



# FACULTY OF EDUCATION

## COURSE STRUCTURE & SYLLABUS

BACHELOR OF EDUCATION

**ENGLISH MEDIUM**

UNIVERSITY

Aegis: Charutar Vidya Mandal (Estd. 1945)

Effective from Academic Year: 2024-25

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Faculty Name: Faculty of Education

Programme Name: Bachelor of Education (B.Ed.) English Medium

## Programme Structure Summary

SEMESTER 1											
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
			T	P	Tu	Cont. Hrs					
1	Communication & Personality Development	2	2	-	-	2	15/6	35/14	-	-	50/20
2	Value Education	2	2	-	-	2	15/6	35/14	-	-	50/20
3	Human Rights and Values	2	2	-	-	2	15/6	35/14	-	-	50/20
4	Contemporary India and Education	4	4	-	-	4	30/12	70/28	-	-	100/40
5	Childhood & Growing Up	4	4	-	-	4	30/12	70/28	-	-	100/40
6	Language across Curriculum	2	2	-	-	2	15/6	35/14	-	-	50/20
7	Basics of Teaching English	2	2	-	-	2	15/6	35/14	-	-	50/20
8	Basics of Teaching Mathematics	2	2	-	-	2	15/6	35/14	-	-	50/20
9	Basics of Teaching Environment Education	2	2	-	-	2	15/6	35/14	-	-	50/20
10	Basics of Teaching Accountancy	2	2	-	-	2	15/6	35/14	-	-	50/20
11	Basics of Teaching Economics	2	2	-	-	2	15/6	35/14	-	-	50/20
12	Basics of Teaching Social Science	2	2	-	-	2	15/6	35/14	-	-	50/20
13	Basics of Teaching Science	2	2	-	-	2	15/6	35/14	-	-	50/20
14	Basics of Teaching Commerce	2	2	-	-	2	15/6	35/14	-	-	50/20
15	Basics of Teaching Computer	2	2	-	-	2	15/6	35/14	-	-	50/20
16	Basics of Teaching Statistics	2	2	-	-	2	15/6	35/14	-	-	50/20
17	Basics of Teaching Sanskrit	2	2	-	-	2	15/6	35/14	-	-	50/20
18	Basics of Teaching Gujarati	2	2	-	-	2	15/6	35/14	-	-	50/20
19	Basics of Teaching Hindi	2	2	-	-	2	15/6	35/14	-	-	50/20
20	Reading and Reflecting on Texts	2	2	-	-	2	15/6	35/14	-	-	50/20
21	Developing Creativity and Problem Solving Skills	2	2	-	-	2	15/6	35/14	-	-	50/20
22	Micro and Block Teaching Programme	4	-	4	-	4	-	-	100/40	-	100/40
23	Language Proficiency and Teaching Aptitude	2	-	2	-	2	-	-	-	50/20	50/20
24	Course Assignments/ Tutorials	6	-	5	1	6	-	-	150/60	-	150/60
	Total	30					135/54	315/126	250/100	50/20	750/300

60% of the Curriculum will be practical based which will be held off-campus.



Faculty Name: Faculty of Education

Programme Name: Bachelor of Education (B.Ed.) English Medium

SEMESTER 2												
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing	
			T	P	Tu	Cont. Hrs						
1	Life Skills in Education	2	2	-	-	2	15/6	35/14	-	-	50/20	
2	Developing Logic and Reasoning Skills	2	2	-	-	2	15/6	35/14	-	-	50/20	
3	Human Resource Management in Education	2	2	-	-	2	15/6	35/14	-	-	50/20	
4	Learning & Teaching	4	4	-	-	4	30/12	70/28	-	-	100/40	
5	Knowledge and Curriculum	4	4	-	-	4	30/12	70/28	-	-	100/40	
6	Assessment of Learning	2	2	-	-	2	15/6	35/14	-	-	50/20	
7	Learning to Teach English	2	2	-	-	2	15/6	35/14	-	-	50/20	
8	Learning to Teach Mathematics	2	2	-	-	2	15/6	35/14	-	-	50/20	
9	Learning to Teach Environment Education	2	2	-	-	2	15/6	35/14	-	-	50/20	
10	Learning to Teach Accountancy	2	2	-	-	2	15/6	35/14	-	-	50/20	
11	Learning to Teach Economics	2	2	-	-	2	15/6	35/14	-	-	50/20	
12	Learning to Teach Social Science	2	2	-	-	2	15/6	35/14	-	-	50/20	
13	Learning to Teach Science	2	2	-	-	2	15/6	35/14	-	-	50/20	
14	Learning to Teach Commerce	2	2	-	-	2	15/6	35/14	-	-	50/20	
15	Learning to Teach Computer	2	2	-	-	2	15/6	35/14	-	-	50/20	
16	Learning to Teach Statistics	2	2	-	-	2	15/6	35/14	-	-	50/20	
17	Learning to Teach Sanskrit	2	2	-	-	2	15/6	35/14	-	-	50/20	
18	Learning to Teach Gujarati	2	2	-	-	2	15/6	35/14	-	-	50/20	
19	Learning to Teach Hindi	2	2	-	-	2	15/6	35/14	-	-	50/20	
20	Introduction to Educational Research	2	2	-	-	2	15/6	35/14	-	-	50/20	
21	Advanced ICT In Education	2	2	-	-	2	15/6	35/14	-	-	50/20	
22	Off Campus Programme	4	-	4	-	4	-	-	40/100	-	100/40	
23	ICT in Education	2	-	2	-	2	-	-	-	50/20	50/20	
24	Course Assignments/ Tutorials	6	-	5	1	6	-	-	60/150	-	150/60	
	Total	30					135/54	315/126	250/100	50/20	750/300	

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Faculty Name: Faculty of Education

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SEMESTER 3											
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
			T	P	Tu	Cont. Hrs					
1	Internship Portfolio: Viva	4	-	4	-	4	-	-	-	100/40	100/40
2	Essentials of Teaching English	2	-	2	-	2	-	50/20	-	-	50/20
3	Essentials of Teaching Mathematics	2	-	2	-	2	-	50/20	-	-	50/20
4	Essentials of Teaching Environment Education	2	-	2	-	2	-	50/20	-	-	50/20
5	Essentials of Teaching Accountancy	2	-	2	-	2	-	50/20	-	-	50/20
6	Essentials of Teaching Economics	2	-	2	-	2	-	50/20	-	-	50/20
7	Essentials of Teaching Social Science	2	-	2	-	2	-	50/20	-	-	50/20
8	Essentials of Teaching Science	2	-	2	-	2	-	50/20	-	-	50/20
9	Essentials of Teaching Commerce	2	-	2	-	2	-	50/20	-	-	50/20
10	Essentials of Teaching Computer	2	-	2	-	2	-	50/20	-	-	50/20
11	Essentials of Teaching Statistics	2	-	2	-	2	-	50/20	-	-	50/20
12	Essentials of Teaching Sanskrit	2	-	2	-	2	-	50/20	-	-	50/20
13	Essentials of Teaching Gujarati	2	-	2	-	2	-	50/20	-	-	50/20
14	Essentials of Teaching Hindi	2	-	2	-	2	-	50/20	-	-	50/20
15	School based Assignments	24	-	24	-	24	-	-	600/ 240	-	600/ 240
	Total	30						50/20	600/ 240	100/ 40	750/300

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Faculty Name: Faculty of Education

Programme Name: Bachelor of Education (B.Ed.) English Medium

SEMESTER 4												
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing	
			T	P	Tu	Cont. Hrs						
1	Guidance & Counselling	2	2	-	-	2	15/6	35/14	-	-	50/20	
2	Developing Edupreneurship Skills	2	2	-	-	2	15/6	35/14	-	-	50/20	
3	Peace Education	2	2	-	-	2	15/6	35/14	-	-	50/20	
4	Gender, School & Society	4	4	-	-	4	30/20	70/28	-	-	100/40	
5	21 <sup>st</sup> Century Education: Concept & Practices	4	4	-	-	4	30/20	70/28	-	-	100/40	
6	School Dynamics & Practices	2	2	-	-	2	15/6	35/14	-	-	50/20	
7	Pedagogical Trends in Teaching English	2	2	-	-	2	15/6	35/14	-	-	50/20	
8	Pedagogical Trends in Teaching Mathematics	2	2	-	-	2	15/6	35/14	-	-	50/20	
9	Pedagogical Trends in Teaching Environment Education	2	2	-	-	2	15/6	35/14	-	-	50/20	
10	Pedagogical Trends in Teaching Accountancy	2	2	-	-	2	15/6	35/14	-	-	50/20	
11	Pedagogical Trends in Teaching Economics	2	2	-	-	2	15/6	35/14	-	-	50/20	
12	Pedagogical Trends in Teaching Social Science	2	2	-	-	2	15/6	35/14	-	-	50/20	
13	Pedagogical Trends in Teaching Science	2	2	-	-	2	15/6	35/14	-	-	50/20	
14	Pedagogical Trends in Teaching Commerce	2	2	-	-	2	15/6	35/14	-	-	50/20	
15	Pedagogical Trends in Teaching Computer	2	2	-	-	2	15/6	35/14	-	-	50/20	
16	Pedagogical Trends in Teaching Statistics	2	2	-	-	2	15/6	35/14	-	-	50/20	
17	Pedagogical Trends in Teaching Sanskrit	2	2	-	-	2	15/6	35/14	-	-	50/20	
18	Pedagogical Trends in Teaching Gujarati	2	2	-	-	2	15/6	35/14	-	-	50/20	
19	Pedagogical Trends in Teaching Hindi	2	2	-	-	2	15/6	35/14	-	-	50/20	
20	Writing Skills	2	2	-	-	2	15/6	35/14	-	-	50/20	
21	Performing Arts	2	2	-	-	2	15/6	35/14	-	-	50/20	
22	Model based Lesson Teaching	4	-	4	-	4	-	-	100/40	-	100/40	
23	Annual Lessons	2	-	2	-	2	-	-	-	50/20	50/20	
24	Course Assignments/ Tutorials	6	-	5	1	6	-	-	150/60	-	150/60	
	Total	30					135/54	315/126	250/100	50/20	750/300	

60% of the Curriculum will be practical based which will be held off-campus.



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## Programme Outcomes

Student teachers will be able to:

PO-1	understand nature of education and pedagogic processes through enriching experiences
PO-2	contribute to fill the gap between theory and practice by dovetailing both appropriately.
PO-3	study the interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged
PO-4	understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society
PO-5	face the challenging of social, political and technological issues.
PO-6	understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues
PO-7	describe teaching learning process in the classroom and various factors that influence it.
PO-8	understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
PO-9	plan and organize classroom through learners centred techniques of instruction for inclusive education & effective whole classroom instruction.
PO-10	conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
PO-11	carry out effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious
PO-12	develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive
PO-13	develop problem solving ability through action research



Faculty Name:   
 Programme Name:   
 Semester:  Academic Batch:

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Liberal Study (Any One)	Education	105010101	Communication & Personality Development	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010102	Value Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010122	Human Rights and Values	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Foundation Courses Perspectives in Education (Compulsory Papers)	Education	105010103	Contemporary India and Education	4	4	-	-	4	T	-	3	-	30/12	70/28	-	-	100/40
	Education	105010104	Childhood & Growing Up	4	4	-	-	4	T	-	3	-	30/12	70/28	-	-	100/40
Curriculum & Pedagogic Studies	Education	105010105	Language across Curriculum	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Functional Core Courses (Any Two) Curriculum & Pedagogic Studies	Education	105010106	Basics of Teaching English	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010107	Basics of Teaching Mathematics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010108	Basics of Teaching Environment Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010109	Basics of Teaching Accountancy	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010110	Basics of Teaching Economics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010111	Basics of Teaching Social Science	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010112	Basics of Teaching Science	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010113	Basics of Teaching Commerce	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010114	Basics of Teaching Computer	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010115	Basics of Teaching Statistics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010116	Basics of Teaching Sanskrit	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010123	Basics of Teaching Gujarati	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Education	105010124	Basics of Teaching Hindi	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20	

Functional Elective Enhancing Professional Capabilities (Any One)	Education	105010117	Reading and Reflecting on Texts	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010118	Developing Creativity and Problem Solving Skills	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Practice Teaching	Education	105010119	Micro and Block Teaching Programme	4	-	4	-	4	-	P	-	-	-	-	100/40	-	100/40
Practical & Viva Voce	Education	105010121	Language Proficiency and Teaching Aptitude	2		2	-	2	-	P	-	-	-	-	-	50/20	50/20
Practicum	Education	105010120	Course Assignments and Tutorials	6		5	1	6	-	P	-	-	-	-	150/60	-	150/60
			Total	30									135/54	315/126	250/100	50/20	750/300

# T = Theory, P = Practical, Tu = Tutorial

Name & Sign  
[Chairman - Board of Studies]:

Name & Sign  
[Dean / Director]:



Faculty Name: Education  
 Programme Name: Bachelor of Education (B.Ed.) English Medium  
 Semester: 2  
 Academic Batch: 2024-2025

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Liberal Study (Any One)	Education	105010201	Life Skills in Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010202	Developing Logic and Reasoning Skills	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010222	Human Resource Management in Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Foundation Courses Perspectives in Education (Compulsory Papers)	Education	105010203	Learning & Teaching	4	4	-	-	4	T	-	3	-	30/12	70/28	-	-	100/40
	Education	105010204	Knowledge and Curriculum	4	4	-	-	4	T	-	3	-	30/12	70/28	-	-	100/40
Curriculum & Pedagogic Study	Education	105010205	Assessment of Learning	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Functional Core Courses (Any Two) Curriculum & Pedagogic Studies	Education	105010206	Learning to Teach English	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010207	Learning to Teach Mathematics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010208	Learning to Teach Environment Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010209	Learning to Teach Accountancy	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010210	Learning to Teach Economics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010211	Learning to Teach Social Science	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010212	Learning to Teach Science	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010213	Learning to Teach Commerce	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010214	Learning to Teach Computer	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010215	Learning to Teach Statistics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010216	Learning to Teach Sanskrit	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010223	Learning to Teach Gujarati	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Education	105010224	Learning to Teach Hindi	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20	

Functional Elective Enhancing Professional Capabilities (Any One)	Education	105010217	Introduction to Educational Research	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010218	Advanced ICT In Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Practice Teaching	Education	105010219	Off Campus Programme	4	-	4	-	4	-	P	-	-	-	-	100/40	-	100/40
Practical & Viva	Education	105010221	ICT in Education	2		2	-	2	-	P	-	-	-	-	-	50/20	50/20
Practicum	Education	105010220	Course Assignments/Tutorials	6		5	1	6	-	P	-	-	-	-	150/60	-	150/60
			Total	30									135/54	315/126	250/100	50/20	750/300

# T = Theory, P = Practical, Tu = Tutorial

Name & Sign  
[Chairman - Board of Studies]:

Name & Sign  
[Dean / Director]:



Faculty Name:   
 Programme Name:   
 Semester:  Academic Batch:

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Practical & Viva Voce	Education	105010301	Internship Portfolio: Viva	4	-	4	-	4	-	P	-	-	-	-	-	100/40	100/40
Interdisciplinary Subject Curriculum and Pedagogic Studies (Any One)	Education	105010302	Essentials of Teaching English	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010303	Essentials of Teaching Mathematics	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010304	Essentials of Teaching Environment Education	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010305	Essentials of Teaching Accountancy	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010306	Essentials of Teaching Economics	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010307	Essentials of Teaching Social Science	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010308	Essentials of Teaching Science	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010309	Essentials of Teaching Commerce	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010310	Essentials of Teaching Computer	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010311	Essentials of Teaching Statistics	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010312	Essentials of Teaching Sanskrit	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
	Education	105010314	Essentials of Teaching Gujarati	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20
Education	105010315	Essentials of Teaching Hindi	2	-	2	-	2	T	-	2	-	-	50/20	-	-	50/20	
Practicum	Education	105010313	School based Assignments	24	-	24	-	24	-	P	-	-	-	-	600/240	-	600/240
			Total	30										50/20	600/240	100/40	750/300

# T = Theory, P = Practical, Tu = Tutorial

Name & Sign [Chairman - Board of Studies]:

Name & Sign [Dean / Director]:



Faculty Name: Education  
 Programme Name: Bachelor of Education (B.Ed.) English Medium  
 Semester: 4  
 Academic Batch: 2024-2025

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Liberal Study (Any One)	Education	105010401	Guidance & Counselling	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010402	Developing Edupreneurship Skills	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010422	Peace Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Foundation Courses Perspectives in Education (Compulsory Papers)	Education	105010403	Gender, School & Society	4	4	-	-	4	T	-	3	-	30/12	70/28	-	-	100/40
	Education	105010404	21 <sup>st</sup> Century Education: Concept & Practices	4	4	-	-	4	T	-	3	-	30/12	70/28	-	-	100/40
Curriculum & Pedagogic Study	Education	105010405	School Dynamics & Practices	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Functional Core Courses (Any Two) Curriculum & Pedagogic Studies	Education	105010406	Pedagogical Trends in Teaching English	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010407	Pedagogical Trends in Teaching Mathematics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010408	Pedagogical Trends in Teaching Environment Education	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010409	Pedagogical Trends in Teaching Accountancy	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010410	Pedagogical Trends in Teaching Economics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010411	Pedagogical Trends in Teaching Social Science	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010412	Pedagogical Trends in Teaching Science	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010413	Pedagogical Trends in Teaching Commerce	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010414	Pedagogical Trends in Teaching Computer	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010415	Pedagogical Trends in Teaching Statistics	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010416	Pedagogical Trends in Teaching Sanskrit	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010423	Pedagogical Trends in Teaching Gujarati	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Education	105010424	Pedagogical Trends in Teaching Hindi	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20	

Functional Elective Enhancing Professional Capabilities (Any One)	Education	105010417	Writing Skills	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
	Education	105010418	Performing Arts	2	2	-	-	2	T	-	1.5	-	15/6	35/14	-	-	50/20
Practice Teaching	Education	105010419	Model Based Lesson Teaching	4	-	4	-	4	-	P	-	-	-	-	100/40	-	100/40
Practical & Viva Voce	Education	105010421	Annual Lesson Teaching	2		2	-	2	-	P	-	-	-	-	-	50/20	50/20
Practicum	Education	105010420	Course Assignments/Tutorials	6		5	1	6	-	P	-	-	-	-	150/60	-	150/60
			Total	30									135/54	315/126	250/100	50/20	750/300

# T = Theory, P = Practical, Tu = Tutorial

Name & Sign  
[Chairman - Board of Studies]:

Name & Sign  
[Dean / Director]:



## FACULTY OF EDUCATION

Effective from Academic Batch: 2024-25

Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010101
Course Title:	Communication and Personality Development
Course Group:	Liberal Study Courses
Course Objectives:	To enable student teachers to 1. learn and develop balanced and impressive personality 2. understand different types of Personality traits 3. understand the concept, types and significance of communication skills 4. learn Strategies for developing effective communication skills 5. understand concept, types and significance of soft skills 6. participate in various activities to develop communication and soft skills

