteristics of speaking skill and writing skill	Concept Exploration Tasks	06
III	Types of Text and Multilingualism		
	(A) Analysis of different types of text-1 1. Expository text: meaning, characteristics and examples 2. Descriptive text: meaning, characteristics and examples (B) Analysis of different types of text-2 1. Transactional text: meaning, characteristics and examples 2. Narrative text: meaning, characteristics and examples (C) Multilingualism 1. Concept and characteristics 2. Interrelationship between language and culture (D) Self Learning 1. Difference between Expository Text and Descriptive Text. 2. Difference between Transactional text and Narrative Text	CL Peer Discussion CL Peer Discussion CL Concept Exploration Tasks	04 05

• Assessment Methodologies/Tools

(G)Formative assessment (Assessment for Learning)

(d) Submission: Content Analysis and Framing Comprehension Questions (Any one unit from CPS-2 / CPS-3)

(H)Summative Assessment (Assessment of Learning)

(d) 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, 3	11	2	2	4	08
II	2, 4, 6	11	2	4	4	10
III	4, 5	08	1	4	2	07
		30 2Hr/week	05	10	10	25

• CLOs – PLOs Matrix

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



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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	શાળા પ્રબંધ	મોતીલાલ પટેલ, જ્યેન્દ્ર દવે, મહેશચંદ્ર યાજ્ઞિક અને રવિન્દ્ર અંધારિયા	2003-2004	બી. એસ. શાહ પ્રકાશન. અમદાવાદ.
2	શૈક્ષણિક પ્રૌદ્યોગિકી અને પ્રબંધના આવશ્યક તત્ત્વો	સી.પી પટેલ, સતિષ પ્રકાશ શુક્લ, એસ. એ પટેલ, સંજય ઠાકર અને અન્ય	2003	વારિશેણ પ્રકાશન. અમદાવાદ.
3	Multilingualism as a classroom resource <i>Multilingual education for South Africa</i> (pp. 3– 7).	Agnihotri, R.K. in K. Heugh, A. Siegrühn, & P. Plüddemann	1995	Heinemann Educational Books
4	Role of the reader's schema in comprehension, learning and memory. - <i>Learning to read in American schools: Basal readers and content texts.</i>	R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.),	1984	Psychology Press.
5	Johnny can't talk, either: <i>The perpetuation of the deficit theory in classrooms.</i>	R.G. Eller	1989	The Reading Teacher
6	Ecology of multilingualism: language, culture and society.	H. R. Dua	2008	yashoda publication, Mysore
7	Language diversity in the classroom	J.Edward,	2010	Multilingual Matters.Bristol(UK)



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8	Multilingualism and Mother tongue education	D.P.Patanayak	1981	Oxford university press, UK
9	Education in a multilingual world	UNESCO	2003	UNESCO position paper, Paris
10	बहु भाषिकता, साक्षरता, भाषा शिक्षण एवं बौद्धिक विकास	रमाकांत अग्निहोत्री	2011	छत्तीसगढ़ पाठ्यपुस्तक निगम, रायपुर
11	Study of language: A Report	D.P. Patnayak	1986	NCERT, New Delhi.
12	पाठ्यचर्या में व्याप्त भाषा	कृष्णकान्त त्रिपाठी एवं अन्य	2017	उत्तराखण्ड मुक्त विश्व विद्यालय, हल्द्वानी
13	NCFSE 2023	Ministry of Education	2023	Ministry of Education, New Delhi

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	राष्ट्रीय शिक्षण नीति, २०२०. भारत सरकार	https://www.education.gov.in/sites/upload_files/mhrd/files/nep/2020/GUJARATI.pdf
2	Communication Skill for Teachers: An Overview, Retrieve from Online on 10/08/16 David Andrade. (2015).	http://www.communicationskillsworld.com/communicationskillsforteachers.html
3	The Importance of Communication in Education. Retrieve from Online on 15/08/2015	http://www.techlearning.com/blogentry/8716
4	Freddie Silver. (NA). Why Is It Important for Teachers to Have Good Communication Skills? Retrieve from Online on 11/08/16.	http://work.chron.com/important-teachers-good-communication-skills10512.html
5	Need for Multilingual Education in India Justification for a Learning Objective Fulfilled	https://www.education.gov.in/sites/upload_files/mhrd/files/nep/ABSS_2025_MKMSG.pdf
6	Indian languages	http://www.languageindia.com



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NEBED01	CPS-2: Pedagogy of Gujarati	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ એકમોનું પાઠ આયોજન બનાવે

CLO2: ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણના મહત્વને સ્પષ્ટ કરે.

CLO3: પાઠ આધારિત વિવિધ શૈક્ષણિક સાધનોની રચના કરે.

CLO4: અસરકારક અધ્યાપનકાર્ય માટે વિભિન્ન અધ્યાપન પદ્ધતિઓ અને પ્રયુક્તિઓનો વિનિયોગ કરે.

CLO5: ગુજરાતી વિષયના પાઠ્યપુસ્તકનું મૂલ્યાંકન કરે

CLO6: મધ્યકાલીન સાહિત્યકારો અને સ્વરૂપોનું અધ્યયન કરે

Unit	Course Content	Learning Pedagogies	CO(s)
I	માતૃભાષા શિક્ષણમાં પાઠ આયોજન ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણ	Classroom Lecture (CL)	01 02 03
	અ. માતૃભાષા ગુજરાતીમાં પાઠ આયોજન	Seminars	
	1. પાઠ આયોજનની સંકલ્પના અને મહત્વ 2. પાઠ આયોજનના સોપાનો		
	બ. પાઠ આયોજન અને એકમ આયોજન	Collaborative Learning	
	1. પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત 2. સામાન્ય હેતુ અને વિશિષ્ટ હેતુ વચ્ચેનો તફાવત		
	ક. ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણ	Self-Directed Learning	
	1. સામાન્ય અને વિશિષ્ટ હેતુઓ અને વર્ગ 2. વ્યવહાર		

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	૩. શૈક્ષણિક સાધનો અને પ્રવૃત્તિઓ ૬. સ્વઅધ્યયન-લેખનશિક્ષણ ૧. લેખનશિક્ષણની સંકલ્પના ૨. લેખનશિક્ષણના હેતુઓ અને વર્ગવ્યવહાર		
II	અ. દાર્શનિક(નિદર્શન)પદ્ધતિ ૧. દાર્શનિક(નિદર્શન)પદ્ધતિ: સંકલ્પના અને મહત્વ ૨. દાર્શનિક(નિદર્શન)પદ્ધતિમાં ધ્યાનમાં રાખવાની બાબતો બ. આગમન-નિગમનપદ્ધતિ ૧. આગમન-નિગમનપદ્ધતિની સંકલ્પના અને મહત્વ ૨. આગમન-નિગમનપદ્ધતિ આધારિત પાઠ રચના ક. કાવ્યગાન અને કાવ્યપઠન પ્રયુક્તિ ૧. કાવ્યગાન પ્રયુક્તિનો અર્થ અને વર્ગખંડમાં વિનિયોગ ૨. કાવ્યપઠન પ્રયુક્તિનો અર્થ અને વર્ગખંડમાં વિનિયોગ ૬. સ્વ-અધ્યયન ૧. ભાષામંડળની રચના અને સ્વરૂપ ૨. ભાષામંડળનું મહત્વ અને પ્રવૃત્તિઓ	Classroom Lecture (CL) Seminars Collaborative Learning Self-Directed Learning	04
III	પાઠ્યપુસ્તક, વ્યાકરણ અને મધ્યકાલીન સાહિત્ય અ. છંદ અને અલંકાર ૧. છંદ I. અક્ષરમેળ છંદ : પૃથ્વીમંદાકાન્તા, શિખરિણી, શાર્દૂલવિકીડિત II. માત્રામેળ છંદ: ચોપાઈ, હરિગીત, ઝૂલણા,	Classroom Lecture (CL) Seminars Collaborative Learning	05 06



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દોહરો 2. અલંકાર I. શબ્દાલંકાર: વર્ણાનુ પ્રાસ, અંત્યાનુ પ્રાસ, શબ્દાનુ પ્રાસ, આંતરપ્રાસ II. અર્થાલંકાર: ઉપમા, રૂપક, સજીવારોપણ, વ્યાજસ્તુતિ બ. નિપાત અને સંયોજક 1. નિપાતનો અર્થ અને પ્રકારો 2. સંયોજકનો અર્થ અને પ્રકારો ક. ધોરણ ૮નું પ્રવર્તમાન સંપૂર્ણ પાઠ્યપુસ્તક ડ. સ્વ-અધ્યયન: 1. મધ્યકાલીન સાહિત્ય સ્વરૂપો: પદ અને છપ્પા 2. મધ્યકાલીન સાહિત્યકારો : નરસિંહ મહેતા, મીરાંબાઈ	Self-Directed Learning	
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• Assessment Methodologies/Tools

(I) Formative assessment (Assessment for Learning)

(e) Submission: Workshop on Lesson Planning

(J) Summative Assessment (Assessment of Learning)

(e) 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	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



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• CLOs – PLOs Matrix

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

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	ગુજરાતીનું અભિનવ અધ્યાપન	આકૃવાલા, સી.કે. અનેકલ્યાણ	૧૯૭૦	અમદાવાદ : ભારતપ્રકાશન
2	માતૃ ભાષાનું અધ્યાપન	ત્રિવેદી, ર	૧૯૫૫	અમદાવાદ : રાવણીપ્રકાશન
3	ગુજરાતી વિષયવસ્તુ નું અધ્યયન	પટેલ, મો. અને અન્ય	૨૦૦૪	અમદાવાદ : બી.એસ. શાહપ્રકાશન
4	ગુજરાતીનું અભિનવ અધ્યાપન	રાવલ, ન.બ	૨૦૧૦	અમદાવાદ : નીરવપ્રકાશન
5	ગુજરાતી ભાષાનું વ્યાકરણ	વ્યાસ, યો.	૨૦૧૧	અમદાવાદ : નવસર્જન પ્રકાશન
6	અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા ભાગ ૧-૨-૩-૪	ઠાકર, ધી.	૨૦૦૬	અમદાવાદ : ગુર્જર પ્રકાશન

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	ગુજરાતી જ્ઞાનકોષ	www.bhagwadgomandl.com
2	ગુજરાતી ડિક્શનરી	www.gujaratiexicom.com



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3	અંગ્રેજી અને ગુજરાતી ભાષા ડીક્શનરી	www.shabdkosh.com			
Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Hours	Course credits
DSE	U2E01NEBED02	CPS-2: Pedagogy of English	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: Analyze and Evaluate the aims, objectives, and challenges of teaching English as a second language in diverse classroom contexts and their impact on learner achievement.

CLO 2: Design and demonstrate integrated language learning experiences by effectively combining Listening, Speaking, Reading, and Writing skills in meaningful contexts.

CLO 3 Evaluate and integrate the four language skills through meaningful activity based and Game based strategies for language proficiencies.

CLO 4: Create well-structured lesson plans by comparing and critically analyzing different approaches to English Language Teaching.

CLO 5: Create and critically evaluate innovative teaching aids, including ICT and AI-based tools, to enhance English language teaching and learner engagement.

CLO 6: Apply and critically analyze grammatical structures language functions and communication skills in real life situations and professional context.

Unit	Course Content	Learning Pedagogies	CLOs
I	Teaching of English A. Teaching of English as a second language - Importance of Teaching English as a second language - Problems of Teaching English as a second Language. B. Aims, Objectives and Basic language skills - General aims and specific objectives of teaching English. - Lesson based specific objectives. C. Language skills - Activities for developing Listening and Speaking - Activities for developing Reading and Writing D. Self-Learning - Role of Language games in learning second language. - Language Games for developing language skills.	- Classroom Lecture (CL) - Activity-Based Learning (ABL) - Language Games - Phonics Method - Vocabulary Building Strategies	01 02
II	Approaches, Lesson planning, textbook and Teaching Aids A. Approaches to English Language Teaching - Structural Approach: Concept, Principles, Merits, Demerits. - Communicative Approach: Concepts, Principles, Merits, Role of Teacher, Role of Learner. B. Lesson Planning - Reading Comprehension lesson: Content Analysis,	- Case-Based Learning (CBL) - Task-Based Language Teaching (TBLT) - Collaborative Learning (CLB) - AI enabled English learning	03 04



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	Introduction Activities, Comprehension Activity, Evaluation, Vocabulary Scheme. 2. Oral Communication lesson based on Language Functions. Input Activity, Practice Activity, Communication Activity, Evaluation Activity. C. Analysis of text book (std. VI to X) 1. Variety of activities and exercise 2. Classroom interaction and teaching learning process. D. Teaching aids and Reference Materials 1. Pictures, Dictionary and Thesaurus as reference Material 2. Role of AI in English Language Teaching	Application	
III	Language Enrichment A. Grammar in use 1. Parts of Speech, Tenses 2. Reported Speech B. Language Functions: Routine/ Professional situations 1. Greetings, Requesting, Gratitude, Expressing likes & Dislikes 2. Asking permission, making inquiries, Agree, Disagree C. Language Enrichment 1. Reading comprehension lesson from Std. 9 Textbook of English 2. Poems from Std. 9 Textbook of English D. Developing Writing 1. Essay writing 2. Applications	- Experiential Learning (EL) - Task-Based Language Teaching (TBLT) - Drama & Role Play Method - Collaborative Learning (CLB) - Vocabulary Building Strategies	05 06