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	15/6	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit 1 Effective Communication skills a) Communication: Concept, Meaning, Types, Process and Components b) Flows of Communication, Barriers of Communication & strategies to overcome c) Developing Effective Communication: Strategies and Practice	10
2	Unit 2 Understanding Concept of Balanced and Impressive Personality a) Balanced & Impressive Personality: Concept and its Characteristics b) Understanding Different theories on Personality Development c) Developing Impressive Personality: Strategies and Practice	11
3	Unit 3 Enhancing Soft Skills a) Soft Skills: Concept, Aspects, Types & Significance b) Models of Communication & Interpretation c) Practicing Soft Skills in Curricular and Co-curricular Activities	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Write a note on the personality of your ideal teacher Prepare an effective communication on any topic of your choice Write a note on effective communication
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### Reference Books:

1	Dahama O.P. & Bhatnagar O.P. (1985). Education and Communication for Development.
2	Jo Condriil & BerneBough, <i>101 Ways to Improve Your Communication Skills Instantly</i> , Jaico Publishing House, Mumbai
3	Laurie K Benson (2004). The Manager's Pocket Guide to e-communication.
4	Mohan K & Banerji M. (2003). <i>Developing Communication Skills</i> , Macmillan India Ltd, Delhi
5	Pandey, S. K. (2007). <i>Teaching Communication</i> . Commonwealth Publishers, New Delhi
6	Scott, B. (2004). <i>The Skills of Communicating</i> . Jaico Publishing House, Mumbai
7	Somasundaram, V. (2006). <i>Principles of Communication</i> . Authors Press, Delhi
8	Woodall, K. M. (2006). <i>How to Communicate under Pressure</i> , Jaico Publishing House, Mumbai

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://theinvestorsbook.com/effective-communication.html">https://theinvestorsbook.com/effective-communication.html</a>
7	<a href="https://www.artofliving.org/in-en/personality-development">https://www.artofliving.org/in-en/personality-development</a>
8	<a href="https://nptel.ac.in/courses/109104115">https://nptel.ac.in/courses/109104115</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to develop effective communication skills	30
CO-2	Student teachers will be able to read, review and apply the new theories on communication for the impressive personality	35
CO-3	Student teachers will be able to apply soft skills in the curricular and co-curricular activity	35

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010102
Course Title:	Value Education
Course Group:	Liberal Study Courses
Course Objectives:	To enable student teachers to 1. understand basics of Value Education 2. derive values from lives of great philosophers, mythological books and eminent personalities 3. get acquainted with role of a teacher and school in value inculcation 4. learn value inculcation through curricular and co-curricular activities 5. become aware about needs of value inculcation for sustainable society

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	-	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit 1: Understanding Basics of Value Education a) values: concept, types, need, importance, sources and significance; values education: concept, types, need, importance, sources and significance b) values adhered, adopted and transmitted by you, your family, society; values earned and learned from nature, prayers, songs, movies c) reasons of value deterioration	10
2	Unit 2: Values derived from of Philosophers & Epics a) values derived from the lives of Mahatma Gandhi, Swami Vivekananda, Aurobindo b) values derived from the lives of Sardar Patel, Jawaharlal Nehru, Kasturba c) values derived from the Ramayana, Mahabharat, Gita	11
3	Unit: 3 Understanding the Self, Roles of Various Agencies for Value Inculcation a) What am I? Where is peace? b) Role of a Teacher, School, Curriculum, media and society in Value Inculcation c) Contemporary issues and its possible solution to imbibe values	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Prepare a note on values propagated by Mahatma Gandhiji as need of time. 2. Prepare an article on your ideal personality. 3. Write a note on Family: Source of Values
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### Reference Books:

1	Banarasidas, M. (2007). <i>The Ramayana of An Epic of Ancient India</i> . Delhi
2	Chakrabarti, M. (2004). <i>Value Education: Changing Perspectives</i> , New Delhi Kanishka Publishers
3	Jha, Avdhesh S. (2014). <i>In Search of Peace</i> . New Delhi: Authors Press
4	Kalra, M. (2003). <i>Value-Oriented Education in Schools: Theory and Practice</i> . New Delhi
5	Kedu, F. (1980). <i>Ancient Indian Education</i> . New Delhi, Cosmo Publication,
6	Lokesh, K. (1984). <i>Methodology of Educational Research</i> . Vani Publisher, New Delhi
7	Luther, M. (2001). <i>Values and Ethics in School Education</i> . Tata Mc Grow Hill Publishing House, New Delhi
8	Mishra, K. (1979). <i>A study of the Educational System during Upanishadic Age of India</i> . Ph.D.Edu. Gor. Uni., In M. B. Butch (ed.). <i>Third Survey in Education</i> . New Delhi, NCERT
9	Mishra, Y. (2009). <i>Ethics, India Values and HRM Aspects of Ramcharitmanas (Sundarkand as a Case Study)</i> . Shodh, Samikshaaur Mulyankan, International Research Journal, Vol.2, Issue-5(Nov.08-Jan.09).
10	Pankaj, A. (2010). <i>Poetical Philosophy of Ramcharitmanas</i> , Prabudha Bharat Monthly Journal, Vol. 115, No.5
11	Poddar, H. (2004). <i>Tulsidas Virachitam Sri Ramcharitmanas</i> , Gorakhpur, Gita Press
12	Rathore, B. (2014). 'Scriptures in New Light' APH, Delhi, ]
13	Rathore, B. (2014). <i>Wisdom from Ancient Literature</i> APH, Delhi
14	Rathore, B. <i>Developing Effective Reading Skills For Wholistic Development Wholistic Teacher Education (2008-09)</i> . CASE, M.S. University, Baroda, pp 156-162, ISBN 078 -81-923486-7-4

### Supplementary learning Material:

1	<a href="https://www.mkgandhi.org/articles/value%20education.htm">https://www.mkgandhi.org/articles/value%20education.htm</a>
2	<a href="https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-901C-Value%20Education.pdf">https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-901C-Value%20Education.pdf</a>
3	<a href="https://egyankosh.ac.in/bitstream/123456789/8920/1/Unit-2.pdf">https://egyankosh.ac.in/bitstream/123456789/8920/1/Unit-2.pdf</a>
4	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
5	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
6	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
7	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
8	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>



**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcomes (CO):**

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the basics of value education	30
CO-2	Student teachers will be able to derive inculcate the values of various philosophers	35
CO-3	Student teachers will be able to ponder on the contemporary issues and how to find the solution for it	35

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010122
Course Title:	Human Rights and Values
Course Group:	Liberal Study Courses
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand basics of Human Rights and Values</li> <li>2. study the types of values and its importance</li> <li>3. acquaint with role of a teacher and school in value inculcation</li> <li>4. become aware about needs of value inculcation for sustainable society</li> <li>5. understand the status of human rights and values in the Indian constitution</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	15/6	-	50/20

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit 1 Understanding Values a) About Values a. Values: concept, nature, characteristics, importance, hierarchical scheme b. Sources of values: philosophy, society, religious institutes, books, culture, experts, and national education policy c. Indicators of Values: aims, expectation, attitude, interest, feelings, beliefs and assumptions, actions, anxiety, problems; educational implication of values b) Classification of Values, Social issues and Problems related to Value Education philosophical, psychological, sociological and human basis of classification of values; causes of lack of values in the society, gender inequality, urban problems related to energy, rehabilitation problem, climate change, global warming and green-house effect, deforestation, commission of status of women, UNESCO's strategy for gender equality, UNICEF's women's empowerment framework, wild life act 1972, water pollution act 1974, air pollution act 1981, environment protection act 1986 and its educational implication	10



	c) Development of Values identify different values, identify the teachers, vision of school, principal and teachers towards values, core elements of SCERT to be inculcated in the high school students, fostering values by school, values in classroom	
2	Unit 2 Understanding Human Rights a) Human Rights: concept; nature; characteristics; Importance; and its educational implication; b) Universal declaration of Human Rights: Article 1-30; c) National and state organizations of Human Rights: National Human Rights commission, state National Human Rights commission; <i>Human Rights and Women</i> : Prohibition of all sorts of discrimination against Women (part 1, 2, 3, 4). and its educational implication; and its educational implication	11
3	Unit 3 Human Rights, Constitution, and National Policy on Education a) Rights: Right to education; Rights of the child: rights of children declared by united Nation's charter; rights as declared on 20 <sup>th</sup> Nov. 1989 by UN charter (part 1, 2, 3). and its educational implication b) Human Rights and constitution: fundamental rights, right to equality, freedom, right against exploitation, right to freedom of religion, cultural and educational rights; directives of state policy; duties; and its educational implication c) National policy on education and Human Rights: equality for education opportunity; women's education; education for S.C. and S.T.; education for disabled; and its educational implication	11

#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Prepare documentary on any one human right and value 2. Prepare an essay on Human right and values 3. Write a note on the contemporary Human Right Issues.
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#### Reference Books:

1	Aurora, G. L. (1995). <i>Child Centred Education: for learning without burden</i> Gurgaon: Krishna Publishing Co.
2	Bagchi, Jyoti Prakash and Teckchandani, Vinod (2008). <i>Value Education</i> , Jaipur: University Book House (p). Ltd.
3	George, J. Andrepoulos and Richard, Pierre Claude (1997). <i>Human Rights Education for the twenty first century</i> Philadelphia: University of Pennysylvania Press
4	Havighurst, R. J. (1953). <i>Human Development and Education</i> New York: Longman's Green &Co.
5	Kohlberg, L. (1963 a). <i>Moral development and identification in H.W. Stevenson (ed.). Child Psychology</i> Chicago: University of Chicago Press
6	Singh Y.K., Ruchika Nath (2005). <i>Value Education</i> , Delhi: APH publishing Co.
7	Maslow, A.H. (1968). <i>Motivation and Personality</i> (2 <sup>nd</sup> ed.). New York: Harper
8	Meyer, J.R. (1976). <i>Reflections on Value Education</i> Waterloo, Canada: Wilfrid Laurier, U. Press



9	Ministry of Human Resource Development (1999). <i>Fundamental duties of citizen</i> Government of India
10	National Council for Teacher Education (1999). <i>Human Rights and Indian Values</i> (Vol. 1&2). Self-learning Module New Delhi: NCTE
11	Piajet, J. (1948). <i>The Moral Development of the Child</i> New York: Free Press
12	Raths, L.E., Harmin, M., &Simon, S.B. (1966). <i>Values and Teaching: Working with values in the classroom</i> Columbus Ohio: Charles E. Merrill

Supplementary learning Material:	
1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/understanding-human-rights">https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/understanding-human-rights</a>
7	<a href="http://www.niepa.ac.in/Download/Publications/Human%20Rights%20in%20Edu-2003-K%20Sudha%20Rao.pdf">http://www.niepa.ac.in/Download/Publications/Human%20Rights%20in%20Edu-2003-K%20Sudha%20Rao.pdf</a>

**Pedagogy:**  
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach will be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying;
R	U	A	N	E	C	N: Analyzing; E: Evaluating; C: Creating
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):		
Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand values and try to develop it	30
CO-2	Student teachers will be able to explain the human rights	35
CO-3	Student teachers will be able to express the views on National policy on education and human rights	35

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010103
Course Title:	Contemporary India and Education
Course Group:	Perspectives in Education
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept and aims of Education</li> <li>2. develop understanding about the social realities of Indian society and its impact on education</li> <li>3. comprehend the concepts of social Change and social transformation in relation to education</li> <li>4. understand the educational contributions of the Indian cum western thinkers</li> <li>5. know the different values enshrined in the constitution of India and its impact on education</li> <li>6. Sensitize people towards contemporary issues in education and its educational implications</li> <li>7. understand the historical developments in policy framework related to education</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	2	-	4	30/12	70/28	30/12	-	100/40

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1.	Unit-I Understanding Education & Philosophy a) Education: Concept, Need, Function, Scope, Significance; Aims b) Types of Education: Formal, Informal and Non formal c) Philosophy: Concept, Nature / characteristics and Pillars (Metaphysics, Axiology and Epistemology)	10
2	UNIT-II Aspects of Indian Philosophy and their Educational Implications. a) Upanishad / Vedant philosophy and Education: Concept, Education Implication. b) Geeta and Education: Concept, Education Implication. c) Buddhism and Education: Concept, Education Implication.	11
3	Unit- III Indian and Western thinkers and their contribution to Education a) Gandhian Philosophy of Education: Concept, Aims, Types of Education and significance b) John Dewey: Dewey's Concept, Aims, Types of Education and significance c) J J Rousseau's & Sri Tagore's Philosophy of Education: Concept, Aims, Types of Education and significance	11



4	Unit-IV Socio-Educational Perspectives in Contemporary India a) Society: Concept, Characteristics and its role in Education b) Culture: Concept, Characteristics and its role in Education c) Minorities and their Education: Concept and Principles and Curriculum	10
5	Unit -V Education, Social Change and Social Transformation a) Social Change: Concept, Characteristics / Aims and role of Education b) Socialization: Concept, Characteristics / Aims and role of Education a) Social Stratification: Concept, Characteristics and Ways	11
6	Unit-VI Developing Social Values a) Nationalism: Concept & Ways b) National Integration : Concept & Ways c) Internationalism : Concept & Ways	11

#### List of Practicals / Tutorials:

1	Practicum: (Any Two) 1. Review and Compare NPE 2020 policy documents and prepare a report in context to quality education. 2. Comparison of various Indian / Western Philosophers in context to their contribution in Education 3. Tutorial on Any one topic from the above course contents
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#### Reference Books:

1	Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2	Education and National Development. Ministry of Education, Government of India 1966.
3	Govt. of India (1992). Programme of Action (NPE). Min of HRD.
4	Ministry of Education. 'Education Commission "Kothari Commission". 1964-1966.
5	Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.MacMillan, New Delhi.
6	NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
7	NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
8	National Policy on Education. 1986 & 2019. Ministry of HRD, Department of Education, New Delhi.
9	Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
10	Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
11	Seventh All India School Education Survey, NCERT: New Delhi. 2002
12	UNDP. Human Development Reports. New Delhi. Oxford: Oxford University Press.
13	UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>



5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://rgu.ac.in/wp-content/uploads/2021/02/Download_588.pdf">https://rgu.ac.in/wp-content/uploads/2021/02/Download_588.pdf</a>
7	<a href="https://www.saralstudy.com/blog/issues-and-challenges-in-indian-education/">https://www.saralstudy.com/blog/issues-and-challenges-in-indian-education/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach will be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept education and philosophy	15
CO-2	Student teachers will be able to explain the diversity in the Indian society	15
CO-3	Student teachers will be able to understand aspect of India Philosophy and Educational Implications	20
CO-4	Student teachers will be able to explain the Philosophy of Indian and Western Thinkers	15
CO-5	Student teachers will be able to explain Educational, Social Change and Social Transformation	15
CO-6	Student teachers will be able to develop social values	20

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010104
Course Title:	Childhood and Growing Up
Course Group:	Perspectives in Education
<p>Course Objectives: To enable student teachers to</p> <ol style="list-style-type: none"> <li>1) learn the concept of child and Child Psychology</li> <li>2) understand children of different stages of development by interacting and observing them in diverse social, economic and cultural context</li> <li>3) understand the concept of adolescent, its problems and remedies</li> <li>4) apply innovative counselling strategies for adolescent learners</li> <li>5) analyze context of socialization with respect to family, relationships, socio-cultural differences</li> <li>6) critically think about Cognition, Intelligence and Creativity with respect to development of a child</li> </ol>	

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	2	-	4	30/12	70/28	30/12	-	100/40

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	<p>Unit-I Understanding Child development &amp; Motivational theories</p> <ol style="list-style-type: none"> <li>a) Educational Psychology: Meaning, Nature and scope, Growth and Development: Concept, meaning and general principles, factors affecting growth and development, difference Between Growth &amp; Development</li> <li>b) Stages of development in context to physical, intellectual, social and emotional &amp; its educational implications (Childhood to Adolescent).</li> <li>c) Concept of Motivation &amp; Theories of Motivation (Maslow's hierarchy of needs, ERG theory, Herzberg's two-factor theory),</li> </ol>	10
2	<p>Unit-II Understanding Child Psychology and its affecting Aspects</p> <ol style="list-style-type: none"> <li>a) Child Psychology: Concept, Characteristics and Significance</li> <li>b) Relationships with Peers: Friendships and gender; competition and cooperation, Acceptance and conflict; aggression and bullying, children who are out of school</li> <li>c) Schooling: Peer influences, school culture, relationships with teachers, teacher expectations and school achievement</li> </ol>	11



3	Unit-III Learning Fundamental Theories of Adolescent a) Adolescent: Meaning, Concept & Characteristics of adolescent b) Method of studying learner's behaviour at the adolescent stage: Observation, Interviews, Case Study and Experimentation c) Problems & Remedies of Adolescents in context to Physiological, Psychological, Social, Emotional and Educational	11
4	Unit -IV Cognition, Intelligence & Creativity (a) Cognitive Development: Concept, Piaget's stages of cognitive development, Role of cognition in learning (b) Intelligence: meaning, definition and concept of mental age and IQ, measurement of IQ, Intelligence Tests, Uses of Intelligence Tests. (c) Creativity: Concept, Nature and Characteristics of Creativity, Convergent & Divergent Thinking, Processing & Fostering Creativity	10
5	Unit-V Understanding Children with Learning Disability (a) Learning Disability - Definition, Meaning, Types of Learning Disability – Language, Reading, Writing, Arithmetic (b) Dyslexia & Attention Deficiency Disorder (ADD):. Meaning, Causes, Characteristics & Education (c) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse Learners: Including Marginalized group and learners with disabilities).	11
6	Unit-VI Fundamentals of Exceptional Children and their Influence in Society and Education (a) Exceptional Children – Meaning, definition and characteristics (b) Academically & Emotionally Backward Children- Meaning, Characteristics & Educational Implications (c) Gifted & Creative Children - Meaning, Characteristics & Educational Implication	11

#### List of Practicals / Tutorials:

1	Practicum: (Any Two) 1. Prepare an article for exceptional children. 2. Write an article on the growth and development of the child you observed in your family. 3. Write on a note on creativity / prepare a creative write-up.
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#### Reference Books:

1	Bhatnagar, A.B. (2003). Psychology of Teaching and Learning, R. Lal Book Depot, Meerat.
2	Bhatnagar, Suresh (2003). Advanced Educational Psychology, R. Lal Book Depot, Meerat.
3	Chandra S. S. & Rao Renu (2004). Educational Psychology: Evaluation and Statistics, Surya Publication, Near Govt. Inter college, Meerut.
4	Cole, M and Cole, S (1989). The Development of Children, Scientific American Books, New York
5	D.K. Behera (Ed.). Childhood in South Asia. New Delhi: Pearson Education India Nambissan,
6	G.B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF
7	Hurlock, E.B. (2003). Child Growth and Development, Tata Mc Graw - Hill Education
8	Jha, Avdhesh S. (2012). <i>Creativity and its Components</i> Germany: Lap Lambert Germany