• Assessment Methodologies/Tools

(K) Formative assessment (Assessment for Learning)

(f) Submission: Workshop on Lesson Planning

(L) Summative Assessment (Assessment of Learning)

(f) 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	12	1	2	4	07
II	3, 4	10	1	2	5	08
III	5, 6	08	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	PLO10	PLO11
CLO1	3	3	2	1	2	1	1	2	1	2	1
CLO2	2	3	3	2	3	2	1	2	2	2	2
CLO3	2	3	3	2	3	2	1	2	3	2	2
CLO4	2	3	3	2	2	2	2	2	2	3	3
CLO5	1	3	3	2	2	3	2	2	2	3	2
CLO6	2	3	2	2	3	3	1	2	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%

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition / Year	Publisher
1	Teach English	Adrian, D.	1986	Cambridge University Press
2	The Communicative Approach to Language teaching	Brumfit, C. and Johnson, K	1985	ELBS Publication
3	Grammar practice activities a practical guide for teachers.	Penny, Ur.	1988	Cambridge, University Press of Cambridge.
4	English Language Teaching Approaches Methods. Techniques.	Nagraj, G	3 rd Edi. 2021	Orient longman
5	Developing Communication skills.	Natraj, S.	2005	Vallabh Vidyanagar, Charutar Vidya Mandal
6	Teaching English Grammar Modern Guide to An Interactive Approach	Krishnaswamy, N.	2006	T R. Publications, Chennai
7	Communication in the classroom	Keith, J. and Keith, M.	1981	ELBS Publication
8	Communicative Language Teaching. An Introduction,	Littlewood, W.	1981	Cambridge University Press



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9	Language Teaching Games And Contents ,	Lee, W.R.	1987	Oxford University press
10	Teaching Practice Handbook - 1 Reference Book for ELT Teachers in Training.	Roger, G. and Steve W.	1983	ELBS Publication
11	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	Communicative Approach	Professor Jack C. Richards – The official website of educator Jack C Richards
2	Role of AI in English Language Teaching	https://ai-for-all.in/#/home
3	Methods of English language Teaching	https://ebooks.inflibnet.ac.in/engp12/
4	Approaches and methods of Teaching	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1m7VD3VCoav4lQ==
5	Remedial Teaching in English	https://edurev.in/t/239838/Notes-Remedial-Teaching
6	Language games	https://www.eslgamesplus.com/
7	Language Functions	English-efl.com/lessons/language-functions/



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NEBED03	CPS-2: Pedagogy of Mathematics	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

- CLO1: Explain the concept, nature, need and importance of Mathematics at primary and secondary level, and categorize aims/values and domains of teaching Mathematics.
- CLO2: Formulate specific learning objectives and outcomes for teaching Mathematics in behavioral terms using Bloom's Taxonomy, and evaluate the contributions of Indian and Western mathematicians to the historical development of Mathematics.
- CLO3: Design and implement effective Mathematics lesson plans and unit plans by analyzing the steps and planning principles, and compare learner-centred and activity-centred methods of teaching Mathematics.
- CLO4: Apply constructivist and discovery approaches along with modern teaching techniques of Mathematics in classroom situations, and examine the educational significance of Sulbha Sutra and Vedic Mathematics for mathematics instruction.
- CLO5: Analyze the mathematical concepts/contents and their logical inter-relationships included in the Standard-8 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	Foundations of Teaching Mathematics A. Meaning, Nature and Importance of Mathematics 1. Concept and Nature of Mathematics 2. Need and Importance of Mathematics at Primary and Secondary level in present Scenario B. Aims and Domains of Teaching Mathematics 1. Aims/Values: Utilitarian (Practical), Disciplinarian, Cultural, Moral and Social 2. Domains: Cognitive, Psychomotor and Affective C. Objectives of Teaching Mathematics 1. General Objectives: Knowledge, Understanding, Application, Skill, Interest, Attitude and Appreciation 2. Specific Objectives and Learning Outcomes: Formulation and Statement of Objectives in behavioural terms (according to Bloom's Taxonomy) D. Self Learning 1. History of Mathematics with Special Emphases on the Teaching of Mathematics, and Historical Value of Mathematics 2. - Contributions of Indian Mathematicians: Aryabhatta,	CL, PBL, ROL, COBL, RP, SDL	01 02



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	Bhaskaracharya, Srinivasa Ramanujan, Shakuntala Devi, - Contributions of Western Mathematicians: Euclid, Pythagoras, Blaise Pascal		
II	Instructional Design and Methods of Teaching Mathematics A. Planning of Teaching Mathematics 1. Lesson Planning: Concept, Steps, Importance and Format of Lesson Plan; Principles for Good Lesson Planning 2. Unit Planning: Concept, Steps, Importance and Format of Lesson Plan; Difference between Lesson Planning and Unit Planning B. Methods of Teaching Mathematics 1. Learner Centered Method: Inductive - Deductive, Analytic - Synthetic (Concept, Steps, Illustrations, Merits, Demerits) 2. Activity Centered Method: Laboratory, Project, Problem-Solving, Demonstration C. Approaches and Techniques of Teaching Mathematics 1. Approaches: Constructivist and Discovery Approach 2. Modern Techniques: Brainstorming, Quiz, Seminar, Discussion, Drill and Review, Assignment D. Self Learning 1. Concept of Sulbha Sutra for Teaching Geometry 2. Vedic Mathematics: Concept, Advantages, Various tricks of fast Calculations (Multiplication, Division)	CL, Seminars, PBL, CoBL, Micro- Projects, RP	03 04
III	Mathematics Content Standard-8 Mathematics Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar.	PBL, CoBL, Experiential Learning, ICT-Enabled Learning, SDL	05 06

• Assessment Methodologies/Tools

(M) Formative assessment (Assessment for Learning)

(g) Submission: Workshop on Lesson Planning

(N) Summative Assessment (Assessment of Learning)

(g) 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



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• CLOs – PLOs Matrix

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

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Teaching of Modern Mathematics	Aggarwal, S.M.	2005	Dhanpat Rai and Sons, Delhi
2	Ancient Indian Mathematics	Bhanumurthy, I.S.	1992	Wiley Eastern Ltd., New Delhi
3	Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain	Bloom, B.S.	1956	Longmans Green, New York
4	Dynamics of Teaching Secondary School Mathematics	Cooney, T.J. et al.	1975	Houghton Mifflin, Boston
5	How Children Learn Mathematics?	Copeland, R.W.	1979	McMillan Pub. Co., New York
6	How to Write and Use Instructional Objectives	Gronlund, N.E.	4th ed./ 1991	Macmillan Publishing Co., New York