9	Kakkar, S (1978). <i>The Inner World: A Psychoanalytic Study of Childhood and Society in India</i> . Oxford University Press, New Delhi
10	Kumar, Krishna (1996). <i>Learning from Conflict</i> . New Delhi: Orient Longman.
11	Laosa, L.M. (1982). "School Occupation, Culture and Family: The Impact of Parental Schooling on the Parent-Child Relationship". <i>Journal of Educational Psychology</i> , 74, 791-827.
12	Mangal S. K. (2005). <i>Advanced Educational Psychology</i> , Prentice Hall of India, New Delhi-110
13	Mangrola, B (2018). <i>Inclusive Education: Crossing the Divide</i> , Priyansh Publications, Surendranagar
14	Mishra, A (2007). <i>Everyday Life in a Slum in Delhi</i> .
15	<i>National Curriculum Framework</i> . (2005). National Council of Educational Research and Training. New Delhi: N.C.E.R.T.
16	Piaget, J. (1997). <i>Development and Learning</i> . In M. Gauvain and M. Cole (Eds). <i>Readings on the Development of Children</i> . New York: WH Freeman and Company Saraswathi,
17	Sharma, N (2011). <i>Understanding Adolescence</i> , NBT, New Delhi, India
18	Singh, A (Ed). (2015). <i>Human Development: A Life Span Approach</i> . Orient Black Swan, Delhi
19	Tarachanda (1997). <i>Modern Psychology</i> . New Delhi, Anmol Publication.
20	T.S. (1999). <i>Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality?</i> In T.S. Saraswathi (Ed). <i>Culture, Socialisation and Human Development: Theory, Research and Applications in India</i> . New Delhi. Sage

Supplementary learning Material:	
1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.cdc.gov/ncbddd/childdevelopment/facts.html">https://www.cdc.gov/ncbddd/childdevelopment/facts.html</a>
7	<a href="https://www.verywellmind.com/what-is-child-psychology-2795067">https://www.verywellmind.com/what-is-child-psychology-2795067</a>
8	<a href="https://www.futurelearn.com/info/courses/supporting-adolescent-learners/0/steps/46450">https://www.futurelearn.com/info/courses/supporting-adolescent-learners/0/steps/46450</a>
9	<a href="https://www.whiteswanfoundation.org/disorders/neurodevelopmental-disorders/learning-disability">https://www.whiteswanfoundation.org/disorders/neurodevelopmental-disorders/learning-disability</a>

**Pedagogy:**  
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to the concept child and development	15
CO-2	Student teachers will be able to explain the child psychology and its affective domain	15
CO-3	Student teachers will be able to understand adolescent theories and implement it	20
CO-4	Student teachers will be able to explain the stages of cognitive development	15
CO-5	Student teachers will be able to understand the need and importance of inclusive school	15
CO-6	Student teachers will be able to explain the characteristic of exceptional children	20

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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010105
Course Title:	Language Across Curriculum
Course Group:	Curriculum & Pedagogic Studies
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the language as a tool of communication</li> <li>2. acquire language skills</li> <li>3. learn the concept, meaning and significance of LAC approach</li> <li>4. analyse different forms of text</li> <li>5. develops reading comprehension and writing with specific purposes</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I English Language & Communication a) Language: Meaning & definition of Language, Characteristics of Language, English Language as a tool of Communication, Types of communication, importance of language and Functions of Language inside & outside of classroom b) Language Acquisition process, Stages of Language Acquisition, Categories of Language Acquisition. c) Place of Language in school curriculum, Language and process of thinking.	10
2	Unit-II Understanding Language Across Curriculum (LAC). Approach a) Meaning, Concept, Aims & Needs of LAC approach b) Benefits of LAC in context to students and teachers, Qualities of Language Teacher c) Significance & Difficulties in implementing LAC approach	11



3	Unit- III Developing Reading Comprehension and Writing a) Listening Skills: Objective, Listening Strategies, Developing Listening Skills. Speaking Skills: Types of Speaking Skills, Objective of Speaking Skills, Strategies for developing speaking skills, Developing Speaking skills. b) Reading Skills: Concept, purpose, Objective of Reading skills, Types of Reading skills, developing Reading Skills and Strategies for developing Reading skills. Writing Skills: Objective of Writing skills, Characteristics of Effective Writing, developing writing skills and Strategies for improving students writing skills. c) Forms of Text: Expository text Vs Narrative texts, Transactional Vs Reflexive text Analysis of different types of texts	11
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#### List of Practicals / Tutorials:

1	Practicum: (Any Two) 1. Preparation of a programme to Develop Reading and Writing skills. 2. Organizing any one literary activity on developing Reading and Writing skills. 3. Write an article on importance of learning for the development of individual and society. 4. Creative writing – Poem / Novel / Story
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#### Reference Books:

1	Bharati Chand (2017). Language Across Curriculum, Neelkamal Publications Pvt. Ltd. Educational Publisher, New Delhi.
2	Corson, D. (1990). Language Across the curriculum (LAC). Incorson Devid (ed.). Language policy. Across the Curriculum clevedon Muthlignel Matters, 72-140
3	Krishnaswamy, N(2000). Teaching English Grammar: A Modern Guide to an Interactive Approach, Chennai, Chennai, T.R. Publications
4	Palmer, R (2003). The Good Grammar Guide, New York; Routledge
5	Rathore, B. (2015). Language Skills, Delhi, APH

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.nu.edu/resources/how-to-improve-communication-skills-in-english/">https://www.nu.edu/resources/how-to-improve-communication-skills-in-english/</a>
7	<a href="https://www.scholastic.com/parents/books-and-reading/reading-resources/developing-reading-skills/improve-reading-comprehension.html">https://www.scholastic.com/parents/books-and-reading/reading-resources/developing-reading-skills/improve-reading-comprehension.html</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach will be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to the importance of communication skill	30
CO-2	Student teachers will be able to explain LAC approach	35
CO-3	Student teachers will be able to develop reading, writing, listening and speaking skill	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010106
Course Title:	Basics of Teaching English
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in English</li> <li>2. understand the concept and significance of English</li> <li>3. frame the general and specific objectives in teaching English</li> <li>4. plan the English lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching English in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of English teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	-	-	50/20

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit 1 Understanding Basic Language and Literature using English Textbooks. (a) Summary and moral of selected stories of NCERT textbooks and educational implications of selected poems from NCERT Textbooks. Grade VIII Honeydew Textbook <ol style="list-style-type: none"> <li>1. Unit 1: The best Christmas present in the world.</li> <li>2. Unit 4: Bepin Choudhary's Laps of Memory.</li> <li>3. Unit 5: Glimpses of the past.</li> <li>4. Unit 8: A Short monsoon Diary.</li> <li>5. Poem 1 : The Ant and the Cricket</li> <li>6. Poem 3 : Geography Lesson</li> <li>7. Poem 4 : The last Bargain</li> <li>8. Poem 5 : The School Boy</li> </ol>	10



	<p>Grade IX Beehive</p> <p>9. Unit 5: The Snake and the Mirror</p> <p>10. Unit 6: My Childhood</p> <p>11. Unit 7: Reach for the Top</p> <p>12. Unit 9: If I were you</p> <p>13. Poem 1 : The Road not taken</p> <p>14. Poem 2 : Wind</p> <p>15. Poem 5 : The Legend of The North Land</p> <p>16. Poem 6 : No Men are Foreign</p> <p>(b) Understanding Language Tasks of school textbooks.</p> <p>(c) Parts of Speech, Tenses, Active and Passive Voice, Direct and Indirect Speech.</p>	
2	<p>Unit 2 Status of English and planning for teaching English.</p> <p>(a) Importance of English at Global level and Local level.</p> <p>(b) General and specific objectives of teaching English at secondary and higher secondary level.</p> <p>(c) Lesson Planning, Micro and Simulation Teaching: Concept, Components and Importance.</p>	11
3	<p>Unit 3 Classroom Pedagogies for teaching English.</p> <p>(a) Approaches, Methods and Techniques: Concept, Features and Significance.</p> <p>(b) Approach, Methods and Techniques: Communicative Approach, an Eclectic Approach, Grammar-Translation Method, Direct Method, Questioning, Listen and Do, Read and Say.</p> <p>(c) Teaching Learning Materials: concept, significance, types and practice of TLM (Review Research Studies on TLMs)</p>	11

#### List of Practicals / Tutorials:

1	Practicum: (Any One) Content based test on School Textbook
2	Preparation of TLM
3	Review of textbook/chapters of textbook

#### Reference Books:

1	Krishnaswamy, N & Krishnaswamy, L (2007). Teaching English: Approaches, Methods and Techniques, New Delhi: Macmillan India Ltd. 7.
2	Krishnaswamy, N(2000). Teaching English Grammar: A Modern Guide to an Interactive Approach, Chennai, Chennai, T.R. Publications
3	Palmer, R (2003). The Good Grammar Guide, New York; Routledge
4	Rathore, B. (2015). Language Skills, Delhi, APH
5	Sasikumar, V. Dhamija, P.V. (2003). Spoken English: Self –learning Guide to Conversation Practice, New Delhi: Tata McGraw –Hill Publishing Company Ltd.



6	Tickoo, M. L, (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-trainers, New Delhi: Orient Longman Private Limited
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Supplementary learning Material:	
1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

**Pedagogy:**  
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcomes (CO):**

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic of English language and literature	30
CO-2	Student teachers will be able to prepare the lesson planning for English Teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach English course content	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010107
Course Title:	Basics of Teaching Mathematics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in mathematics</li> <li>2. understand the concept and significance of mathematics</li> <li>3. frame the general and specific objectives in teaching mathematics</li> <li>4. plan the mathematics lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching mathematics in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a Math teacher</li> <li>8. know the recent researches in mathematics</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts in Mathematics a) Grade 8: Rational number Square and square root, cube and Cube root Exponent and power Factorization b) Grade 9: Polynomials, Linear Equations Lines and angles Triangle Quadrilateral	12



2	Unit-II Planning for Teaching Mathematics a) Concept, nature, scope and significance of Mathematics; values gained from Mathematics; correlation of Mathematics: within itself and with other subjects; principles and maxims of teaching; Mathematics textbook; Qualities of a Mathematics teacher b) General and Specific Objectives of teaching Mathematics c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10
3	Unit-III Classroom Pedagogy for Teaching Mathematics a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Mathematics	10

#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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#### Reference Books:

1	James Anice, (2013). 'Methods of Teaching Mathematics' Neelkamal Publications Pvt Ltd. Educational Publisher New Delhi
2	Jha, Avdshesh S. (2010). <i>Teaching of Mathematics</i> Agra: Agrawal Publications
3	Lester, F.K (Ed). (2007). Second Handbook of Research on Mathematics Teaching and Learning, Charlotte, NC: NCTM & Information Age Publishing.
4	NCERT and State textbooks in Mathematics for Class VIII to X
5	NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
6	Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Research and its Applications, NY: Continuum. 32
7	Nunes, T and Bryant, P (Eds). (1997). Learning and Teaching Mathematics: An International Perspective, Psychology Press.
8	Polya, George (1957). How to solve it, Princeton, NJ: Princeton University Press.
9	Sidhu Kulbir Singh (1967). 'The Teaching of Mathematics' Sterling Publishers Pvt. Ltd.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://sciencing.com/basic-concepts-mathematics-6159112.html">https://sciencing.com/basic-concepts-mathematics-6159112.html</a>
7	<a href="https://eprints.soton.ac.uk/17326/1/Jones_planning_maths_learning_2005_final_proof.pdf">https://eprints.soton.ac.uk/17326/1/Jones_planning_maths_learning_2005_final_proof.pdf</a>



8 | <https://www.egyankosh.ac.in/bitstream/123456789/6689/1/Unit-2.pdf>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic concepts in Mathematics	30
CO-2	Student teachers will be able to prepare the lesson planning for Mathematics Teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach Mathematics course content	35

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Version:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010108
Course Title:	Basics of Teaching Environment Education
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in Environmental Education</li> <li>2. understand the concept and significance of Environmental Education</li> <li>3. frame the general and specific objectives in teaching Environment education</li> <li>4. plan the environmental education lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarize with appropriate method and techniques of teaching Environmental Education in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of an Environmental education teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts in Environment Education <ol style="list-style-type: none"> <li>a) Environment: Concept, Scope, significance and need of environment education, Ecosystem and its types</li> <li>b) Natural Resources: Types, Associated Problems and Role of an Individual in its conservation, Impact of Ozone Depletion and Global Warming</li> <li>c) Biodiversity and its Conservation, Environmental Pollution – its types, causes, effects and role of an individual in prevention of pollution, Environmental degradation and its impact on health</li> </ol>	12
2	Unit-II Understanding and planning to Teach Environment Education <ol style="list-style-type: none"> <li>a) Concept, Nature, Scope, Branches &amp; Significance of Environment Education</li> <li>b) Aims, Goals and General &amp; Specific Objectives of Teaching Environment Education, Teacher as an Environmental Educator</li> <li>c) Lesson Planning, Micro, Simulation Teaching: Concept, Steps, Significance</li> </ol>	10



3	Unit-III Teaching Environmental Education & Classroom Pedagogies a) Approach, Method Techniques and Skills: Concept, Features and Significance b) Lecture cum Discussion and Lecture cum Demonstration c) Review and practice teaching learning materials – E –resources, teaching aids, worksheets, Articles, Games, Greening the text book etc.	10
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#### List of Practicals / Tutorials:

1	Practicum: (Any One) Content Based Test on School Textbook
2	Preparation of TLMs

#### Reference Books:

1	Agarwal, S.P. And Aggarwal, J.C. (1996). Environmental Protection, Education and Development. New Delhi: New Concepts.
2	Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
3	Department of Education, Central University of Kashmir, <a href="http://cukashmir.ac.in/Joy">http://cukashmir.ac.in/Joy</a> , P., & Neal, P. (1994). The Handbook of Environmental Education: London, New Fetter Lane 41
4	Kelu, P. (2000). Environmental Education: A conceptual analysis. Calicut: Calicut University.
5	Kumar, A. (2009). A text book of Environmental Science. New Delhi: APH Publishing Corporation.
6	Reddy, P. K. & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.
7	Singh, Y. K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing Corporation.
8	Sharma, R. G. (1986). Environmental Education. New Delhi: Metropolitan Book Co., Pvt
9	Sharma, V. S. (2005). Environmental Education. New Delhi: Anmol publication.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://files.nc.gov/deqee/motee_-_participants_guide_2017_compressed.pdf">https://files.nc.gov/deqee/motee_-_participants_guide_2017_compressed.pdf</a>
7	<a href="https://www.youtube.com/watch?v=ZSJaqie6Ngl">https://www.youtube.com/watch?v=ZSJaqie6Ngl</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic concept in Environment Education	30
CO-2	Student teachers will be able to prepare the lesson planning for Environment Education Teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach Environment Education course content	35

Curriculum Revision:

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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010109
Course Title:	Basics of Teaching Accountancy
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in Accountancy</li> <li>2. understand the concept and significance of Accountancy</li> <li>3. frame the general and specific objectives in teaching Accountancy</li> <li>4. plan the Accountancy lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching Accountancy in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of an Accountancy teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts of Accountancy a) Grade 11: Accounting and its Terminology, Dual Effect of Transactions and Types of Accounts Introduction to Goods and Service Tax Financial Statements of Business Organisations b) Grade 12: Accounting for Partnership Accounting for Share Capital Accounting for Debentures Analysis of Financial Statements	12



2	Unit-II Planning for Teaching Accountancy a) Concept, nature, scope and significance of Accountancy, correlation of Accountancy with other subjects b) General and Specific Objectives of teaching Accountancy c) Planning the Lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10
3	Unit-III Classroom Pedagogy for Teaching Accountancy a) Approach, Method & Techniques: Concept, Features and Significance b) Teaching Methods in Accountancy: Lecture method, Question – Answer method, Discussion method. c) Techniques and Resources: Questioning, Mind Mapping, Brain Storming, Drill Teaching Learning Materials- Concept, Scope, Types of TLMs in Accountancy	10

#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Preparation of creative lesson plan 2. Preparation of TLMs
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#### Reference Books:

1	Boynlon, L. O. (1995). <i>Methods of Teaching Book Keeping</i> . Cincinnati: South Western Publication Company.
2	Kochhar S. K. (1992). <i>Methods and Techniques of Teaching</i> . New Delhi: Sterling Publishers Private Limited.
3	Modi, P. (2019). <i>Methodology of Teaching Accountancy</i> , Germany: Lap Lambert Academic Publishing House.
4	Verman, M. M. (1979). <i>Method of Teaching Accountancy</i> . New York: McGraw Hill.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://ncertbooks.solutions/ncert-books-class-11/accountancy/">https://ncertbooks.solutions/ncert-books-class-11/accountancy/</a>
7	<a href="https://snsourseware.org/drsnsce/files/1565769211.pdf">https://snsourseware.org/drsnsce/files/1565769211.pdf</a>
8	<a href="https://www.academia.edu/7953471/UNIT_1_INTRODUCTION_TO_MICRO_TEACHING_AND_ITS_NEED">https://www.academia.edu/7953471/UNIT_1_INTRODUCTION_TO_MICRO_TEACHING_AND_ITS_NEED</a>
9	<a href="https://wbsu.ac.in/wp-content/uploads/2020/08/Sem-4-TE-Simulated-Teaching-AM.pdf">https://wbsu.ac.in/wp-content/uploads/2020/08/Sem-4-TE-Simulated-Teaching-AM.pdf</a>
10	<a href="https://egyankosh.ac.in/bitstream/123456789/46768/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/46768/1/Unit-3.pdf</a>
11	<a href="https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf">https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf</a>
12	<a href="https://egyankosh.ac.in/bitstream/123456789/7189/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/7189/1/Unit-3.pdf</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to remember the basic concept in Accountancy	30
CO-2	Student teachers will be able to plan for teaching Accountancy	35
CO-3	Student teachers will be able to understand the classroom pedagogies for teaching Accountancy	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010110
Course Title:	Basics of Teaching Economics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in Teaching of economics</li> <li>2. understand the concept and significance of Teaching economics</li> <li>3. frame the general and specific objectives in teaching Economics</li> <li>4. plan the environmental education lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarize with appropriate method and techniques of teaching economics in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a Economics teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts in Economics Grade 11 a) Indian economics on the Eve of independence b) Liberalisation, Privatisation and globalisation c) Poverty d) Employment growth Grade 12 a) Micro Economics and b) Macro Economics	12



2	Unit-II Planning for Teaching Economics a) Concept, nature, scope and significance of Economics; values gained from Economics; correlation of Economics: within itself and with other subjects; principles and maxims of teaching; Economics textbook; Qualities of a Economics teacher b) General and Specific Objectives of teaching Economics c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10
3	Unit-III Classroom Pedagogy for Teaching Economics a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Economics	10

#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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#### Reference Books:

1	Aggarwal, J. C. (2014). Principles, Methods & Techniques of Teaching. New Delhi: Vikas Publishing House Pvt. Ltd.
2	Aggarwal, J.C. (2005). .Teaching of Economics. Agra: Vinod Pustak Mandir.
3	Dixit, N. (2005). Dictionary of Economics. Delhi: Isha Books
4	NCERT (2006). Indian Economic Development: Textbook for Class XII. New Delhi: NCERT.
5	NCERT (2007). Introductory Macro Economics: Textbook in Economics for Class XII. New Delhi: NCERT.
6	Reddy, S. (2005). .Learn and Teach Economics. Delhi: Authors Press.
7	Textbooks of Std. 11 & 12 GSEB & CBSE

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/handle/123456789/46727?">https://egyankosh.ac.in/handle/123456789/46727?</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf</a>
8	<a href="https://egyankosh.ac.in/handle/123456789/46432">https://egyankosh.ac.in/handle/123456789/46432</a>
9	<a href="https://egyankosh.ac.in/bitstream/123456789/58879/1/Block1.pdf">https://egyankosh.ac.in/bitstream/123456789/58879/1/Block1.pdf</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion,



Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic concepts of economics	30
CO-2	Student teachers will be able to plan teaching economics by framing general and specific objectives	35
CO-3	Student teachers will be able to differentiate between approach, method, technique	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010111
Course Title:	Basics of Teaching Social Science
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in Social Science</li> <li>2. understand the concept and significance of Social Science</li> <li>3. frame the general and specific objectives in teaching Social Science</li> <li>4. plan Science lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching Social Science in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a Social Science teacher</li> <li>8. use and access the teaching learning resources</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Learning the Basic Concepts in Social Science a) Grade8: How, When and Where Resource The Indian Constitution Understanding Secularism b) Grade 9: What is Democracy? Why Democracy? India – Size and Location The story of village Palampur The French Revaluation	12



2	Unit-II Planning for Teaching Social Science a) Concept, nature, scope and significance of Social Science; values gained from Social Science; correlation of Social Science: within itself and with other subjects; principles and maxims of teaching; Social Science textbook; Qualities of a Social Science teacher b) General and Specific Objectives of teaching Social Science c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10
3	Unit-III Classroom Pedagogy for Teaching Social Science a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Social Science	10

#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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#### Reference Books:

1	Aggarwal J. C. (2004). . <i>Teaching of Social Studies: a practical approach (3rd Ed.)</i> . New Delhi: Vikas Publishing House Pvt. Ltd.
2	Ediger, Marlow and Rao, Bhaskara, (2006). . <i>Teaching Social Studies Successfully</i> . New Delhi: Discovery Publishing House,
3	JamandlamudiPrasanth Kumar (2005). <i>Methods of teaching Civics</i> . New Delhi.
4	Khan, M. A. (2004). <i>Teaching of Social Studies in Elementary Schools</i> . New Delhi: Commonwealth Publishers.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic concept in social science	30
CO-2	Student teachers will be able to prepare the lesson planning for social science teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach social science course content	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010112
Course Title:	Basics of Teaching Science
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to
	<ol style="list-style-type: none"> <li>1. understand the basic concepts in science &amp; technology</li> <li>2. understand the concept and significance of science &amp; technology</li> <li>3. frame the general and specific objectives in teaching science &amp; technology</li> <li>4. plan the science &amp; technology lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching science &amp; technology in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a Science &amp; technology teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts in Science & Technology a) Grade-8 Micro-organisms Friction Combustion & Flame Some natural Phenomena b) Grade-9 Matter in our surroundings Force and laws of motion The Fundamental Unit of Life Improvement in Food Resources	12



2	Unit-II Planning for Teaching Science a) Concept, nature, scope and significance of Science; values gained from Science; correlation of Science: within itself and with other subjects; principles and maxims of teaching; Science textbook; Qualities of a Science teacher b) General and Specific Objectives of teaching Science c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10
3	Unit-III Classroom Pedagogy for Teaching Science a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Science	10

#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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#### Reference Books:

1	Bhatnagar, A.B. & Bhatnagar, S.S. (2005). <i>Teaching of Science</i> . Surya Publication, Meerut
2	CBSE and GSEB textbook of Science from Grade 8 to 12
3	Eriksson, I. V. (2008). <i>Science Education in 21st Century</i> . Nova Science Publishers, New York
4	Gandhi, D.B. & Mangrola, B. (2018). <i>Lesson Planning and Activities, A Guide for Teachers</i> , Priyansh Publications, Surendranagar
5	Hassard, J. & Dias, M. (2009). <i>The Art of Teaching Science: Inquiry and Innovation in Middle School and High School</i> . Taylor and Francis Group, New York, Joshi, S.R. (2007). <i>Teaching of Science</i> . APH Publishing Corporation, New Delhi
6	Kandi, J. & Rao, D.B. (2004). <i>Methods of Teaching Science</i> . Discovery Publishing House, New Delhi
7	Kohli, V.K. (1964). <i>How to Teach Science</i> . Vivek Publishers, Haryana
8	Kulshrestha, S. P. & Pasricha, H. (2005). <i>Teaching of Science</i> . Surya Publication, Meerut
9	Dave, Anjali (2023). <i>Teaching of Science</i> . ABS Books, Delhi
10	Dave, Anjali (2024). <i>Applications of Science in Daily Life</i> , ABS Books, Delhi

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/handle/123456789/46679">https://egyankosh.ac.in/handle/123456789/46679</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf">https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf</a>
8	<a href="https://egyankosh.ac.in/handle/123456789/46651">https://egyankosh.ac.in/handle/123456789/46651</a>



**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcomes (CO):**

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to acquire knowledge about science and its nature	30
CO-2	Student teachers will be able to understand the importance of teaching science and classify objectives in domains	35
CO-3	Student teachers will be able to differentiate between approach, method and technique	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010113
Course Title:	Basics of Teaching Commerce
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in Commerce</li> <li>2. understand the concept and significance of Commerce</li> <li>3. frame the general and specific objectives in teaching Commerce</li> <li>4. plan the Commerce lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching Commerce in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a Commerce teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts in Commerce <ol style="list-style-type: none"> <li>a) Grade 11:               <ul style="list-style-type: none"> <li>Business, Trade and Commerce</li> <li>Business Services</li> <li>Forms of Business Organisation</li> <li>Internal and International Trade</li> </ul> </li> <li>b) Grade 12:               <ul style="list-style-type: none"> <li>Nature and significance of Management</li> <li>Principles of Management</li> <li>Planning, Organizing, Staffing, Directing and Controlling</li> <li>Consumer Protection</li> </ul> </li> </ol>	12



	Unit-II Planning for Teaching Commerce a) Concept, nature, scope and significance of Commerce, correlation of Commerce with other subjects b) General and Specific Objectives of teaching Commerce c) Planning the Lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10
3	Unit-III Classroom Pedagogy for Teaching Commerce a) Approach, Method & Techniques: Concept, Features and Significance b) Teaching Methods in Commerce: Lecture method, Question – Answer method, Discussion method. c) Techniques and Resources: Questioning, Mind Mapping, Brain Storming, Drill Teaching Learning Materials- Concept, Scope, Types of TLMs in Commerce	10

#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Preparation of creative lesson plan 2. Preparation of TLMs
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#### Reference Books:

1	Aggarwal, J. C. (2014). <i>Principles, Methods &amp; Techniques of Teaching</i> . New Delhi: Vikas Publishing House Pvt. Ltd.
2	Modi, P. (2019). <i>Methodology of Teaching Commerce</i> , Lap Lamber Academic Publishing House, Germany.
3	NCERT. (2013). <i>Business Studies: Part I: Principles and Functions of Management</i> . New Delhi: NCERT
4	NCERT. (2013). <i>Business Studies: Part II: Business Finance and Marketing</i> . New Delhi: NCERT
5	NCERT. (2013). <i>Business Studies</i> . New Delhi: NCERT
6	Tomar, S. (2005). <i>Teaching of Commerce</i> . Agra: Vinod Pustak Mandir
7	Tripathi, P.C. and Reddy, P.N. (2010). <i>School Management</i> . Ludhiana: Tandon Publications
8	Venkateset. Al. (2004). <i>Methods of Teaching Commerce</i> . New Delhi: Discovery Pub. House

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://ncertbooks.solutions/ncert-books-class-11/business studies/">https://ncertbooks.solutions/ncert-books-class-11/business studies/</a>
7	<a href="https://sncourseware.org/drsnsce/files/1565769211.pdf">https://sncourseware.org/drsnsce/files/1565769211.pdf</a>
8	<a href="https://egyankosh.ac.in/bitstream/123456789/46889/1/Unit-14.pdf">https://egyankosh.ac.in/bitstream/123456789/46889/1/Unit-14.pdf</a>
9	<a href="https://egyankosh.ac.in/bitstream/123456789/46768/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/46768/1/Unit-3.pdf</a>
10	<a href="https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf">https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf</a>
11	<a href="https://egyankosh.ac.in/bitstream/123456789/7189/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/7189/1/Unit-3.pdf</a>



### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to remember the basic concept in Commerce	30
CO-2	Student teachers will be able to understand the classroom pedagogies for teaching Commerce	35
CO-3	Student teachers will be able to apply methods of teaching Commerce in actual classroom teaching.	35

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Reviewed on (Month-Year):	June 2022
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010114
Course Title:	Basics of Teaching Computer
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in computer science</li> <li>2. understand the concept and significance of computer science</li> <li>3. frame the general and specific objectives in teaching computer science</li> <li>4. plan the computer science lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching computer science in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a computer science teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts in Computer <ol style="list-style-type: none"> <li>a) Fundamentals of Computer: History of computer, Types of computer, CPU, Memory Device and Applications of Computer</li> <li>b) Windows Overview: Desktop Settings and Control Panel, Accessories and Multimedia, Virus Threats</li> <li>c) Software: definition- system software, application software, high level and programming languages, use of computer in school</li> </ol>	12
2	Unit-II Planning for Teaching Computer <ol style="list-style-type: none"> <li>a) Concept, nature, scope and significance of Computer; values gained from Computer; correlation of Computer: within itself and with other subjects; principles and maxims of teaching; Computer textbook; Qualities of a Computer teacher</li> <li>b) General and Specific Objectives of teaching Computer</li> <li>c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance</li> </ol>	10



3	Unit-III Classroom Pedagogy for Teaching Computer a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Computer	10
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#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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#### Reference Books:

1	Bourke, Chris (2008). <i>Computer Science-I</i> . Department of Computer Science and Engineering, University of Nebraska
2	CBSE and GSEB textbook of Computer from Grade 8 to 12
3	Digumarti, B.R and Moturi, R.K. (2005). <i>Methods of Teaching Computer Science</i> , Delhi: Discovery Publishing House.
4	Gandhi, D.B. & Mangrola, B. (2018). <i>Lesson Planning and Activities, A Guide for Teachers</i> , Priyansh Publications, Surendranagar
5	Miller Michael (2015). <i>Easy Computer Basics, Windows 10 Edition</i> . Que Publishing
6	Web Wise Seniors (2008). <i>Basic Computers for Beginners</i> . Web Wise Seniors, Inc. 305 Woodstock Rd. Eastlake, Ohio

#### Supplementary learning Material:

1	<a href="http://www.digitalliteracy.gov">www.digitalliteracy.gov</a>
2	<a href="http://www.nsdcindia.org">www.nsdcindia.org</a>
3	<a href="http://www.udemy.com">www.udemy.com</a>
4	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
5	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
6	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
7	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
8	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic concept in computer science	30
CO-2	Student teachers will be able to prepare the lesson planning for computer science teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach computer science course content	35

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010115
Course Title:	Basics of Teaching Statistics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in statistics</li> <li>2. understand the concept and significance of statistics</li> <li>3. frame the general and specific objectives in teaching statistics</li> <li>4. plan the statistics lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching statistics in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a statistics teacher</li> <li>8. prepare and access various teaching learning resources</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding the Basic Concepts in Statistics <ol style="list-style-type: none"> <li>a) Probability: Concept and its daily examples and Distributions and its types</li> <li>b) Mean, median, mode: Concept, Uses and Computation</li> <li>c) Standard Deviation, Quartile Deviation, Variance, Range: Concept, Uses and Computation</li> </ol>	12
2	Unit-II Planning for Teaching Statistics <ol style="list-style-type: none"> <li>a) Concept, nature, scope and significance of Statistics; values gained from Statistics; correlation of Statistics: within itself and with other subjects; principles and maxims of teaching; Statistics textbook; Qualities of a Statistics teacher</li> <li>b) General and Specific Objectives of teaching Statistics</li> <li>c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance</li> </ol>	10



3	Unit-III Classroom Pedagogy for Teaching Statistics a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Statistics	10
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#### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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#### Reference Books:

1	Garrett: H.E. (1956). Elementary Statistics, Longmans, Green and Co. New York.
2	Roth, R.K. (1999):. Fundamentals of Educational Statistics and Measurement, Taratarini Pustakalaya, Orissa
3	GSEB and NCERT Mathematics textbooks of STD VII, VIII, IX and X.
4	GSEB and NCERT Statistics textbooks of STD XI and XII.
5	Mangal S. K. (2005). .Statistics in psychology 2nd Edition .New Delhi: Prentice Hall of India Pvt. Ltd.
6	Garrett: H.E. (1956). Elementary Statistics, Longmans, Green and Co. New York.

#### Supplementary learning Material:

1	<a href="http://www.kkhsou.in/main/education/edu_statistics.html">http://www.kkhsou.in/main/education/edu_statistics.html</a>
2	<a href="http://en.wikipedia.org/wiki/Statistics_education">http://en.wikipedia.org/wiki/Statistics_education</a>
3	<a href="https://www.stat.auckland.ac.nz/~iase/publications/assessbk/chapter01.pdf">https://www.stat.auckland.ac.nz/~iase/publications/assessbk/chapter01.pdf</a>
4	<a href="https://machinep.com/learn">https://machinep.com/learn</a>
5	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
6	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
7	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
8	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
9	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic concept in Statistics	30
CO-2	Student teachers will be able to prepare the lesson planning for Statistics teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach Statistics course content	35

Curriculum Revision:

Version:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010116
Course Title:	Basics of Teaching Sanskrit
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to 1. understand the basic concepts in Sanskrit 2. understand the concept and significance of Sanskrit 3. frame the general and specific objectives in teaching Sanskrit 4. plan the Sanskrit lesson 5. differentiate between approach, method, skill and technique 6. familiarise with appropriate method and techniques of teaching Sanskrit in the classroom 7. acquaint with personal and professional qualities, skills and roles of a Sanskrit teacher 8. prepare and access various teaching learning resources

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	14/35	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit -I Understanding Sanskrit Textbooks a) Meaning and Educational Implications of prose and poetry lessons of GSEB textbook (Class 8 <sup>th</sup> ). b) Important Sandhis in Sanskrit, Tense, Pronoun, Tables of Suffixes c) Root verbs and their uses according to subject	12
2	Unit-II Planning for Teaching Sanskrit a) Concept, nature, scope and significance of Sanskrit; values gained from Sanskrit; correlation of Sanskrit: within itself and with other subjects; principles and maxims of teaching; Sanskrit textbook; Qualities of a Sanskrit teacher b) General and Specific Objectives of teaching Sanskrit c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10



3	Unit-III Classroom Pedagogy for Teaching Sanskrit a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Sanskrit	10
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### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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### Reference Books:

1	Bhandarkar, R.M. (2004). First Book of Sanskrit, New Delhi: Low Price Pub.
2	Bhandarkar, R.M. (2004). Second Book of Sanskrit, New Delhi: Low Price Pub.
3	Bhattacharyaji, S. (1993). History of Classical Literature, Hyderabad: Sangam Books Ltd.
4	Pandey, R. (2003). Sanskrit Shikshan, Agra, Vinod Pustak Mandir
5	Shastri, R.L. (2003). Vedic Sukta Mantra bali, Jaipur: University Book House

### Supplementary learning Material:

1	<a href="http://www.sanskrit.nic.in">http://www.sanskrit.nic.in</a>
2	<a href="http://www.sanskritabharati.org">http://www.sanskritabharati.org</a>
3	<a href="http://www.samskrutam.com">http://www.samskrutam.com</a>
4	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
5	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
6	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
7	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
8	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic concept in Sanskrit	30
CO-2	Student teachers will be able to prepare the lesson planning for Sanskrit Teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach Sanskrit course content	35

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010123
Course Title:	Basics of Teaching Gujarati
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to 1. understand the basic concepts in Gujarati 2. understand the concept and significance of Gujarati 3. frame the general and specific objectives in teaching Gujarati 4. plan the mathematics lesson 5. differentiate between approach, method, skill and technique 6. familiarise with appropriate method and techniques of teaching Gujarati in the classroom 7. acquaint with personal and professional qualities, skills and roles of a Gujarati teacher

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit -I Understanding Gujarati Textbooks a) Meaning and Educational Implications of prose and poetry lessons of GSEB textbook(Class 8 <sup>th</sup> ). b) Important Sandhis in Gujarati c) Chand, Alankar	12
2	Unit-II Planning for Teaching Gujarati a) Concept, nature, scope and significance of Gujarati; values gained from Gujarati; correlation of Gujarati: within itself and with other subjects; principles and maxims of teaching; Gujarati textbook; Qualities of a Gujarati teacher b) General and Specific Objectives of teaching Gujarati c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10



3	Unit-III Classroom Pedagogy for Teaching Gujarati a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Gujarati	10
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### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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### Reference Books:

1	આકુવાલાસી .કે”-જોડણી શિક્ષણ “ભારત પ્રકાશન અમદાવાદ.
2	પ્રિ .નટુભાઈ રાવલ” -ગુજરાતી વિષયવસ્તુ”, નીરાવ પ્રકાશન અમદાવાદ.
3	ડો.ધનવંતે સાઈમને ડો મોતીભાઈ પટેલ
4	”ગુજરાતી વિષયવસ્તુનું અધ્યન”, બી.એસ.શાહ પ્રકાશન, અમદાવાદ .
5	”ગુજરાતી વ્યાકરણ વિચાર”, બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
6	”ગુજરાતી વિષયવસ્તુના નવીન પ્રવાહો”, બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
7	જોશીસુરે શ્રીગુજરાતી કવિતાનો આસ્વાદ “ચૈતન પ્રકાશન, અમદાવાદ.
8	નાયક રતિલાલ સી” :ગુજરાતી વિષયવસ્તુ “અને શિક્ષણપદ્ધતિ “અનડા બુક ડિપો, ગાંધીમાર્ગ અમદાવાદ
9	પ્રિ .અકુવાલા, કલ્યાણી અને વ્યાસ” :ગુજરાતીનું અભિનવ અધ્યયન”, બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
10	શ્રીગુણવંત્રિવેદી” :ભાષા શિક્ષણની પ્રક્રિયા”, રાજ્ય શિક્ષણ ભવન, અમદાવાદ.
11	ડો .હરિકૃષ્ણ જોશી અને ધનવંતે સાઈ:ગુજરાતી શિક્ષણમાં નવીન દ્રષ્ટિ. “
12	ડો .મોતીભાઈ પટેલ ડો .શાસ્ત્રી અને જયેન્દ્ર દવે” :ગુજરાતી ભાષાના અધ્યયનનું પરિશીલન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
13	ત્રિવેદીરમણલાલ” :માતૃભાષાનું અધ્યાયનવાર્ણીપ્રકાશનગુપ, અમદાવાદ.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>