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7	Sri Bharti Krisna Tirthji Vedic Mathematics	Jagadguru Swami	2000	Moti Lal Banarasi Das, Delhi
8	Teaching of Mathematics	James, Anice	2005	Neelkamal Publications, Hyderabad
9	Learn and Teach Vedic Mathematics	Kapur, S.K.	2005	Lotus Publication
10	Taxonomy of Educational Objectives, Handbook II: Affective Domain	Krathwohl, D.R., Bloom, B.S., & Masia, B.B.	1964	David McKay Co., New York
11	Teaching of Mathematics	Kulshrestha, A.K.	2012	R. Lal Book Depot, Meerut
12	A History of Mathematics	Merzbach, U.C. & Boyer, C.B.	3rd ed./2011	John Wiley & Sons, New York
13	Content-cum-Methodology of Teaching Mathematics	Shankaran, V. & Gupta, H.N. (Ed.)	1984	NCERT, New Delhi
14	ગણિત અધ્યાપન પદ્ધતિ	કોઠારી, આર.જી. અને અન્યો	1996	અનડા બુક ડીપો, અમદાવાદ
15	ગણિતનું આદર્શ અધ્યાપન	પટેલ, એન.આર. અને અન્યો	2005	વારિષેણ પ્રકાશન, અમદાવાદ
16	ગણિતનું અધ્યાપન: વિષયવસ્તુ તથા પદ્ધતિ	પટેલ, આર.એસ.	2003	નીરવ પ્રકાશન, અમદાવાદ

• 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



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Bachelor of Education (2 Years): Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NEBED04	CPS-2: Pedagogy of Economics	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: Construct the objectives of the lesson and Teaching work based on the objectives of Economics subject.

CLO2: Establish correlations of Economics subjects with other subjects.

CLO3: Prepare the list of various stages and Practice classroom teaching based on lesson plan of Economics subject.

CLO4: Classify the internal and external characteristics of textbook of Economics subject.

CLO5: Use various methods during practical lesson in Economics subject.

CLO6: Review Indian Economic Tradition for Trade and Taxation.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Economics: Concept, Importance, Scope and Correlation A. Economics 1. Meaning, Concept and Importance 2. Scope B. Teaching of Economics 1. Aims and Objectives 2. Importance of teaching Economics at Higher Secondary Level C. Correlation 1. Meaning and Importance 2. Correlation with Commerce, Social Science and Mathematics D. Self-Learning 1. Atmanirbhar Bharat: Concept and Merits 2. Indian Economy traditions for Trade and Taxation	- Classroom Lecture (CL) - Seminars - Collaborative Learning	01 02 06
II	Lesson planning, Syllabus, Teacher, Diagnostic-Remedial work and Teaching Methods A. Lesson Planning and Syllabus 1. Lesson Planning: Meaning, Importance, stages and detail planning in teaching Economics 2. Syllabus: Meaning, Importance, Characteristics of ideal B. Text book and Economics Teacher 1. Characteristics, 2. Economics Teacher: Educational qualification and Characteristics C. Methods of Teaching Economics 1. Project Method: Meaning, characteristics, merits, demerits, Steps	- Classroom Lecture (CL) - Collaborative Learning - Self-Directed Learning	03 04 05



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	2. Team teaching Method: Meaning, characteristics, merits, demerits 3. Inductive and Deductive Method: Meaning, characteristics, merits, demerits D. Self-Learning 1. Skills of Economics Teacher 2. Meaning, Merits and Demerits of Lecture – Discussion Method		
III	Content Standard-11 Economics Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar	- Collaborative Learning - Self-Directed Learning - Seminars	05

Assessment Methodologies/Tools

(O)Formative assessment (Assessment for Learning)

(h) Submission: Workshop on Lesson Planning

(P) Summative Assessment (Assessment of Learning)

(h) 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, 6	9	1	2	4	07
II	3, 4, 5	12	1	2	5	08
III	5	9	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	3	2	3	2	2	–	–	1	–	2
CLO2	2	3	2	–	2	–	–	1	–	2
CLO3	2	3	3	1	2	1	–	2	–	2
CLO4	2	2	1	3	–	–	–	2	–	1
CLO5	1	3	3	2	2	2	–	1	2	2
CLO6	3	1	–	–	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	-



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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	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 Edu.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
6	Teaching of Economics	Babu Muthuja	2009	Centrum Press, New Delhi
7	અર્થશાસ્ત્ર પાઠ્યપુસ્તક ધોરણ 11-12	ભટ્ટ, કાર્તિકેય એસ. તથા અન્ય	2017	ગુ.રા.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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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NEBED05	CPS-2: 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: Critically evaluate the meaning, Importance and Scope of Commerce

CLO2: Construct teaching objectives of Commerce.

CLO3: Establish correlations of Commerce subjects with other subjects.

CLO4: Design the objectives of the lesson Plan of Commerce.

CLO5: Prioritize characteristics of curriculum of Commerce subject.

CLO6: Modify their behaviour as per the characteristics and skills of a Commerce Teacher.

CLO7: Construct, implement and evaluate diagnostic work and remedial work in Commerce Subject.

CLO8: Demonstrate various methods during practical lessons in Commerce subject.

CLO9: Reframe the concepts of the Commerce subject.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Commerce: Concept, Importance, Scope and Correlation	Seminars (Student-led and Faculty-moderated)	01
	A. Commerce 1. Meaning and Importance 2. Scope	Classroom Lecture	02
	B. Teaching of Commerce 1. Aims and Objectives 2. Importance of teaching Commerce at Higher Secondary Level	Inquiry-Based Learning Based Learning	03
	C. Correlation 1. Meaning and Importance 2. Correlation with Economics, Social Science, Mathematics and Accountancy	Group Activates & Discussion	
II	D. Self-Learning 1. Family Business Models 2. Ethics in Indian Business	Self-Directed Learning	
	Lesson planning, Curriculum, Teacher, Diagnostic-Remedial work and Methods	Workshop	
	A. Lesson Planning and Curriculum 1. Lesson Planning: Meaning, Importance, stages and detail planning of teaching Commerce 2. Curriculum: Meaning, Importance and Characteristics	Problem Based Learning	04
	B. Commerce Teacher and Diagnostic-Remedial Work 1. Commerce Teacher: Educational Qualification and	Classroom Lecture	05
			06