5 | <https://diksha.gov.in/>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic of Gujarati language and literature	30
CO-2	Student teachers will be able to prepare the lesson planning for Gujarati Teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach Gujarati course content	35

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010124
Course Title:	Basics of Teaching Hindi
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basic concepts in Hindi</li> <li>2. understand the concept and significance of Hindi</li> <li>3. frame the general and specific objectives in teaching Hindi</li> <li>4. plan the mathematics lesson</li> <li>5. differentiate between approach, method, skill and technique</li> <li>6. familiarise with appropriate method and techniques of teaching Hindi in the classroom</li> <li>7. acquaint with personal and professional qualities, skills and roles of a Hindi teacher</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	20/8	-	50/20

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit -I Understanding Hindi Textbooks a) Meaning and Educational Implications of prose and poetry lessons of GSEB textbook (Class 8 <sup>th</sup> ). b) Important Sandhis in Hindi c) Chand, Alankar	12
2	Unit-II Planning for Teaching Hindi a) Concept, nature, scope and significance of Hindi; values gained from Hindi; correlation of Hindi: within itself and with other subjects; principles and maxims of teaching; Hindi textbook; Qualities of a Hindi teacher b) General and Specific Objectives of teaching Hindi c) Planning the lessons: Micro teaching, Simulation, Lesson plan- Concept, Steps and Significance	10



3	Unit-III Classroom Pedagogy for Teaching Hindi a) Approach, Method Techniques: Concept, Features and Significance b) Teaching Methods: Lecture method, Discussion method, Demonstration method c) Techniques and Resources: Questioning, Brainstorming & Drill and Practice; Teaching Learning Materials- Concept, Significance, Types of TLMs in teaching; Review any five contemporary researches for teaching Hindi	10
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### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. Content Based Test on School Textbook 2. Preparation of TLMs 3. Review of textbook / Selected Chapters
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### Reference Books:

1	भाई, योगे न्द्रजी: हिं ढ भाषा शिक्षण, विनोद पुस्ताकमं दि आगरा।
2	लाल, रमन बिहारी: हिं ढ शिक्षण रस्तोगी पब्लिके श, मे र।
3	शर्मा, डॉ. लक्ष्मीनारायण: भाषा, रकी शिक्षणविधियां ओर पाठनियोजन, विनोद पुस्ताकमं दि आगरा।
4	शर्मा, राजकुमारी: हिं ढ शिक्षण, राधा प्रकाशन मं दि आगरा।
5	सिं निरं जनुकार (१९८४). माध्यमिक विध्यालयोमें हिं ढ शिक्षण, राजस्थान हिं ढ ग्रन्थ अकादमी, जयपुर

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand basic of Hindi language and literature	30
CO-2	Student teachers will be able to prepare the lesson planning for Hindi Teaching	35
CO-3	Student teachers will be able to use appropriate approach, methods and technique to teach Hindi course content	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010117
Course Title:	Reading and Reflecting on Texts
Course Group:	Enhancing Professional Capabilities
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. read and comprehend the texts to derive the meaning</li> <li>2. study the nature and types of reading</li> <li>3. review and practice various psychological process</li> <li>4. carry out various tasks and activities to reflect upon the texts</li> <li>5. prepare and try out various reading comprehension programmes</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	15/6	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit 1 Fundamentals of Reading Skills <ol style="list-style-type: none"> <li>a) Concept, Meaning and Significance of Reading Skill &amp; Purposes of Reading</li> <li>b) Process of Reading Skills: Psychological and Physiological</li> <li>c) Reading Skills: Types and Features</li> </ol>	12
2	Unit 2 Readability and Reading Comprehension Programmes <ol style="list-style-type: none"> <li>a) Readability: Concept, Factors and Significance</li> <li>b) Effective Reading Comprehension Programme: Concept and Types</li> <li>c) Process of Reflection: Meaning, Importance and Strategies to Enhance Reflection</li> </ol>	10
3	Unit 3 Reading Models and Practice of Reflecting on Texts <ol style="list-style-type: none"> <li>a) Models of Reading: William S. Gray's Model, Robinson's Model, Top-down, Bottom-up &amp; Interactive</li> <li>b) Reading Habits: Concept and Strategies</li> <li>c) Review and Practice: Educational Texts, Narrative Texts &amp; Literary Texts, Literary, Philosophical and Spiritual Texts</li> </ol>	10



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Reading Comprehension programme
2	Review Online Reading Comprehension Programme

### Reference Books:

1	Cameron, L. 2001. <i>Teaching Languages to Young Learners</i> . Cambridge: Cambridge University Press
2	Gates, A. I. (1925). <i>The Improvement of reading</i> , New York: The Macmillan company.
3	Gilliland, J. (1976). <i>Readatrility</i> , Hodder and Sotoughton, London
4	Lefver, A. (1964). <i>Linguistics and the Teaching of Reading</i> , New York: Me Groettin.
5	Lewis, N. (1945). <i>How to Read Better and Faster</i> , New York: Thomas Y. Crowell company.
6	Menzel, E. (1966). <i>The Teaching of Reading</i> , London: Oxford University Press.
7	NCERT, (1966). <i>Teaching of Reading a challenge</i> , New Delhi: Pub. Unit, NCERT.
8	Nuttall, Christine. (1982). <i>Teaching Reading Skills in a Foreign Language</i> . English Language Book Society: Oxford.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the fundamentals of reading skills	30
CO-2	Student teachers will be able to develop effective reading skill	35
CO-3	Student teachers will be able to review and practice on reading skills	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 1
Course Code:	105010118
Course Title:	Promoting Creativity and Problem Solving Skills
Course Group:	Enhancing Professional Capabilities
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. develop creative and critical thinking skills</li> <li>2. understand various strategies for creativity, problem solving and innovation</li> <li>3. enable to solve day to day life problems easily</li> <li>4. develop critical thinking of students</li> <li>5. help for their effective teaching</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	15/6	35/14	15/6	-	50/20

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Fundamentals of Creativity and its Components <ol style="list-style-type: none"> <li>a) Concept &amp; Characteristics of Creativity</li> <li>b) Components &amp; nature of Creativity, Factors affecting Creativity</li> <li>c) Features of Creative Individual, Types of thinking, Strategy of Questioning, Fish bone diagram, Mind Map, Scamper Technique</li> </ol>	12
2	Unit-II Theories of Problem Solving Skill <ol style="list-style-type: none"> <li>a) Concept and Attributes of Problem Solving Skill</li> <li>b) Components and Nature of Problem Solving</li> <li>c) Reversing Perspective, Relaxation, Brain Storming; Problem Solving and its stages</li> </ol>	10
3	Unit-III Developing Creativity and Problem Solving Skills <ol style="list-style-type: none"> <li>a) Methods of Developing Creativity: Brainstorming and Synactics</li> <li>b) Strategies for Developing Creativity and Problem Solving Skills, Kepner-Tregoe Method, Six thinking hats</li> <li>c) Preparation of Evaluation Rubrics – Discussing different types of Creativity tasks, Researches on Creativity and Problem Solving</li> </ol>	10



### List of Practicals / Tutorials:

1	Practicum: (Any One) 1. A Set of activities to promote Creativity 2. Preparation of Situational Test to evaluate Problem Solving Skills 3. Review of Research papers on creativity
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### Reference Books:

1	Edward, De Bono's (1994). Thinking course, Revised Edition
2	Edward, De Bono's (1999). Six Thinking Hats Revised and updated edition
3	Edward, De Bono's (1973). Lateral thinking, Creativity Step by Step
4	Keith S. (2013). ZigZag, The surprising path to greater creativity.
5	Keith, S. (2007). The creative power of Collaboration
6	Michael, M. (2001). Crackling Creativity, The secrets of creative
7	Michael, M. (2006). Thinker toys, second edition
8	Nancy, M. & Nusa, M. (2002). Mapping Inner Space by Second edition
9	Scott, B. (2010). The Myths of Innovation, Expanded and revised edition
10	Tony, B. (2002). How to Mind Map
11	Tom, K. & Jonathan, L (2001). The art of innovation
12	Jha, A. S. (2011). Creativity and its components, Lap Lambert

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.creativitypost.com/article/creativity_components">https://www.creativitypost.com/article/creativity_components</a>
7	<a href="https://www.indeed.com/career-advice/career-development/improve-creative-problem-solving-skills">https://www.indeed.com/career-advice/career-development/improve-creative-problem-solving-skills</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept and characteristics of creativity	30
CO-2	Student teachers will be able to explain the components & nature of problem solving	35
CO-3	Student teachers will be able to develop creativity & problem solving skills	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010201
Course Title:	Life Skills in Education
Course Group:	Liberal Study Courses
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand need, role and significance of life skills in student personal development</li> <li>2. establish relationship between application of life skills and academic achievement</li> <li>3. review and analyze core life skills</li> <li>4. prepare and practice tasks to teach life skills</li> <li>5. evaluate life skills developed among secondary grade learners</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Introduction to Life Skills in Education <ol style="list-style-type: none"> <li>a) Life Skills in Education: Meaning, Definition, Characteristics &amp; Experiential Learning Model of Life Skills Development</li> <li>b) Life Skills in Students' Personal Development – Need, Role and Significance</li> <li>c) Delor's Report on Life Skills Development: Four Pillars of Life Skills Development</li> </ol>	10
2	Unit-II Review & Analyses of Core Life Skills <ol style="list-style-type: none"> <li>a) Identifying and Analyzing core life skills from textbooks of Std. VIII to XII in respective methods</li> <li>b) Review articles, case studies and research papers to identify life skills</li> <li>c) Preparation and Implementation of tasks to teach Life Skills in the classroom</li> </ol>	11
3	Unit-III Planning, implementation and evaluation of Life Skills Development <ol style="list-style-type: none"> <li>a) Strategies to implement Life Skills in Education: Brainstorming, Debates, Role play, Buzz Groups, Games, Story Telling, Situational Analysis, etc.</li> <li>b) Types of Evaluation Tools, Importance and Challenges in Life Skill Development</li> <li>c) Preparation of Rubrics and Evaluation tools to study life skill development through curricular and co-curricular activities</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Tasks to teach Life Skills
2	Preparation of write up on various Life Skills
3	Preparation of article on Imbibing Life Skills in High School Students (Article)

### Reference Books:

1	Handbook of Life Skills Education. New Delhi: NCERT.
2	<i>Helaiya, S &amp; Goel, D.R. (2011). Life Skills Programme for Student-Teachers: A Research Work, Germany: VDM Publication.</i>
3	Joseph, K.S. (2009). Equip yourself with life skills, Mumbai: Better yourself books.
4	Mangrola, B. (2018). Life Skills: Learn to Live, Priyansh Publications, Surendranagar
5	NCERT, (2005). National curriculum framework, New Delhi: NCERT
6	UNESCO Report on life skills education

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://wikieducator.org/Introduction_to_life_skills_education">https://wikieducator.org/Introduction_to_life_skills_education</a>
7	<a href="https://www.s4ye.org/agi/html/Implementation_Delivering_Life_Skills_Training.html">https://www.s4ye.org/agi/html/Implementation_Delivering_Life_Skills_Training.html</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept of life skill in education	30
CO-2	Student teachers will be able to review and analyze the core life skills	35
CO-3	Student teachers will be able to prepare rubrics and evaluation tools to study life skill development	35



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010202
Course Title:	Developing Logic & Reasoning Skills
Course Group:	Liberal Study Courses
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. develop reasoning and logical skills for competitive exams</li> <li>2. develop inductive and deductive reasoning skills</li> <li>3. establish relationships between numerical and alphabetical attributes</li> <li>4. enhance confidence level to appear in the competitive exams</li> <li>5. solve problems based on logical and reasoning skills</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I General Mental Ability <ol style="list-style-type: none"> <li>a) Study Alphabetical Test, Coding Decoding Test and Spotting out Dissimilar</li> <li>b) Understand Direction Sense Test, Series Completion Test and Blood Relation Test</li> <li>c) Review and Practice Number Test, Time Sequence Test and Venn Diagram</li> </ol>	10
2	Unit-II Developing Logical Skills <ol style="list-style-type: none"> <li>a) Interpretation of Statements and Arguments</li> <li>b) Logic and Logical Sequence of Word</li> <li>c) Developing Logic through Puzzle Test, Inserting the missing one etc.</li> </ol>	11
3	Unit-III Understanding Non Verbal Reasoning <ol style="list-style-type: none"> <li>a) Concept and Nature of Analytical Reasoning &amp; Data Interpretation</li> <li>b) Nature of Non Verbal Series Test &amp; Non Verbal Analogy Test</li> <li>c) Interpretation of Analogy: Mirror Images, Water Images</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Solving test items related to Logical & Reasoning Skills
2	Preparation of test items related to Logical & Reasoning Skills

### Reference Books:

1	Barrett J, Williams. G, Test your own Aptitude, Kogan Page Limited, United Kingdom
2	Data Interpretation Data Sufficiency and Reasoning, Vikas publishing House, Noida
3	Gopal. R, Subramanyam. J, Arithmetic and Quantitative Aptitude for Competitive Exam, published by T. Krishna Press, Chennai
4	Lal. M, Singh. A, Quicker Reasoning Test, Upkar Prakashan, Agra
5	Praveen. R, Quantitative Reasoning and Aptitude (2013). PHI publication, Delhi

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
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4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.indiabix.com/logical-reasoning/letter-and-symbol">https://www.indiabix.com/logical-reasoning/letter-and-symbol</a>
7	<a href="https://testbook.com/learn/alphabet-reasoning">https://testbook.com/learn/alphabet-reasoning</a>
8	<a href="https://www.hitbullseye.com/Alphabetical-Series-Reasoning-Questions.php">https://www.hitbullseye.com/Alphabetical-Series-Reasoning-Questions.php</a>
9	<a href="https://www.toppr.com/guides/quantitative-aptitude/data-interpretation/">https://www.toppr.com/guides/quantitative-aptitude/data-interpretation/</a>
10	<a href="https://www.indiabix.com/data-interpretation/questions-and-answers/">https://www.indiabix.com/data-interpretation/questions-and-answers/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to develop the ability to solve reasoning	30
CO-2	Student teachers will be able to gain adequate problem solving ability	35
CO-3	Student teachers will be able to develop analytical skills of reasoning	35

Curriculum Revision:	
Version:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010222
Course Title:	Human Resource Management in Education
Course Group:	Liberal Study Courses
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the theories and significance of Human resource management</li> <li>2. understand the importance of human resource management in school and colleges</li> <li>3. develop skill of human resource management</li> <li>4. plan and participate in various activities on human resource management</li> <li>5. prepare the performance based appraisal and sociometry</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit 1: Understanding Human Resource Management and its Development a) Management: concept, characteristics and functions of management, administration and management, difference between administration and management, management as profession, meaning of profession, definition, characteristics; approaches to management: system approach, contingency or situational approach; principles of management; educational implication of management b) HR: concept, scope, objectives, functions, significance of HR, and challenges in HR; environment, human resource environment educational implication of human resource management c) Training and Development: concept of training and development; need, objectives, principles, methods, types and evaluation of training and development; educational implication of T&D	10



2	Unit 2: Performance Appraisal and Total Quality Management a) Performance Appraisal: nature of performance appraisal and management; significance and rationale of performance appraisal; emergence of performance management process; major issues in performance appraisal; methods of performance appraisal; appraisal of individuals potential b) Service: concept of service; service quality; measurement of service quality c) Total Quality Management: Concept of TQM, dimensions of TQM; management of people; management of technologies; controlling quality; effect of TQM; quality circle, educational implication of total quality management	11
3	Unit 3 Education Marketing a) Innovative education: innovative education: why and how? Concept of literacy and functional literacy, concept of marketing literacy b) School Education: marketing mix for elementary education; strategic marketing for elementary education; marketing mix for secondary education; strategic marketing for secondary education; marketing mix for higher secondary education; strategic marketing for higher secondary education c) Higher Education: marketing mix for higher education; strategic marketing for higher education.	11

#### List of Practicals / Tutorials:

1	Practicum: (Any One) Prepare the Sociometry
2	Article on Total Quality Management on Various dimensions of Education

#### Reference Books:

1	Agarwal, R. D. (1977). <i>Dynamics of Personal Management in India</i> , New Delhi: Tata McGraw – Hill Publishing Co. Ltd.
2	Aswathappa, K. (2007). <i>Human Resource and Personal Management</i> (6 <sup>th</sup> ed.). New Delhi: Tata McGraw–Hill Publishing Co. Ltd.
3	Barnard, Chester I. (1938). <i>The Functions of the Executive</i> , Cambridge, Massachusetts: Harvard University Press
4	Carroll, J. and Joshi, H.L. (1970). <i>Management by Objectives</i> , New York: Macmillan &Co.,
5	Chandrasekhar, R. (1992). <i>The Buck Stops Here</i> , New Delhi: Macmillan.
6	Cole, G. A. (1993). <i>Personal Management Theory and Practice</i> , New Delhi: D.D. Publications,
7	Donald F Harvey, (1988). <i>Strategic Management and Business Policy</i> , Merrill Publishing Co.
8	Dwivedi, R.S. (2007). <i>Human Resource Management</i> (6 <sup>th</sup> ed.). New Delhi: Vikas Publishing House Pvt Ltd.
9	Finley, Robert E (Ed.). (1962). <i>The Personal Man and His Job</i> , D.B. Bombay: Tara Purevala
10	Herbert, G., Herman III, et. al. (1986). <i>Personal / Human Resource Management</i> , Humewood:
11	Jha, S. M. (2008). <i>Services Marketing</i> Mumbai: Himalaya Publishing House
12	Natarajan, Ganesh et. Al., (2000). <i>Knowledge Management</i> , New Delhi: Tata Mcgraw Hill Publishing Co. Ltd.
13	Hammer, W.C., and F.L. Schmidt (Ed.). (1974). <i>Contemporary Problems in Personnel</i> St: Clair Press.



Supplementary learning Material:	
1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach will be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand human resource management and its development	30
CO-2	Student teachers will be able to explain the concept total quality management	35
CO-3	Student teachers will be able to implement the strategy for secondary and higher secondary education	35

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010203
Course Title:	Learning & Teaching
Course Group:	Perspectives in Education
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of learning and its implications for learners</li> <li>2. inspect factors affecting learning and imply for students learning curve</li> <li>3. discuss information processing in individuals</li> <li>4. build and use strategies for enhancing learning in learners</li> <li>5. imply educational implications of theories of learning in classroom teaching</li> <li>6. conduct intelligence tests on learners</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	2	-	4	12/30	28/70	12/30	-	40/100

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Process of Learning in Classroom <ol style="list-style-type: none"> <li>a) Learning: Concept, Significance, Types of Learning and Factors affecting Learning, Model of Learning</li> <li>b) Learning Process: Attention, Sensation, Perception and Concept Formation</li> <li>c) Learning Curve &amp; Learning Plateau: Meaning, concept, types of learning curve, Causes for Learning Plateau, Ways to eliminate learning plateau</li> </ol>	10
2	Unit-II Fundamentals of Remembering and Forgetting <ol style="list-style-type: none"> <li>a) Memory: Concept, Significance and Types of Memory</li> <li>b) Information Processing Model: Concept, Processing of information, Benefits and Implications</li> <li>c) Forgetfulness: Concept of Forget and strategies for better management in memory</li> </ol>	11
3	Unit-III Theories of Learning and Educational Implications <ol style="list-style-type: none"> <li>a) SR Theories without Reinforcement (Pavlov &amp; Watson):. concepts, principles and classroom implications</li> <li>b) SR Theories with Reinforcement (Skinner &amp; Thorndike):. concepts, principles and classroom implications</li> <li>c) Cognitive Field Theories (Gestalt):. concepts, principles and classroom implications</li> </ol>	11



4	Unit - IV Understanding Multiple Intelligence a) Multiple Intelligence: Concept, Significance and types of multiple intelligence b) Howard Gardener's Multiple Intelligence: Theory and its Educational Implications; Spearman & Thorndike	10
5	Unit - V Understanding Process of Teaching a) Teaching: Concept, Phases of Teaching, Role of a Teacher in Teaching Learning Process b) Facilitating Development of Learners: Bloom's Revised Taxonomy for cognitive and affective development & Maxims of Teaching c) Flanders Interaction Analysis: Components, Procedure, Tabulating and Interpretation of a Matrix, Advantages and Precautions in use of FIA	11
6	Unit - VI Theories of Teaching (a) Concept of Theories of Teaching Needs of Theory of Teaching (b) Formal Theory of Teaching & Normative Theory of Teaching & Descriptive Theory of Teaching & its types (c) Education Implication	11

#### List of Practicals / Tutorials:

1	Practicum: (Any Two) Write an article on concept of learning, types of learning and factors affecting learning
2	Write an article on concept and types of multiple intelligence
3	Tutorial on Any one topic from the above course contents

#### Reference Books:

1	Aggarwal, J.C. (1998). Essentials of Educational Psychology. Vikas Publishing House Pvt. Ltd.
2	Chauhan, SS (1998). Advanced educational Psychology. Vikas Publishing House Pvt. Ltd.
3	Dandapani (2002). Advanced Educational Psychology, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
4	Erickson, Eric, H. (1972). Play and Development. W. W. Norton, New York. 10.
5	Gardner, H. (1980). Frames of Mind: The Theory of Multiple Intelligence. Paladin Books. London.
6	Gage, N. L. (1963). Paradigms for research on teaching. In N. L. Gage (Ed.). Handbook of research on teaching (pp. 94-141). Chicago: Rand McNally.
7	Mangrola, B. (2018). Learn to Explore Classroom by Addressing Multiple Intelligence, Priyansh Publications, Surendranagar.
8	Hilgard & Bower (1975). Theories of Learning. Prentice hall Publishing
9	Mangal, S.K. (2002). Advanced Educational Psychology. Prentice Hall of India

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>



**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcomes (CO):**

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the process of learning in education	15
CO-2	Student teachers will be able to explain the fundamentals of remembering and forgetting	15
CO-3	Student teachers will be able to understand the theories of learning and implement it in classroom	20
CO-4	Student teachers will be able to understand the concept of multiple intelligence	15
CO-5	Student teachers will be able to apply the process of teaching	15
CO-6	Student teachers will be able to explain the theories teaching and implement it in the classroom	20

**Curriculum Revision:**

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010204
Course Title:	Knowledge and Curriculum
Course Group:	Perspectives in Education
<p><b>Course Objectives:</b> To enable student teachers to</p> <ol style="list-style-type: none"> <li>1. understand the way in which the curriculum is driven by assessment</li> <li>2. critically analyse various samples of textbook</li> <li>3. identify various dimensions of the curriculum and their relationship with the aims of Education</li> <li>4. examine the epistemological basis of education</li> <li>5. identify relationship between the curriculum framework and syllabus</li> <li>6. understand the relationship between power, ideology and the curriculum</li> <li>7. understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	2	-	4	12/30	28/70	12/30	-	40/100

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I: Knowledge Generation a) Knowledge: Concept, characteristics, Classification, Types and Sources b) Distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief' c) Education : Concept, Nature, Characteristics & Types	10
2	Unit-II: Process of knowing and forms of knowledge a) Process of knowing, Process of Construction of Knowledge, role of teacher in construction of knowledge b) Methods of acquiring knowledge, Role of knower & known in construction and transmission of knowledge c) Role of teacher and culture in knowledge construction	11



3	Unit-III Curriculum Development & Its Determinants a) Curriculum, Syllabus, Textbook: Meaning, Need & difference b) Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Ideological, Scientific and Technological c) Types & Approaches of curriculum development: Types of Curriculum and Different approaches such as Subject centred, Learner centred and Teachers centred	11
4	Unit-IV Resources, Implementation and evaluation of Curriculum a) Role of external agencies (MHRD, NCERT, SCERT) in providing curriculum and pedagogic supports to teachers within schools b) Operationalization of curriculum into learning situations: Selection & development of learning resources i.e. textbooks, teaching learning materials and resources outside the school-local environment c) Process of curriculum evaluation: Modes of Curriculum Assessment, Need and importance of continuous & comprehensive evaluation	10
	Unit-V Curriculum Framework a) Curriculum Framework: concept, nature, objectives, methods b) Principles, Significance and Types of Curriculum Framework c) Curriculum Related observation in NCF 2005 and their Importance in Present School Education	11
	Unit-VI Policies in Quality Education a) Kothari Commission & its recommendation for curriculum b) Justice Varma Commission on Teacher Education and its recommendation for Quality of Curriculum Content c) National Policy of Education (2020). and its recommendations for Curriculum Design	11

#### List of Practicals / Tutorials:

1	Practicum: (Any Two) Study Policy documents and its recommendations in Present Education System and prepare a report in context to Quality Sustenance in Education
2	Preparation of Learning Material (Method Specific). Preparation of Chart or TLM on Topic from above course content
3	Tutorial on Any one topic from the above course contents (Discussion on evaluating pros and cons of NEP-2020)

#### Reference Books:

1	Hirst, P.H. Knowledge and the curriculum. Routledge publication.
2	IGNOU(2000). Curriculum and Instruction: Learning Module, New Delhi: IGNOU
3	IGNOU (2005). Teacher and School: Learning Module. New Delhi: IGNOU
4	Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
5	Letha. R. M. (2009). Curriculum instruction and evaluation. Agrawal publication, Agra.
6	NCERT(2000). National Curriculum Framework. New Delhi: National Curriculum Framework



7	Pandey, V.C. (2005). Emerging Challenges of Education System, Delhi: Isha Books
8	Schilvest, W.H. (2012). Curriculum: prospective paradigm and possibility. MacMilan publication.
9	Scolt, D. (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.sciencedirect.com/topics/social-sciences/knowledge-generation">https://www.sciencedirect.com/topics/social-sciences/knowledge-generation</a>
7	<a href="https://www.slideshare.net/ciplashine/curriculum-and-its-determinants">https://www.slideshare.net/ciplashine/curriculum-and-its-determinants</a>
8	<a href="https://www.india.gov.in/spotlight/national-curriculum-framework-ncf">https://www.india.gov.in/spotlight/national-curriculum-framework-ncf</a>
9	<a href="https://www.unicef.org/india/what-we-do/quality-education">https://www.unicef.org/india/what-we-do/quality-education</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept knowledge generation	15
CO-2	Student teachers will be able to explain the forms of knowledge	15
CO-3	Student teachers will be able to explain the concept curriculum development and its determinants	20
CO-4	Student teachers will be able to understand the resources, implementation & evaluation of curriculum	15
CO-5	Student teachers will be able to review the curriculum framework	15
CO-6	Student teachers will be able to review the educational policy for the quality education	20



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
Version:	
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Reviewed on (Month-Year):	June 2021
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Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010205
Course Title:	Assessment of Learning
Course Group:	Curriculum & Pedagogic Studies
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the basics of assessment</li> <li>2. explain CCE and its essential aspects</li> <li>3. relate types of assessment with educational activities</li> <li>4. understand various tools and techniques of assessment of learning with respect to cognitive and affective domain</li> <li>5. understand prevalent practices of assessment</li> <li>6. assess reflective journal and student portfolio</li> </ol>	

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Basics of Assessment of Learning a) Assessment: Concept, Objective & Importance, Approaches b) Measurement: Meaning, Types & Scale of Measurement c) Evaluation: Concept, Characteristic & Steps of Evaluation Process. Difference among Assessment, Measurement and Evaluation	10
2	Unit-II Assessment of Learning in Classroom a) Continuous and Comprehensive Evaluation: Concept, Needs and Essential Aspects b) Types of Assessment: Formative & Summative, Peer and Self-assessment and Examination based assessment c) Tools and Techniques of Assessment of learning Achievement Test, Observation, Questionnaire & Checklist Rating Scale, Diagnostic Test, Teacher made and Standardized Test	11
3	Unit- III Prevalent Practices of Assessment a) Present Education System and its drawbacks in prevailing assessment system b) Assessment for better learning and confidence building c) Assessing Reflective Journal and Student Portfolio	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of any one tool for Assessment of learning
2	An article on Innovative Trends in Assessment of Learning and its Components
3	Prepare a Test item in Assessment of Learning for Formative and Summative Assessment

### Reference Books:

1	Angelo, T. A., & Cross, K.P. (1993). <i>Classroom assessment techniques: A handbook for college teachers</i> (2nd ed.). San Francisco, CA: Jossey-Bass.
2	Black, P., & William, D. (1998). Assessment and classroom learning. <i>Assessment in Education</i> , 5(1). 7-74.
3	Bloom, B. S., Hastings, J. T., & Madaus, G. F. (Eds.). (1971). <i>Handbook on formative and summative evaluation of student learning</i> . New York: McGraw-Hill.
4	Dochy, F., Segers, M., Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. <i>Studies in Higher Education</i> , 24(3). 331-350.
5	Sadler, D. R. (1989). Formative assessment and the design of instructional systems. <i>Instructional Science</i> , 18(2). 119-144.
6	Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagné, & M. Scriven (Eds.). <i>Perspectives of curriculum evaluation</i> (pp. 39-83). Chicago: Rand McNally.
7	Sebba, J., Crick, R. D., Yu, G., Lawson, H., Harlen, W., & Durant, K. (2008). Systematic review of research evidence of the impact on students in secondary schools of self and peer assessment. I Research Evidence in Education Library series. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

### Supplementary learning Material:

1	<a href="http://epi.ioe.ac.uk/cms/Default.aspx?tabid=2415">http://epi.ioe.ac.uk/cms/Default.aspx?tabid=2415</a>
2	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
3	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
4	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
5	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
6	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
7	<a href="https://www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Measurement%20and%20Evaluation%20in%20Education%20_%20MA-Edu%20_%20ED-804%20E%20_%20English_21072017.pdf">https://www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Measurement%20and%20Evaluation%20in%20Education%20_%20MA-Edu%20_%20ED-804%20E%20_%20English_21072017.pdf</a>
8	<a href="https://ncert.nic.in/textbook/pdf/kehp109.pdf">https://ncert.nic.in/textbook/pdf/kehp109.pdf</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the basic of assessment of learning	30
CO-2	Student teachers will be able to explain the tools and techniques of Assessment of learning	35
CO-3	Student teachers will be able to use tools and techniques in the assessment process	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010206
Course Title:	Learning to Teach English
Course Group:	Functional Core Course
<p>Course Objectives: To enable student teachers to</p> <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about English club and its practices</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of English</li> <li>6. familiarise with models of teaching and its implications in English teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue print for ideal evaluation</li> <li>9. plan and practice action research in English</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Content	Hours
1	Unit-I Pedagogy in Teaching English a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning b) Approaches to Teach English: Structural, Communicative and Functional Approach c) Methods of Teaching English: Communicative, Community Language Learning, Task based language teaching method	10
2	Unit-II Developing Language Competence & Learning to teach poetry a) Competencies of a language teacher to teach LSRW b) Teaching language through literature c) Authentic Materials and Online ELT Resources: Concept, types and Significance	11



3	Unit-III Club Formation, Evaluation tools and Action Research a) English Club: Concept, Formation, Need & Activities, Learning values & Personal and Professional Qualities, Skills and Roles of English Teacher b) Blue Print: Concept, Features, Significance, Practice, Textbook Review: Concept, Types and Style c) Action Research: Needs, Steps and Significance (Any Five Contemporary Research Studies).	11
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### List of Practicals/Tutorials:

1	Practicum:(Any One) Preparation of Blue Print
2	Open Book Examination
3	Prepare a Unit Plan
4	English Club Activities

### Reference Books:

1	Krishnaswamy, N & Krishnaswamy, L (2007). Teaching English: Approaches, Methods and Techniques, New Delhi: Macmillan India Ltd. 7.
2	Krishnaswamy, N(2000). Teaching English Grammar: A Modern Guide to an Interactive Approach, Chennai, Chennai, T.R. Publications
3	Palmer, R (2003). The Good Grammar Guide, New York; Routledge
4	Rathore, B. (2015). Language Skills, APH, Delhi
5	Sasikumar, V. Dhamija, P.V. (2003). Spoken English: Self-learning Guide to Conversation Practice, New Delhi: Tata McGraw-Hill Publishing Company Ltd.
6	Tickoo, M.L, (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-trainers, New Delhi: Orient Longman Private Limited
7	Wren, P.C. & Martin, H. (2003). High School English Grammar and Composition, New Delhi: S.Chand & Private Ltd.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand & apply the pedagogy of teaching English	30
CO-2	Student teachers will be able to apply teaching models in actual class room teaching	35
CO-3	Student teachers will be able to develop skills to construct blueprint and plan action research.	35

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
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Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010207
Course Title:	Learning to Teach Mathematics
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about mathematics club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Mathematics</li> <li>6. add to their knowledge of Vedic Mathematics</li> <li>7. familiarise with models of teaching and its implications in Mathematics teaching</li> <li>8. select and deliver a lesson using appropriate model</li> <li>9. comprehend and construct blue print for ideal evaluation</li> <li>10. know the recent researches in mathematics</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Pedagogy in Teaching Mathematics a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning b) Approaches in teaching Mathematics: Constructivist Approach, Participatory Approach & Inquiry Based Learning Approach c) Methods of Teaching Mathematics: Laboratory Method, Project Method, Analysis and Synthesis Method, Inductive and Deductive Method	10
2	Unit-II Models of Teaching Mathematics a) Models of Teaching: Concept, significance and its implications b) Types of Teaching Models: Inductive Training Model, Advanced Organizer Model, Concept Attainment Model c) Open Book Examination: Concept, Types and Significance	11



3	Unit- III Preparation, Practicing Materials and Evaluation tools a) Mathematics Club: Concept, Formation, Need, Activities, Personal and Professional Qualities, Skills and Roles of Mathematics Teacher b) Action Research: Concept, Steps and Significance c) Blue Print: Concept, Features, Significance, Practice, Textbook Review (Standard 9): Concept, Characteristics and Significance	11
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#### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Open Book Examination
3	Preparation of Unit Plan

#### Reference Books:

1	Agrawal S. Teaching of Mathematics to Blind Students through Programmed Learning Strategies, New Delhi: Abhijit Publication.
2	Ediger M. O. (2006). .Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
3	G.S.E.B Text-books of Std. VIII to XII
4	Krantz, S.G. (1995). How to Teach Mathematics. American Mathematical Society, US, 2nd Edition.
5	Lester, F.L. (2007). Second Handbook of Research on Mathematics Teaching and Learning, National Council of Teachers of Mathematics.
6	Mishra, L. (2008). Teaching of Mathematics. APH Publication, New Delhi,
7	Pandey V. P. (2004). Teaching of Mathematics. New Delhi: Sumit Enterprises.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand and apply the pedagogy of teaching Mathematics	30
CO-2	Student teachers will be able to apply teaching models in actual class room teaching	35
CO-3	Student teachers will be able to develop skills to construct blueprint and plan action research.	35

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010208
Course Title:	Learning to Teach Environment Education
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Environmental Education club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Environmental education</li> <li>6. familiarise with models of teaching and its implications in Environmental Education</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blueprint for ideal evaluation</li> <li>9. plan and practice action research in Environmental education</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Pedagogy in Teaching Environment Education <ol style="list-style-type: none"> <li>a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning</li> <li>b) Approaches in teaching Environment Education: Participatory Approach &amp; Community Oriented Approach</li> <li>c) Methods of Teaching Environment Education: Observation method, Project method, Problem Solving method, Role Playing method</li> </ol>	10
2	Unit-II Models of Teaching Environment Education <ol style="list-style-type: none"> <li>a) Models of Teaching: Concept, Significance and Types</li> <li>b) Group Investigation Model-John Dewey &amp; Social Inquiry-Mozilla &amp; Cox</li> <li>c) OBEX: Concept, Importance, Types and Practice</li> </ol>	11



3	Unit-III Preparation, Practicing Materials and Evaluation tools a) Environment Club: Concept, Formation, Need, Activities and Learning values & Personal and Professional Qualities, Skills and Roles of EVS Teacher b) Blue Print: Concept, Features, Significance, Practice, Textbook Review: Concept, Types and Significance c) Action Research: Needs, Steps and Significance (Review any Five Contemporary Research Studies).	11
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#### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print in primary method
2	Open Book Examination

#### Reference Books:

1	Gilbertson, K. (2006). Outdoor Education: Methods and Strategies. Human Kinetics, U.S.A.
2	Ghanta, R. & Rao, B. D. (2005). Environmental Education Problems and Prospects. Discovery Publishing House, New Delhi
3	Joyce, B.R, (2008). Models of Teaching. (8th Ed.). New York: Pearson Publication
4	Kaur, S. J., Sharma, Y. & Mathur, A. (2015). New Trends in Education. New Delhi Publishers. New Delhi. (e-book).
5	Marcinkowski, T. J., Volk T. L. & Hungerford, H. R. (1990). An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Programme .UNESCO
6	Prakash, A, & Potoski, M. (2006). The Voluntary Environmentalists. Cambridge University Press, India (e-book).
7	Samuel, K. & Sundar, I. (2007). Environmental Education: Curriculum And Teaching Methods. Sarup & Sons, New Delhi (e-book).
8	Sharma, R.A. (2000). Advanced Educational Technology. LBD Publishers and Distributors, Meerut.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the pedagogy of teaching Environment Education	30
CO-2	Student teachers will be able to apply teaching methods in actual class room teaching	35
CO-3	Student teachers will be able to develop skills to construct blueprint and plan action research.	35