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	Characteristics 2. Diagnostic-Remedial Work: Meaning, Stages and Differences between Diagnostic and Remedial work C. Methods of Teaching Commerce (Meaning, Characteristics, Merits, Demerits and Conditions of Success) 1. Assignment Method and Discussion cum Narration Method 2. Team teaching Method and Demonstration Method D. Self-Learning 1. Merits and Demerits of Traditional Money Lending Firm. 2. History of Indian Banking System	Research-Oriented Learning Seminars Self-Directed Learning	07 08
III	Content Whole Textbook of Standard 11	Self-Directed Learning (Guided Readings)	09

• Assessment Methodologies/Tools

(Q)Formative assessment (Assessment for Learning)

(i) Submission: Workshop on Lesson Planning

(R)Summative Assessment (Assessment of Learning)

(i) Mid-term Test

• Weight age 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	9	1	2	4	07
II	4, 5, 6, 7, 8	10	1	2	5	08
III	9	11	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		2							2		
CLO2		3			3					2	
CLO3	3								2		
CLO4				2	3						
CLO5					3					2	
CLO6		3			3	2		2			3
CLO7			2		2			3			
CLO8		2		3	3		3				2
CLO9					3		3			2	



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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	Weight age (%)
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 Commerce: A Practical Approach	Aggarwal, J.C.	2004	New Delhi: Vikas Publishing House
2	Methods of Teaching Commerce	Venkates et. Al.	2004	New Delhi: Discovery Pub. House.
3	Commerce Education in the Global Era.	Tiwari, S.A.	2005	Adhyayan Publishers
4	Teaching of Commerce.	Tomar, S.	2005	Agra: Vinod Pustak Mandir
5	વાણિજ્ય અધ્યાપનનું પરિશીલન	ડૉ. એમ.કે. યાજ્ઞિક		બી. એસ. શાહ પ્રકાશન
6	ES-118 વાણિજ્ય વ્યવસ્થાનું અધ્યાપન	ડૉ. મીના આઈ. રાજપૂત તથા અન્ય	2021	કુલસચિવ ડૉ. બાબા સાહેબ આંબેડકર ઓપન યુનિવર્સિટી, અમદાવાદ

• 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 (2 Years): Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NEBED06	CPS-3: Pedagogy of Hindi	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1 : Understand the concept, nature, importance, and principles of Hindi language teaching.

CLO2 : To explain the usefulness of textbooks, teaching aids, supplementary materials and lesson planning.

CLO3 : To apply various teaching methods and language skills in teaching.

CLO4 : To analyse and apply listening, reading, oral expression, and grammatical elements.

CLO5 : To critically evaluate prose, poetry, literary figures, and textbooks.

CLO6 : To create creative writing, lesson plans, and teaching strategies.

Unit	Course Content	Learning Pedagogies	CO(s)
इकाई-१	हिन्दी भाषा शिक्षा और पाठ आयोजन		
	अ. हिन्दी भाषा शिक्षा १. हिन्दी भाषा की संकल्पना, विशेषताएँ एवं महत्व २. हिन्दी भाषा शिक्षा के सिद्धांत आ. पाठ्यपुस्तक १. पाठ्यपुस्तक की संकल्पना, लाक्षणिकता एवं महत्व २. हिन्दी के वर्तमान कक्षा - ८ (प्रथम सत्र) की पाठ्यपुस्तक की समीक्षा इ. पाठ आयोजन १. पाठ आयोजन की संकल्पना एवं महत्व २. पाठ आयोजन के सोपान ई. स्व अध्ययन- त्रिभाषी सूत्र और सामान्य और विशिष्ट उद्देश्य १. त्रिभाषी सूत्र का कक्षा में विनियोग २. गद्य, पद्य एवं व्याकरण के सामान्य और विशिष्ट उद्देश्य	व्याख्यान स्व-अध्ययन व्यक्ति अभ्यास सह अध्ययन	01 05 02
इकाई-२	शैक्षणिक साधन, अध्यापन पद्धतियाँ एवं भाषा के कौशल		
	अ. शैक्षणिक साधन एवं सहायक सामग्री १. शैक्षणिक साधन का महत्व, प्रकार (शैक्षणिक उपयोग चार्ट, चित्र, कम्प्यूटर) २. शैक्षणिक उपयोग वर्तमानपत्र, इंटरनेट, टेलीविजन आ. अध्यापन पद्धतियाँ १. गद्य प्रत्यक्ष पद्धति परोक्ष पद्धति, अनुवाद पद्धति मूलतत्त्व एवं लाभालाभ २. पद्य गीत अभिनय पद्धति, खण्डान्वयी पद्धति, तुलना पद्धति इ. भाषाकीय कौशल १. श्रवण कौशल की संकल्पना, महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ	व्याख्यान संगोष्ठी समस्या समाधान	04 03



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	२. मौखिक कौशल की संकल्पना, महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ ई. स्व-अध्ययन भाषाप्रयोग शाला तथा भारतीय ज्ञान परंपरा आधारित संवाद एवं व्याख्यान पद्धति १. भाषाप्रयोग शाला की रचना एवं उपयोग २. संवाद एवं व्याख्यानपद्धति के मूलतत्व एवं लाभालाभ		
इकाई-३	व्याकरण, रचना लेखन एवं साहित्य स्वरूपों की समीक्षा		
	अ. व्याकरण एवं रचना लेखन १. संज्ञा, कारक और संधि अर्थ एवं प्रकार २. निबंध लेखन, रूपरेखा के आधार पर कहानी रचना आ. शब्द निर्माण और साहित्यकार का परिचय १. शब्द समूह के लिए एक शब्द, मुहावरे और कहावते २. प्रेमचंद, जयशंकर प्रसाद इ. कक्षा ८ वी के पाठ्य पुस्तकों से संबंधित साहित्य स्वरूपों की समीक्षा स्व-अध्ययन भाववाचक संज्ञा निर्माण एवं अर्थ विस्तार १. भाववाचक संज्ञा निर्माण २. अर्थ विस्तार (कक्षा ६, ७, ८, ९)	सूक्ष्म आकलन संगोष्ठी स्वाध्याय	03 04 05 06

• Assessment Methodologies/Tools

(S) Formative assessment (Assessment for Learning)

(j) Submission: Workshop on Lesson Planning

(T) Summative Assessment (Assessment of Learning)

(j) 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	09	1	2	4	07
II	3, 4	09	1	2	5	08
III	3, 4, 5, 6	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		3						
CLO3				2			2	
CLO4					3			
CLO5			3					
CLO6		2						



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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
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.	२०१९	हिन्दी अकादमी पटना : बिहार
१५	हिन्दी का इतिहास.,	तिवारी, भोलानाथ	२०१०	पानी प्रकाशन, पटना



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• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	हिन्दी शिक्षाशास्त्र	https://drive.google.com/file/d/1nRX6n0eAe07vCExZrdASH-yO3rOKEhYm/view
2	हिन्दी अध्यापन शास्त्र	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	U2E01NEBED07	CPS-3: Pedagogy of Sanskrit	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: Explain Classical and Skill form of the Sanskrit language.