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
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Last Reviewed on (Month-Year):	June 2023
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010209
Course Title:	Learning to Teach Accountancy
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Accountancy club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Accountancy</li> <li>6. familiarise with models of teaching and its implications in Accountancy teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blueprint for ideal evaluation</li> <li>9. plan and practice action research in Accountancy</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I: Pedagogy in Teaching Accountancy a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning b) Approaches in teaching Accountancy c) Methods of Teaching Accountancy: Problem Solving Method, Project Method, Inductive and deductive method	10
2	Unit-II: Ensuring Effectiveness in Teaching Accountancy a) Models of Teaching: Concept, Significance and Types b) Textbook of Accountancy – Importance & Qualities of good textbook c) Luca Pacioli, K. S. Aiyar: Life and Contribution	11
3	Unit-III Preparation, Practicing Materials and Evaluation tools a) Accountancy Club: Concept, Purposes, Functioning, Significance b) Accountancy Teacher – Qualities & Skills. c) Blue Print: Concept, Preparation and Significance	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print Planning of Activities related to commerce club
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### Reference Books:

1	Boynlon, L. O. (1995). Methods of Teaching Book Keeping. Cincinnati: South Western Publication Company.
2	Kochhar S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Limited.
3	Modi, P. (2019). Methodology of Teaching Accountancy, Germany: Lap Lambert Academic Publishing House.
4	Verman, M. M. (1979). Method of Teaching Accountancy. New York: McGraw Hill.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/bitstream/123456789/7185/1/Unit-2.pdf">https://egyankosh.ac.in/bitstream/123456789/7185/1/Unit-2.pdf</a>
7	<a href="https://www.tetsuccesskey.com/2015/01/inductive-deductive-method.html">https://www.tetsuccesskey.com/2015/01/inductive-deductive-method.html</a>
8	<a href="https://content.wisestep.com/advantages-disadvantages-team-teaching-method/">https://content.wisestep.com/advantages-disadvantages-team-teaching-method/</a>
9	<a href="https://www.studyquirk.com/project-method-stepstypesprinciples-merits-and-demerits/">https://www.studyquirk.com/project-method-stepstypesprinciples-merits-and-demerits/</a>
10	<a href="http://www.vkmaheshwari.com/WP/?p=1312">http://www.vkmaheshwari.com/WP/?p=1312</a>
11	<a href="https://www.wgu.edu/blog/what-constructivism2005">https://www.wgu.edu/blog/what-constructivism2005</a> .
12	<a href="https://duresult.in/open-book-exam/">https://duresult.in/open-book-exam/</a>
13	<a href="https://josephscollege.ac.in/campus-life/student-support/commerce-club/">https://josephscollege.ac.in/campus-life/student-support/commerce-club/</a>
14	<a href="https://www.bedguide.in/2020/03/what-is-blueprint-in-education-meaning.html">https://www.bedguide.in/2020/03/what-is-blueprint-in-education-meaning.html</a>
15	<a href="https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt1/">https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt1/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the pedagogy of teaching Accountancy	30
CO-2	Student teachers will be able to understand effectiveness in teaching accountancy	35
CO-3	Student teachers will be able to develop skills to construct blueprint and plan action research.	35

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Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010210
Course Title:	Learning to Teach Economics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Eco club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Teaching Economics</li> <li>6. familiarise with models of teaching and its implications in Teach Economics</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blueprint for ideal evaluation</li> <li>9. plan and practice action research in Economics</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Pedagogy in Teaching Economics <ol style="list-style-type: none"> <li>a) Basic concept of teaching economics and Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning</li> <li>b) Approaches in teaching Economics: Inductive, Deductive and Indo Deductive</li> <li>c) Methods of Teaching Economics: Project method, Storytelling, Source method, Six thinking Hats, Brainstorming, Seminar Method</li> </ol>	10
2	Unit-II Models of Teaching Economics <ol style="list-style-type: none"> <li>a) Concept of Models of Teaching, significance and its implications</li> <li>b) Visual Model, Mathematical Model, Empirical and Simulation Model in Teaching Economics, Static and Dynamic Model in Teaching Economics</li> <li>c) OBEX: Concept, Importance, Types and Practice</li> </ol>	11



3	Unit-III Preparation, Practicing Materials and Evaluation tools a) Economics Club: Concept, Formation, Need, Activities and Learning values & Personal and Professional Qualities, Skills and Roles of Economics Teacher b) Action Research: Concept, Steps and Significance (Any Five Contemporary Research Studies). c) Blue Print: Concept, Features, Significance, Practice. Textbook Review: Concept, Features, Style and Significance	11
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List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print in primary method
2	Open Book Examination

Reference Books:

1	Reddy, S. (2005). Learn and Teach Economics. Delhi: Authors Press.
2	Rudramamba, et. al. (2006). Methods of Teaching Economics. New Delhi: Discovery Publishing House.
3	Sidhu, K.S. (2007). New Approaches to Measurement And Evaluation. New Delhi: Sterling Publishers Private Ltd.
4	Tiwari, A. (2007). Modern Methods of Teaching Economics. New Delhi: Sristhi Books.
5	Tiwari, D. (2006). Methods of Teaching Economics. New Delhi: Crescent Pub.Corp.

Supplementary learning Material:	
1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/handle/123456789/46727?">https://egyankosh.ac.in/handle/123456789/46727?</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf</a>
8	<a href="https://egyankosh.ac.in/handle/123456789/46432">https://egyankosh.ac.in/handle/123456789/46432</a>
9	<a href="https://egyankosh.ac.in/bitstream/123456789/58879/1/Block1.pdf">https://egyankosh.ac.in/bitstream/123456789/58879/1/Block1.pdf</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand pedagogy in teaching economics	30
CO-2	Student teachers will be able to understand the various models of teaching and its implications in teaching economics	35
CO-3	Student teachers will be able to understand and prepare blueprint for evaluation purposes	35

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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010211
Course Title:	Learning to Teach Social Science
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Social Science club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Social Science</li> <li>6. familiarise with models of teaching and its implications in Social Science teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue print for ideal evaluation</li> <li>9. plan and practice action research in social science</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Contemporary Pedagogies in Teaching Social Science <ol style="list-style-type: none"> <li>a) Role play &amp; Dramatization: Concept, Significance, Merits and Demerits</li> <li>b) Project method &amp; Source Method: Concept, Types, Principles, Merits and Demerits</li> <li>c) Excursion method/Field Trip Method</li> </ol>	10
2	Unit- II Models of Teaching Social Science <ol style="list-style-type: none"> <li>a) Unit Planning: Concept, Steps and Significance</li> <li>b) Concept &amp; Significance of Models of Teaching Jurisprudential Model: Phases &amp; Assumptions, Constructivist &amp; Collaborative Model of Teaching Social Science, Behaviour Modification Teaching Model</li> <li>c) OBEX: Concept, Importance and Types</li> </ol>	11



3	Unit – III Preparation, Practicing Materials and Evaluation tools a) Social Science Club: Concept, Formation, Need, Activities and Personal and Professional Qualities, Skills and Roles of Social Science Teacher b) Action Research: Concept, Steps and Significance c) Blue Print: Concept, Significance and Practice, Textbook Review: Concept, Features and Significance (Standard 9)	11
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List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Open Book Examination
3	Preparation of Unit Plan

Reference Books:

1	Aggarwal J. C. (2004). . <i>Teaching of Social Studies: a practical approach (3rd Ed.)</i> . New Delhi: Vikas Publishing House Pvt. Ltd.
2	Ediger, Marlow and Rao, Bhaskara, (2006). . <i>Teaching Social Studies Successfully</i> . New Delhi: Discovery Publishing House
3	Khan, M. A. (2004). . <i>Teaching of Social Studies</i> . New Delhi: Commonwealth Publishers.
4	Kochhar, S.K. (2004). . <i>Teaching of History</i> . New Delhi: Sterling Publisher.
5	Rao, Bhaskara D. and Vijay K and Sridevi, C. (1995). . <i>Achievement in Social Studies</i> . New Delhi: Discovery Publishing House.

Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand pedagogy in teaching Social Science	30
CO-2	Student teachers will be able to understand the various models of teaching and its implications in teaching Social Science	35
CO-3	Student teachers will be able to understand and prepare blueprint for evaluation purposes	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010212
Course Title:	Learning to Teach Science
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Science &amp; Technology club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Science &amp; Technology</li> <li>6. familiarise with models of teaching and its implications in Science &amp; Technology teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue print for ideal evaluation</li> <li>9. plan and practice action research in Science &amp; Technology</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Pedagogy in Teaching Science & Technology <ol style="list-style-type: none"> <li>a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning</li> <li>b) Approaches in teaching Science &amp; Technology: Participatory Approach &amp; Inquiry Based Learning Approach</li> <li>c) Methods of Teaching Science &amp; Technology: Heuristic method, Experimental method, Project method, Laboratory method, Inquiry method</li> </ol>	10
2	Unit-II Models of Teaching Science & Technology <ol style="list-style-type: none"> <li>a) Concept of Models of Teaching, significance and its implications</li> <li>b) Types of Teaching Model: Inductive Training Model, Hilda Taba &amp; Concept Attainment Model - Jerome Bruner, Advance organiser model</li> <li>c) Open Book Examination: Concept, Types and Significance</li> </ol>	11



3	Unit- III Preparation, Practicing Materials and Evaluation tools a) Science & Technology Club: Concept, Formation, Need, Activities, Personal and Professional Qualities, Skills and Roles of Science & Technology Teacher b) Action Research: Concept, Steps and Significance c) Blue Print: Concept, Features, Significance, Practice, Textbook Review (Standard 9): Concept, Characteristics and Significance	11
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List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Perform any activity for Science club
3	Preparation of Unit Planning

Reference Books:

1	Bhatnagar, A.B. & Bhatnagar, S.S. (2005). <i>Teaching of Science</i> . Surya Publication, Meerut
2	Eriksson, I. V. (2008). <i>Science Education in 21st Century</i> . Nova Science Publishers, New York
3	Joyce, B.R, (2008). <i>Models of Teaching</i> . (8th Ed.). New York: Pearson Publication
4	Kaur, S. J., Sharma, Y. and Mathur, A. (2015). <i>New Trends in Education</i> . New Delhi Publishers. New Delhi. (e-book).
5	Sharma, R.A. (2000). <i>Advanced Educational Technology</i> . LBD Publishers and Distributors, Meerut.
6	Dave, Anjali (2023). <i>Teaching of Science</i> . ABS Books, Delhi
7	Dave, Anjali (2024). <i>Applications of Science in Daily Life</i> , ABS Books, Delhi

Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/handle/123456789/46679">https://egyankosh.ac.in/handle/123456789/46679</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf">https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf</a>
8	<a href="https://egyankosh.ac.in/handle/123456789/46651">https://egyankosh.ac.in/handle/123456789/46651</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to differentiate between unit plan and lesson plan	30
CO-2	Student teachers will be able to understand the application of models of teaching	35
CO-3	Student teachers will be able to prepared blue print and action research for effective teaching learning practice	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010213
Course Title:	Learning to Teach Commerce
Course Group: Functional Core Course	
<p>Course Objectives: To enable student teachers to</p> <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about commerce club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of commerce</li> <li>6. familiarise with models of teaching and its implications in commerce teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue-print for ideal evaluation</li> <li>9. plan and practice action research in commerce</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I: Pedagogy in Teaching Commerce d) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning e) Approaches in teaching Commerce f) Methods of Teaching Commerce: Problem Solving Method, Project Method, Inductive & Deductive method	10
2	Unit-II: Ensuring Effectiveness in Teaching Commerce d) Models of Teaching: Concept, Significance and Types e) Textbook of Commerce – Importance & Qualities of good textbook f) Peter Drucker and Fedrick Taylor: Life and Contribution	11



3	Unit-III Preparation, Practicing Materials and Evaluation tools d) Commerce Club: Concept, Purposes, Functioning, Significance e) Commerce Teacher – Qualities & Skills. f) Blue Print: Concept, Preparation and Significance	11
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### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print Planning of Activities related to commerce club
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### Reference Books:

1	Aggarwal, J. C. (2014). Principles, Methods & Techniques of Teaching. New Delhi: Vikas Publishing House Pvt. Ltd.
2	Modi, P. (2019). Methodology of Teaching Commerce, Lap Lambert Academic Publishing House, Germany.
3	NCERT. (2013). Business Studies: Part I: Principles and Functions of Management. New Delhi: NCERT
4	NCERT. (2013). Business Studies: Part II: Business Finance and Marketing. New Delhi: NCERT
5	NCERT. (2013). Business Studies. New Delhi: NCERT
6	Tomar, S. (2005). Teaching of Commerce. Agra: Vinod Pustak Mandir
7	Tripathi, P.C. and Reddy, P.N. (2010). School Management. Ludhiana: Tandon Publications
8	Venkateset. Al. (2004). Methods of Teaching Commerce. New Delhi: Discovery Pub. House

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/bitstream/123456789/7185/1/Unit-2.pdf">https://egyankosh.ac.in/bitstream/123456789/7185/1/Unit-2.pdf</a>
7	<a href="https://www.tetsuccesskey.com/2015/01/inductive-deductive-method.html">https://www.tetsuccesskey.com/2015/01/inductive-deductive-method.html</a>
8	<a href="https://content.wisestep.com/advantages-disadvantages-team-teaching-method/">https://content.wisestep.com/advantages-disadvantages-team-teaching-method/</a>
9	<a href="https://www.studyquirk.com/project-method-stepstypesprinciples-merits-and-demerits/">https://www.studyquirk.com/project-method-stepstypesprinciples-merits-and-demerits/</a>
10	<a href="http://www.vkmaheshwari.com/WP/?p=1312">http://www.vkmaheshwari.com/WP/?p=1312</a>
11	<a href="https://www.wgu.edu/blog/what-constructivism2005">https://www.wgu.edu/blog/what-constructivism2005</a> .
12	<a href="https://duresult.in/open-book-exam/">https://duresult.in/open-book-exam/</a>
13	<a href="https://josephscollege.ac.in/campus-life/student-support/commerce-club/">https://josephscollege.ac.in/campus-life/student-support/commerce-club/</a>
14	<a href="https://www.bedguide.in/2020/03/what-is-blueprint-in-education-meaning.html">https://www.bedguide.in/2020/03/what-is-blueprint-in-education-meaning.html</a>
15	<a href="https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt1/">https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt1/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the pedagogy of teaching Commerce	30
CO-2	Student teachers will be able to apply teaching methods in actual class room teaching	35
CO-3	Student teachers will be able to develop skills to construct blueprint and plan action research.	35

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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010214
Course Title:	Learning to Teach Computer
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Computer Science club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Computer Science</li> <li>6. familiarise with models of teaching and its implications in Computer Science teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue print for ideal evaluation</li> <li>9. plan and practice action research in Computer Science</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Pedagogy in Teaching Computer Science <ol style="list-style-type: none"> <li>a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning</li> <li>b) Approaches in teaching Computer Science: Participatory Approach, Inquiry Based Learning Approach &amp; Community Oriented Approach</li> <li>c) Methods of Teaching Computer Science: Inductive-Deductive Method, Project method, Problem Solving method, Lecture-cum-Demonstration Method</li> </ol>	10
2	Unit- II Models of Teaching Computer Science <ol style="list-style-type: none"> <li>a) Concept of Models of Teaching, significance and its implications</li> <li>b) Inductive Teaching Model-Hilda Taba &amp; Advance Organizer Model- David Ausubel</li> <li>c) Open Book Examination: Concept, Types and Significance</li> </ol>	11



3	Unit- III Preparation, Practicing Materials and Evaluation tools a) Computer Science Club: Concept, Formation, Need, Activities and Learning values & Personal and Professional Qualities, Skills and Roles of Computer Teacher b) Action Research: Concept, Steps, Significance and Practice (Any Five Contemporary Research Studies). c) Blue Print: Concept, Features, Significance, Practice, Textbook Review: Concept, Characteristics and Significance	11
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### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Open Book Examination

### Reference Books:

1	Agarwal, J.C. (1998). Essentials of Examination System. Vikas Publications, New Delhi.
2	Bharti, V. (2019). Pedagogy of Computer Science. Laxmi Publication
3	CBSE and GSEB textbook of Computer Science from Grade 9 to 12
4	Joyce, B.R. (2008). Models of Teaching. (8th Ed.). New York: Pearson Publication
5	Singh, Y.K. & Nath, R. (2005). Teaching of Computer Science. APH Publishing Corporation
6	Sharma, R.A. (2000). Advanced Educational Technology. LBD Publishers and Distributors, Meerut.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand pedagogy in teaching Computer Science	30
CO-2	Student teachers will be able to understand the various models of teaching and its implications in teaching Computer Science	35
CO-3	Student teachers will be able to understand and prepare blueprint for evaluation purposes	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010215
Course Title:	Learning to Teach Statistics
Course Group:	Functional Core Course
<p><b>Course Objectives:</b> To enable student teachers to</p> <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Statistics club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Statistics</li> <li>6. familiarise with models of teaching and its implications in Statistics teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue print for ideal evaluation</li> <li>9. plan and practice action research in Statistics</li> </ol>	

**Teaching & Examination Scheme:**

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

**Detailed Syllabus:**

Sr.	Contents	Hours
1	Unit-I Pedagogy in Teaching Statistics a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning b) Approaches in Teaching Statistics: Participatory, Inductive and Deductive c) Methods in Teaching Statistics: Lecture Cum Discussion & Problem Solving Method	10
2	Unit-II Models of Teaching Statistics a) Concept of Models of Teaching, significance and its implications b) Concept Attainment Model & Concept Formation Model in Teaching Statistics & Advanced Organizer Model in Teaching Statistics c) Open Book Examination: Concept, Steps, Significance	11



3	Unit-III Preparation, Practicing Materials and Evaluation tools a) Statistics Club: Concept, Formation, Need, Activities and Learning values & Personal and Professional Qualities, Skills and Roles of Statistics Teacher b) Action Research: Concept, Steps, Principles and Significance, (Review any Five Research Studies). c) Blue Print: Concept, Features, Significance, Practice, Textbook Review: Concept, Characteristics and Significance	11
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List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Open Book Examination

Reference Books:

1	Garrett: H.E. (1956). Elementary Statistics, Longmans, Green and Co. New York.
2	GSEB and NCERT Statistics textbooks of STD XI and XII.
3	Mangal S. K. (2005). Statistics in psychology 2nd Edition .New Delhi: Prentice Hall of India Pvt.Ltd.
4	Mishra, L. (2008). Teaching of Mathematics. APH Publication, New Delhi,
5	Pandey V. P. (2004). Teaching of Mathematics. New Delhi: Sumit Enterprises.
6	Roth, R.K. (1999).: Fundamentals of Educational Statistics and Measurement, Taratarini Pustakalaya, Orissa

Supplementary learning Material:

1	<a href="https://orise.orau.gov/stem/documents/k-12/lesson-plans/statistics.pdf">https://orise.orau.gov/stem/documents/k-12/lesson-plans/statistics.pdf</a>
2	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
3	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
4	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
5	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
6	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand pedagogy in teaching Statistics	30
CO-2	Student teachers will be able to understand the various models of teaching and its implications in teaching Statistics	35
CO-3	Student teachers will be able to understand and prepare blueprint for evaluation purposes	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010216
Course Title:	Learning to Teach Sanskrit
Course Group:	Core Course
Course Objectives:	To enable student teachers to 1. understand the concept of curriculum and syllabus 2. conduct the content analysis 3. know about Sanskrit club 4. understand lesson planning and unit planning 5. use appropriate pedagogy to teach concept of Sanskrit 6. familiarise with models of teaching and its implications in Sanskrit teaching 7. select and deliver a lesson using appropriate model 8. comprehend and construct blue- print for ideal evaluation 9. plan and practice action research in Sanskrit