CLO2: Explain the socio-cultural important and literary value of Sanskrit language.

CLO3: Review and Suggest improvements in Recent Sanskrit textbooks.

CLO4: Prepare and implement lesson plans for Sanskrit prose and poetry.

CLO5: Write Sanskrit essays and dialogue based on textbook lessons.

CLO6: Implement basic concepts of Sanskrit Grammar in Classroom Practice.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Nature and Importance of Sanskrit Language and Review of Recent Sanskrit Textbook		
	(A) Nature of Sanskrit Language 1. Classical form of Sanskrit Language 2. Skill form of Sanskrit Language	CL CL	01
	(B) Importance of Sanskrit Language 3. Social and cultural importance of Sanskrit Language 4. Literary value of Sanskrit Language	CL CL	02
	(C) Review of Recent Sanskrit Textbooks 1. Characteristics of an ideal textbook 2. Review and suggestions of recent secondary school textbooks	Problem-Based Learning	03
	(D) Self-Study 1. 'Pathshala' Method: Merits and demerits. 2. Relationship between Sanskrit and Indian languages	Self-Directed Learning	
II	Sanskrit Lesson Planning		
	(A) Prose Lesson Planning 1. General and specific objectives of teaching Sanskrit Prose 2. Prose Lesson Planning Steps: introduction, stating objective, classroom activities, evaluation, homework	CL Problem-Based Learning	04
	(B) Poetry Lesson Planning 1. General and specific objectives of teaching Sanskrit Poetry 2. Poetry Lesson Planning Steps: introduction, statement, classroom activities, evaluation, homework	CL Experiential Learning	



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	(C) Teaching Methods of Prose and Poetry Lessons 1. Direct Method: Concept, advantages and limitations 2. Eclectic Method: Concept, advantages and limitations (D) Self-Study 1. Workshop method: Concept, advantages and limitations 2. Content analysis and teaching aids for prose and poetry lessons	Problem-Based Learning Experiential Learning Collaborative Learning Self-Directed Learning	
III	Sanskrit Grammar (Based on recent Standarded -8 Text book)		
	(A) संधि, धातुरूप, गणकार्य विशिष्ट: १,४,६,१० 1. वर्तमानकाल: परस्मैपद, आत्मनेपद, ह्यस्तनभूतकाल:परस्मैपद,आत्मनेपद 2. संधि: स्वरसन्धि, व्यंजनसन्धि, विसर्गसन्धि (B) नामरूप 1. पुल्लिङ्ग : 'अ'कारान्त, 'इ'कारान्त स्त्रीलिङ्ग: 'आ'कारान्त, 'ई'कारान्त 2. सर्वनाम: अस्मद्, युस्मद्, किम्- पुल्लिङ्ग,स्त्रीलिङ्ग, नपुंसकलिङ्ग (C) कवि-कृति परिचय, निबंधलेखन 1. कवि-कृति परिचय: आदिकवि वाल्मीकि, महाकवि कालिदास, विष्णुशर्मा 2. संस्कृत निबंधलेखन (कक्षा-८) - मम् दिनचर्या - मम् प्रवास - रमणीया नगरी (D) स्व-अध्ययन 1. संस्कृत संवाद: परिचय संवाद, मित्र संवाद 2. संस्कृत संख्या वाचक शब्दाः	CL Experiential Learning Problem-Based Learning Experiential Learning Seminars Problem-Based Learning Problem-Based Learning	05 06



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• Assessment Methodologies/Tools

(A) Formative assessment (Assessment for Learning)

(a) Submission: Workshop on Lesson Planning

(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	10	1	2	4	07
II	4	12	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	PL09	PL010	PL011
CLO1	-	3	1	-	3	-	-	-	-	2	1
CLO2	2	3	-	-	2	-	-	-	2	3	-
CLO3	-	3	3	1	-	1	-	-	-	3	1
CLO4	-	3	3	2	3	1	1	2	2	1	3
CLO5	-	2	1	-	3	-	-	-	1	-	1
CLO6	-	3	2	1	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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• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	પ્રશિષ્ટ સંસ્કૃત સાહિત્યનો ઇતિહાસ	પ્રો. અમૃત મ. ઉપાધ્યાય	૨૦૧૬	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 આકુલાલા	1963	ભારત પ્રકાશન અમદાવાદ
4	સંસ્કૃત નું વિષયવસ્તુ	સી કે આકુલાલા	1976- 77	જય પ્રકાશન એન્ડ કંપની અમદાવાદ
5	સમાસ:	મહાબલેશ્વરભટ્ટ	૨૦૧૫	સંસ્કૃત ભારતી બેઝંગલુરુ
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	લઘુ સિદ્ધાંત કૌમુદી ચન્દ્રકલા વ્યાખ્યા	ડૉ. અર્કનાથ ચૌધરી	૨૦૨૦	જગદીશ સંસ્કૃત પુસ્તકાલય, જયપુર
9	સંસ્કૃત શિક્ષણ	પ્રો. ઇન્દ્રદત્ત ઝનિયાલ	૨૦૦૮	વિશ્વેશ્વરનાન્દ 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
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	U2E01NEBED08	CPS-3: Pedagogy of Social Science	2-0-0	60	02

• Course Learning Outcomes

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

CLO1 : Clarify concept of social science

CLO2 : Construct instructional objectives for teaching in social science

CLO3 : Integrate content of social science with various subjects and value social science textbook

CLO4 : Implement different methods and techniques in teaching social science

CLO5 : Construct lesson planning and teaching aids for teaching of social science

CLO6 : Compare and analyze different historical sites through ICT.

CLO7 : Analyze the social science concepts/contents and their logical inter-relationships included in the Standard-8 social science textbook and explain their pedagogical sequence and relevance

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Modern concept, correlation, textbook and teacher's handbook		
	A. Social Science: Modern concept and importance - Social Science: Meaning, Modern concept, Importance, Nature - Social Science: Aims and objectives of teaching Social Science	Classroom Lecture (CL)	01 02
	B. Social Science Teaching correlation with other Subject - Correlation: Concept, and Importance - Correlation of Social Science with Language (Gujarati), Maths-Science and Technology	Case-Based Learning (CBL)	03
	C. Social Science Textbook & Teacher's Handbook - Social Science Textbook: Importance and Characteristics - Teacher's Handbook: Importance and Characteristics		
	D. Self-learning - Evaluation of Textbook of Standard 7th - Correlation of Social Science with History, Geography & Civics		
II	Social Science Teaching Methods, Teaching Aids and lesson Planning, Visit of Historical Place		
	A. Social Science Teaching & Method Role Play, Narration & Questioning (Uses & Importance)	Classroom Lecture (CL)	04 05



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	2. Methods: Source, Biographical & Natural Region (Uses & Importance) B. Lesson Planning 1. Concept and Steps 2. Advantages and Limitations C. Teaching Aids 1. Teaching Aids: Meaning & Importance 2. Visual Aids Timeline, Maps, Globe & Charts (Uses & Importance) D. Self-Learning. 1. Google map: Uses 2. Visit of Historical Place and Reporting	Case-Based Learning (CBL)	06
III	Social Science Content		
	Social Science Content Standard-8 Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar.	Collaborative Learning Experiential Learning	07

- **Assessment Methodologies/Tools**
 - (C) **Formative assessment (Assessment for Learning)**
 - (b) Submission: Workshop on Lesson Planning
 - (D) **Summative Assessment (Assessment of Learning)**
 - (b) 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, 6	09	1	2	5	08
III	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	2						
CLO2	3							3
CLO3				2				
CLO4					2			
CLO5			3					
CLO6						3	3	
CLO7							3	



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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
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



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14	Understanding Social Science	Trigg, R.	1985	Basics Black Well, New York
15	Teaching of Social Science	Singh, Tirath	2013	SG Publication, Jalandhar
16	ગુજરાત રાજ્ય પાઠ્ય પુસ્તકમંડળ ધોરણ 6 થી 10નું પાઠ્યપુસ્તક 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	ભૂગોળશિક્ષણના આધુનિક વહેણો			એ. આર. શેઠની કંપની.
23	સામાજિકવિજ્ઞાનનું અધ્યાપન	શાહ, પી. મહિડા, જે.	2011	અમોલ પ્રકાશન, અમદાવાદ

• 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 StudynStuff	https://youtu.be/rQrJNl_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%20SCIEN CE.pdf



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Bachelor of Education (2 Years): Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NEBED09	CPS-3: Pedagogy of Science	2-0-0	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: Explain the interdisciplinary nature of science and apply the scientific method to investigate and generalize natural phenomena.

CLO2: Analyse the societal impacts of scientific advancement to global solutions for environmental sustainability, public health, and social equity.

CLO 3: Evaluate the impact of the landmark contributions of Indian ancient Rishis and Indian scientists in progress of science

CLO4: Demonstrate proficiency in core process skills by designing controlled experiments, accurately collecting quantitative data, and formulating evidence-based conclusions.

CLO5: Design learner-centred lesson plans by integrating Bloom's Taxonomy with teaching maxims to create structured, activity-based science instruction.

CLO6: Conduct content analysis and concept mapping to organize scientific information into a logical sequence that facilitates self-learning and inquiry-based exploration.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Understanding Science as a Discipline	Interactive Classroom Lecture	01
	A. Science: Concept and Science as a Method/Process 1. Science: Concept, Nature, Interdisciplinary nature of science. 2. Science as a method (Observation, Inquiry, Hypothesis, Experimentation, Data collection, Generalization)	Seminars	02
	B. Science and Society 1. Impact of science on Society 2. Science for environment, health, peace and equity	Collaborative Learning	03
	C. Science Process Skills 1. Illustrations and Implications of science process skills 2. Observing, Interring, Measuring, communicating, classifying, predicting	Assignments	04
II	D. Self-Learning 1. Introduction and Contribution of Indian Rishis: Kanad, Varahmihir, Charak 2. Introduction and Contribution of Indian Scientists: R. C.V. Rama, Dr. Vikram Sarabhai, Dr. Homi Bhabha, Dr. Ritu Srivastava		
	Exploring Learning Objectives and Instructional Planning A. Objectives of teaching science 1. General objectives of teaching science in school education 2. Formation of specific objectives in context of Bloom's Taxonomy	Interactive Classroom Lecture Seminars	



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	B. Lesson Planning 1. Instructional planning: Structure and framework 2. Dimensions of planning: concept Mapping, content Analysis, questioning, activity based and learner centered planning. C. Maxims of teaching 1. Maxims of teaching: Known to Unknown, Concrete to Abstract, Specific to General, Part to Whole 2. General science laboratory: organization and Importance D. Self-learning Learning Resources 1. Imbibing values related to Science in learner through science teaching 2. Community Science Centre: Introduction and Activities (Visit)	Workshop	05
		Collaborative Learning	06
		Field Visit and Report Writing	
III	Science Content Standard-8 Science Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar.)	Self-Directed Learning, Collaborative Learning	06

• Assessment Methodologies/Tools

(E) Formative assessment (Assessment for Learning)

(c) Submission: Workshop on Lesson Planning

(F) Summative Assessment (Assessment of Learning)

(c) 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	12	1	2	4	07
II	5, 6	12	1	2	5	08
III	6	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									
CLO2	3								2	2	2
CLO3										3	
CLO4		3					3				
CLO5		3	3	2	2			2			
CLO6		3	2			3					3



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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	Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II	NCERT	2013	NCERT, New Delhi, India
2	Cultural aspects of learning science. Part one	Aikenhead, W. W. (Ed. B. F. Tobin)	1998	Kluwer Academic Publishers, Netherlands
3	Science in Multi-Cultural Classroom: A guide to Teaching and Learning	Barba, H.R.	1997	Allyn and Bacon (Pearson), USA
4	Science Education and Culture: The Contribution of History and Philosophy of Science	Bevilacqua F, Giannetto E, & Mathews M.R. (Eds.)	2001	Springer / Kluwer Academic Publishers, Netherlands
5	Socio-Cultural Perspectives on Science Education	Cobern, W. W.	1998	Springer / Kluwer Academic Publishers, London/Netherlands
6	General Article: Nurturing Science Talent in Villages	Deo, M.G. & Pawar, P.V.	2011	Current Science Association, Bangalore, India
7	Multicultural science Education: Theory, Practice, and Promise	Hines, S. M. (Ed.)	2005	Peter Lang, New York, USA
8	Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge	Lee, E. & Luft, J.	2008	Routledge (Taylor & Francis), UK
9	Equity for Linguistically and Culturally Diverse Students in Science Education	Lee, O.	2003	Teachers College Record (Columbia University), USA
10	Equity and Science Education Reform	Lynch, S. J.	2000	Lawrence Erlbaum Associates (Routledge), New York, USA



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11	National Curriculum Framework for Teacher Education	NCERT	2009-10	NCERT, New Delhi, India
12	National Curriculum Framework	NCERT	2005	NCERT, New Delhi, India
13	Examining Pedagogical Content Knowledge	Newsome, J. G. & Lederman, N. G. (Eds.)	1999	Kluwer Academic Publishers, Dordrecht, Netherlands
14	Reflective Teaching of Science 11-18: Continuum Studies	Parkinson, J.	2002	Continuum International Publishing, London/New York
15	Globalization and Science Education	Quigley, C.	2009	Canadian Center of Science and Education, Canada
16	Rashtriya Madhyamik Shiksha Abhiyaan	MHRD	2005	MHRD, Government of India, New Delhi
17	Contextualizing Instruction: Leveraging Students' Prior Knowledge	Rivet, A.E. & Krajick, J.S.	2008	Wiley-Blackwell (Journal of Research in Science Teaching), USA
18	Issues in Science Teaching	Sears, J. and Sorensen, P. (Eds.)	2000	Routledge Falmer, London/Netherlands
19	The Practice of Constructivism Science Education	Tobin, K. (Ed.)	1993	Lawrence Erlbaum Associates, Hillsdale, NJ, USA
20	Professional Development and Reform in Science Education	Van Driel, J.H.V. et al.	2001	John Wiley & Sons (Journal of Research in Science Teaching), USA
21	Dilemmas of Science Teaching: Perspectives on Problems of Practice	Wallace J. and Loudon W. (Eds.)	2002	Routledge Falmer, London, UK
22	History, Philosophy and Sociology of Science in Science Education (TIMSS)	Wang, H. A and Schmidt, W. H.	2001	Kluwer Academic Publishers, Netherlands
23	વિજ્ઞાન અધ્યાપનનું પરિશીલન (ત્રીજી આવૃત્તિ)	જોશી એચ, લીખીયા, કે, શાહ, બી, શાહ, એચ. ભરૂચા, એન	2004	અમદાવાદ : બી.એસ. શાહ પ્રકાશન
24	વિજ્ઞાન શિક્ષણનો નૂતન અભિગમ (પ્રથમ આવૃત્તિ).	પટેલ. વી. જી.	1993	સુરત : સાહિત્ય સંકુલ.
25	વિજ્ઞાન શિક્ષણ	પાંડે, શશિકિરણ.	-	નई दिल्ली: वाणी प्रकाशन दरीयागंज.



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26	विज्ञान शिक्षण (छठा संस्करण)	रावत, डी.के.एस.	1971	आगरा: विनोद बुक मंदिर
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• 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 and Strategies	https://www.edsys.in/innovative-science-teaching-methods/
4	Arvind Gupta Toys: Hands-on Science Activities and Books	https://www.arvindguptatoys.com
5	Comprehensive Guide to Pedagogy of Science	https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html
6	Teaching of Science: B.Ed. Course Material (BDU)	http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf
7	Pedagogy and Practice: Teaching and Learning Study Guide	https://www.pdfdrive.com/pedagogy-and-practice-teaching-and-learning-d17464309.html
8	SWAYAM: Online Course for Pedagogy of Science	https://onlinecourses.swayam2.ac.in/nou20_ed04/preview
9	NCERT Module 11: Pedagogy of Science	https://itpd.ncert.gov.in/mss/course_content/Module%2011%20-%20Pedagogy%20of%20Science.pdf
10	Pedagogy of Science for Teachers and Trainees	https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html
11	IGNOU eGyanKosh: Pedagogy of Science (BES-141)	http://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf
12	M.A. Education: Pedagogy of Science Study Material	https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	U2E01NEBED10	CPS-3: Pedagogy of Elements of Accounts	2-0-0	60	02

• Course Learning Outcomes

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

CLO1: Describe the nature of Accountancy as a discipline and the objectives of teaching Elements of Accountancy at the higher secondary stage.

CLO2: Distinguish between general and specific objectives of teaching Elements of Accountancy (according to Bloom's Taxonomy), and produce Statements/Specifications of objectives in behavioural terms.

CLO3: Correlate accountancy subject with other subjects.

CLO4: Analyse the content properly to Prepare the lesson plan in proper format.

CLO5: Use approaches, techniques and methods for teaching of Elements of Accountancy at the higher secondary stage.

CLO6: Analyze and explain various concepts/content in Elements of Accountancy included in the standard 11 curriculum.

CLO7: Reflect on Accounting Practices in Ancient India.

Unit	Course Content	Learning Pedagogies	CO(s)
I	Foundations of Teaching Elements of Accountancy & its Correlation with other subjects		
	A. Accountancy	Classroom Lecture (CL)	01
	1. Meaning, Concept and Importance of Accountancy		
	2. Scope of Accountancy		
	B. Teaching of Accountancy	ICT-Enabled Learning	02
	1. Aims and Objectives		
	2. Importance of Teaching Accountancy at Higher Secondary Level		
	C. Correlation		03
	1. Meaning and Importance		
	2. Correlation with Economics, Commerce and Mathematics		
	D. Self-Learning		
	1. Accounting Practices in Ancient India: Vedic Period and Mauryan Empire		06
	2. Prepare a report on transaction entry, any one type of accounting visiting Business Unit/ local shops		07
II	Lesson planning, Syllabus, Teacher, Diagnostic-Remedial work and Teaching Methods		
	A. Lesson Planning and Syllabus	Collaborative Learning	01
	1. Lesson Planning: Meaning, Importance, Stages and Detail planning in Teaching Accountancy		
	2. Syllabus: Meaning, Importance, Characteristics of ideal Syllabus	Reflective Practices	04



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	B. Accountancy Teacher and Diagnostic-Remedial Work 1. Accountancy Teacher: Academic and Professional Competencies, In-service training of Accountancy teacher 2. Diagnostic-Remedial Work: Meaning, Stages, and Differences between Diagnostic-Remedial work C. Methods and Approaches of Teaching Accountancy 1. Problem solving method, Project method: Meaning, Steps, merits, demerits and Terms of success 2. Inductive and Deductive approach: Meaning, merits and demerits D. Self-Learning 1. Brainstorming, Discussion, Gamification and Simulation as modern techniques for teaching accountancy: Meaning and illustrations. 2. Group work on the preparation of lesson plans in various topics of Accountancy.	Problem-Based Learning (PBL)	05
			06
III	Elements of Accounts Content Standard-11 (Part-1) Textbook: Published by Gujarat State Board of School Textbooks, Gandhinagar.	Self-Directed Learning	06

• Assessment Methodologies/Tools

(G)Formative assessment (Assessment for Learning)

(d) Submission: Workshop on Lesson Planning

(H)Summative Assessment (Assessment of Learning)

(d) 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, 6, 7	09	1	2	4	07
II	1, 4, 5, 6	12	1	2	5	08
III	6	09	2	2	6	10
		30 2Hr/week	4	6	15	25

• CLOs – PLOs Matrix

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



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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 મૂળતત્વોનાઅધ્યાપનનું 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.
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



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