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit- I Pedagogy in Teaching Sanskrit a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning b) Approaches in Teaching Sanskrit: Participatory Approach & Communicative Approach c) Methods of Teaching Sanskrit: Grammar and Translation Method, Lecture Method, Anvay Method	10
2	Unit-II Models of Teaching Sanskrit a) Concept of Models of Teaching, significance and its implications b) Synectic Model of Teaching Sanskrit & Constructivist & Collaborative Model of Teaching Sanskrit c) Open Book Examination: Concept, Types and Significance	11



3	Unit- III Preparation, Practicing Materials and Evaluation tools a) Sanskrit Club: Concept, Formation, Need, Activities and Learning values & Personal and Professional Qualities, Skills and Roles of Sanskrit Teacher b) Action Research: Concept, Steps and Significance (Review any Five Research Studies). c) Blue Print: Concept, Features, Significance, Practice, Textbook Review: Concept, Characteristics and Significance	11
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#### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Open Book Examination

#### Reference Books:

1	Bhandarkar, R.M. (2004). First Book of Sanskrit, New Delhi: Low Price Pub.
2	Bhandarkar, R.M. (2004). Second Book of Sanskrit, New Delhi: Low Price Pub.
3	Bhattacharyaji, S(1993). History of Classical Literature, Hyderabad: Sangam Books Ltd.
4	Pandey, R(2003). Sanskrit Shikshan, Agra, Vinod Pustak Mandir
5	Shastri, R.L. (2003). Vedic Sukta Mantravali, Jaipur: University Book House

#### Supplementary learning Material:

1	<a href="http://www.sanskrit.nic.in">http://www.sanskrit.nic.in</a>
2	<a href="http://www.sanskritabharati.org">http://www.sanskritabharati.org</a>
3	<a href="http://www.samskrutam.com">http://www.samskrutam.com</a>
4	<a href="http://www.sanskrit.nic.in">http://www.sanskrit.nic.in</a>
5	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
6	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
7	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
8	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
9	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

#### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand pedagogy in teaching Sanskrit	30
CO-2	Student teachers will be able to understand the various models of teaching and its implications in teaching Sanskrit	35
CO-3	Student teachers will be able to understand and prepare blueprint for evaluation purposes	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010223
Course Title:	Learning to Teach Gujarati
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Gujarati club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Gujarati</li> <li>6. familiarise with models of teaching and its implications in Gujarati teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue print for ideal evaluation</li> <li>9. know the recent researches in Gujarati</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit- I Pedagogy in Teaching Gujarati <ol style="list-style-type: none"> <li>a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning</li> <li>b) Approaches in Teaching Gujarati: Participatory Approach &amp; Communicative Approach</li> <li>c) Methods of Teaching Gujarati: Grammar and Translation Method, Lecture Method, Anvay Method</li> </ol>	10
2	Unit-II Models of Teaching Gujarati <ol style="list-style-type: none"> <li>a) Concept of Models of Teaching, significance and its implications</li> <li>b) Synectic Model of Teaching Gujarati &amp; Constructivist &amp; Collaborative Model of Teaching Gujarati</li> <li>c) Open Book Examination: Concept, Types and Significance</li> </ol>	11



**CVM**  
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Aegis: Charutar Vidya Mandal (Estd.1945)

3	Unit- III Preparation, Practicing Materials and Evaluation tools a) Gujarati Club: Concept, Formation, Need, Activities and Learning values & Personal and Professional Qualities, Skills and Roles of Gujarati Teacher b) Action Research: Concept, Steps and Significance (Review any Five Contemporary Research Studies). c) Blue Print: Concept, Features, Significance, Practice, Textbook Review: Concept, Features and Significance	11
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List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Open Book Examination

Reference Books:

1	આક્રુવાલાસી .કે”-જોડણી શિક્ષણ “ભારત પ્રકાશન અમદાવાદ.
2	પ્રિ .નરુભાઈરાવલ” -ગુજરાતી વિષયવસ્તુ”, નીરવ પ્રકાશન અમદાવાદ.
3	ડો .ધનવં ઠે સાઈમને ડો મોતીબાઈ પટે ળ”ગુજરાતી વિષયવસ્તુનું અધ્યન”, બી.એસ.શાહ પ્રકાશન અમદાવાદ.
4	”ગુજરાતી વ્યાકરણ વિચાર”, બી એસ શાહ પ્રકાશન અમદાવાદ.
5	”ગુજરાતી વિષયવસ્તુના નવીન પ્રવાહો”, બી એસ શાહ પ્રકાશન અમદાવાદ.
6	જોશી સુરે શ:ગુજરાતી કવિતાનો આસ્વાદ “ચૈતન પ્રકાશન, અમદાવાદ.
7	નાયક રતિલાલ સી” :ગુજરાતી વિષયવસ્તુ “અને શિક્ષણ પદ્ધતિ “અનડા બુક ડિપો, ગાં ધીમાર્ગ અમદાવાદ
8	પ્રિ .અક્રુવાલા, કલ્યાણી અને વ્યાસ” :ગુજરાતીનું અભિનવ અધ્યયન”, બી એસ શાહ પ્રકાશન અમદાવાદ.
9	શ્રીગુણવં ક્ત્રિવેદી” :ભાષા શિક્ષણની પ્રક્રિયા”, રાજ્ય શિક્ષણ ભવન, અમદાવાદ.
10	ડો .હરિકૃષ્ણ જોશી અને ધનવં ઠે સાઈ:ગુજરાતી શિક્ષણમાં નવીન દ્રષ્ટિ. “
11	ડો .મોતીભાઈ પટે લડો .શાસ્ત્રી અને જયેન્દ્ર દવે” :ગુજરાતી ભાષાના અધ્યયનનું પરિશીલન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
12	ત્રિવે દ્દીમણલાલ” :માતૃ ભાષાનું અધ્યાયન વાણી “પ્રકાશન ગુપ, અમદાવાદ.

Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>



### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand pedagogy in teaching Gujarati	30
CO-2	Student teachers will be able to understand the various models of teaching and its implications in teaching Gujarati	35
CO-3	Student teachers will be able to understand and prepare blueprint for evaluation purposes	35

### Curriculum Revision:

Version:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010224
Course Title:	Learning to Teach Hindi
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept of curriculum and syllabus</li> <li>2. conduct the content analysis</li> <li>3. know about Hindi club</li> <li>4. understand lesson planning and unit planning</li> <li>5. use appropriate pedagogy to teach concept of Hindi</li> <li>6. familiarise with models of teaching and its implications in Hindi teaching</li> <li>7. select and deliver a lesson using appropriate model</li> <li>8. comprehend and construct blue print for ideal evaluation</li> <li>9. know the recent researches in Hindi</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit- I Pedagogy in Teaching Hindi <ol style="list-style-type: none"> <li>a) Unit Planning: Concept, Steps, significance and difference between lesson planning and unit planning</li> <li>b) Approaches in Teaching Hindi: Participatory Approach &amp; Communicative Approach</li> <li>c) Methods of Teaching Hindi: Grammar and Translation Method, Lecture Method, Anvay Method</li> </ol>	10
2	Unit-II Models of Teaching Hindi <ol style="list-style-type: none"> <li>a) Concept of Models of Teaching, significance and its implications</li> <li>b) Synectic Model of Teaching Hindi &amp; Constructivist &amp; Collaborative Model of Teaching Hindi</li> <li>c) Open Book Examination: Concept, Types and Significance</li> </ol>	11



3	Unit- III Preparation, Practicing Materials and Evaluation Tools a) Hindi Club: Concept, Formation, Need, Activities and Learning values & Personal and Professional Qualities, Skills and Roles of Hindi Teacher b) Action Research: Concept, Steps and Significance (Review any Five Research Studies). c) Blue Print: Concept, Features, Significance, Practice, Textbook Review: Concept, Features and Significance	11
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#### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Blue Print
2	Open Book Examination

#### Reference Books:

1	पटे र पुरुषोत्तम, उम. हिं ट का अभिनव अध्ययन, नीरव प्रकाशन, अमदावाद ।
2	दावे, शास्त्रियो, जयें द्रएवरअन्यः हिं ट अध्यापन विमर्श, मे स्से. बी. स. प्रकाशन, अमदावाद ।
3	सिं निरं जनुकार (१९८४). माध्यमिक विध्यालयोमें हिं ट शिक्षण, राजस्थान हिं ट ग्रन्थ अकादमी, जयपुर ।
4	भाई, योगे न्द्रजीः हिं ट भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा ।
5	लाल, रमन बिहारीः हिं ट शिक्षण रस्तोगी पब्लिके श, मे र ।
6	शर्मा, डॉ. लक्ष्मीनारायणः भाषा १, २ की शिक्षणविधियां ओर पाठनियोजन, विनोद विनोद पुस्तक मंदिर, आगरा ।
7	शर्मा, राजकुमारीः हिं ट शिक्षण, राधा प्रकाशनमं दि, आगरा

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

#### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	



Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand pedagogy in teaching Hindi	30
CO-2	Student teachers will be able to understand the various models of teaching and its implications in teaching Hindi	35
CO-3	Student teachers will be able to understand and prepare blueprint for evaluation purposes	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010217
Course Title:	Introduction to Educational Research
Course Group:	Enhancing Professional Capabilities
Course Objectives:	To enable student teachers to 1. describe the various methods of acquiring knowledge 2. describe the meaning and characteristics of research 3. identify the need and areas of research 4. distinguish between basic, applied and action research 5. compare and contrast methods of educational research 6. formulate and describe the procedure for taking up research problem

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Introduction to Educational Research a) Research: Methods of Acquiring Knowledge, Meaning and Characteristics of Research b) Educational Research: Need, Areas and Steps in Educational Research c) Basic, Applied and Action Research	10
2	Unit-II Methods of Collecting Data and Reporting a) Knowing the Field: Selection and Definition of Problem, Hypotheses b) Sampling: Population and Methods of Sampling c) Tools for Data Collection: Types & its Preparation; Reporting the Research	11
3	Unit-III Types of Methods a) Historical: Nature and Steps b) Descriptive: Nature, Types and Steps c) Experimental: Nature and Steps	11

#### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Research Article
2	Preparation of PPT Presentation on any one research based topic



3	Preparation of Research Article on Evaluating the need of opposition for effective Democracy.
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#### Reference Books:

1	Best, J. & Kahn, (1959). Research in Education. New York: Prentice Hall publication.
2	Cohen, L. & Morrison, K. (2000). Methods in Education (5 <sup>th</sup> Edition). .Paperback publication
3	Garrett, H. E. (2010). Statistics in Education and Psychology. American Printing House.
4	Jha, Avdhesh S. (2011). <i>Educational Research</i> Germany: VDM s
5	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation
6	Jha, Avdhesh S. (2014). <i>Social Research Methods</i> New Delhi: McGraw Hill Book
7	Jha, Avdhesh S. (2010). <i>Educational Research</i> Agra: Agrawal Publications
8	Jha, Avdhesh S. (2014). <i>Handbook of Research Methodology</i> New Delhi: APH Publishing Corporation
9	Jha, Avdhesh S. (2023). <i>Social Research Methodology</i> London: Routledge
10	Judith Bell, (1999). A Guide for first-time Researchers in Education and Social Science. Open University Press.
11	Koul, Lokesh (1998). Methodology of Educational Research. Vikas Publishing House Pvt. Ltd.
12	Martler, C.A. (2011). Introduction to Educational Research. Dorling, Kindersely (India). Pvt. Ltd

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

#### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept of Educational research	30
CO-2	Student teachers will be able to prepare report of educational research	35
CO-3	Student teachers will be able to explain the different methods of educational research	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 2
Course Code:	105010218
Course Title:	Advanced ICT in Education
Course Group:	Enhancing Professional Capabilities
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. use effectively ICT tools, software applications and digital resources.</li> <li>2. understand safe, ethical and legal ways of using ICT</li> <li>3. integrate ICT into teaching learning and evaluation</li> <li>4. use ICT for making classroom processes more inclusive and to address multiple learning abilities.</li> <li>5. develop effective e-learning packages to initiate self-learning as well as mass learning</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Introduction and Integration of ICT in Classroom Teaching <ol style="list-style-type: none"> <li>a) Concept, Need and Importance of ICT in Education</li> <li>b) ICT Based Paradigm shift: Teaching to learn in context to Curriculum (a). Methods of Teaching (b). Role of a Teacher</li> <li>c) Netiquettes, Legal and Ethical Issues</li> </ol>	10
2	Unit-II Web Based Learning <ol style="list-style-type: none"> <li>a) E-Learning–concept, features and educational applications, Preparing Worksheets using HOT POTATO</li> <li>b) Online Learning Resources: Concept, Types and Significance of e- Library, Websites, and Web 2.0Technology</li> <li>c) Exploring MOOC (Massive Online Open Course). for Continuous Learning: Concept, Significance</li> </ol>	11
3	Unit-III Advanced Trends in ICT <ol style="list-style-type: none"> <li>a) Virtual Classroom &amp; Smart Classroom- Concept, Elements, Advantages and Limitations</li> <li>b) Google Tools for Innovative Teaching, Administration and Evaluation</li> <li>c) Review Mobile Applications and E-Softwares in Learning</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Review of E-learning Resources (Any 1).
2	Review Any one course of MOOCs
3	Prepare a practical task in Microsoft Word, Power Point & Excel

### Reference Books:

1	Fong J., Cheung C., etal., Advances in Web Based Learning(2002). Springer Publication, New York.
2	Goel. A, Computer Fundamentals (2010). Dorling Kindersley, South Asia
3	Jimoyiannis. A, Research on e-learning and ICT in Education (2012). Springer Publication, New York, London
4	Krench D., The Whole Digital Library (2007). United State of America
5	Straw bridge S. Netiquette: Internet etiquette in the age of blog (2006). Software Reference Limited, UK
6	Thomas B., Digital Computer Fundamentals, Tata MacGraw Hill Edition (1991). New York
7	WangJ., Lau R., Advances in Web Based Learning(2013). Springer Publication, London.
8	Somasundaram, V. (2006). Principles of Communication, Authors Press, Delhi
9	Woodall, K. M. (2006). .How to Communicate under Pressure, Jaico Publishing House, Mumbai Jaico Publishing House, Mumbai

### Supplementary learning Material:

1	<a href="https://www.lindenwood.edu/r2p/docs/ChenBarnettStephens.pdf">https://www.lindenwood.edu/r2p/docs/ChenBarnettStephens.pdf</a>
2	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
3	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
4	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
5	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
6	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the importance of ICT in Education	30
CO-2	Student teachers will be able to use web based learning	35
CO-3	Student teachers will be able to review mobile application and e-software	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010302
Course Title:	Essentials of Teaching English
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of English</li> <li>2. learn the methods and techniques of teaching English</li> <li>3. study the historical movements from various dimensions of English</li> <li>4. study the various activities of textbooks</li> <li>5. learn the innovative activities for evaluation English learning</li> <li>6. study the research studies on TLMs</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding Textbooks a) Appreciation of poems of GSEB textbook of Upper primary Level b) Learning values of prose lessons of CBSE textbook of Upper primary Level c) Definition and examples of important figures of speech & Preparing dialogue on the given cue.	
2	Unit-II Teaching Pedagogies of English a) Maxims of Teaching English b) Lecture and Discussion Method: Concept, Features, Merits and Demerits c) Relationship of English with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in English a) Research in English Teaching: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Roles, Qualities and Skills of English Teacher, Any Five Research Studies on TLMs	



### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-9 (As Part of Internship Assignments).
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### Reference Books:

1	Krishnaswamy, N & Krishnaswamy, L (2007). Teaching English: Approaches, Methods and Techniques, New Delhi: Macmillan India Ltd. 7.
2	Krishnaswamy, N(2000). Teaching English Grammar: A Modern Guide to an Interactive Approach, Chennai, Chennai, T.R. Publications
3	Palmer, R (2003). The Good Grammar Guide, New York; Routledge
4	Rathore, B. (2015). Language Skills, Delhi, APHs
5	Sasikumar, V.Dhamija, P.V. (2003). Spoken English: Self –learning Guide to Conversation Practice, New Delhi: Tata McGraw –Hill Publishing Company Ltd.
6	Tickoo, M.L, (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-trainers, New Delhi: Orient Longman Private Limited
7	Wren, P. C .& Martin, H. (2003). High School English Grammar and Composition, New Delhi: S. Chand & Private Ltd.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to gain knowledge about teaching pedagogy of English	30
CO-2	Student teachers will be able to apply method of teaching in actual class room teaching.	35
CO-3	Student teachers will be able to apply the knowledge of research in English	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010303
Course Title:	Essentials of Teaching Mathematics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Mathematics</li> <li>2. apply the methods and techniques of teaching Mathematics</li> <li>3. study the historical movements from various dimensions of Mathematics</li> <li>4. learn the innovative activities for evaluation of Mathematics learning</li> <li>5. know the recent researches in mathematics</li> </ol>

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Studying Basic Mathematics Concepts a) number pattern, place value, measurement b) ratio and proportion, fractions, Banking c) set theory, function, probability	
2	Unit-II Ascertaining the Ease in Teaching of Mathematics a) Applying the Maxims of Teaching in Mathematics b) Studying the Relationship of Mathematics with other subjects across the textbook c) Application of Methods of Teaching Mathematics (lecture, demonstration, discussion).	
3	Unit-III Research, Innovations and Evaluation in Mathematics a) Research in Mathematics: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Contemporary research on TLMs in Mathematics (discuss the gist of latest five papers).	



### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-9 (As Part of Internship Assignments).
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### Reference Books:

1	Textbooks of Std 8 <sup>th</sup> to 12 <sup>th</sup> of GSEB, CBSE & ICSE Board
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### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Mathematics	30
CO-2	Student teachers will be able to apply the knowledge of research in Mathematics	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35

### Curriculum Revision:

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010304
Course Title:	Essentials of Teaching Environment Education
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Environmental education</li> <li>2. apply the methods and techniques of teaching Environmental education</li> <li>3. study the historical movements from various dimensions of Environmental education</li> <li>4. add to their knowledge of Environmental education</li> <li>5. learn the innovative activities for evaluation of Environmental education</li> <li>6. design test and remedial programme in teaching Environmental education</li> <li>7. know the recent researches in Environmental education</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Natural Resources a) Renewable and Non-Renewable resources and its associated problems and remedies b) Ecological Succession, Food Chains, Food Web and Ecological Pyramids c) Disaster Management & its activities to prevent Disaster	
2	Unit-II Teaching Pedagogies of Environment Education a) Maxims of Teaching Environment b) Lecture cum Discussion Method: Concept, Features, Merits and Demerits c) Relationship of Environment with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in Environment Education a) Research in Environment Education: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Roles, Qualities and Skills of Environment Teacher, Any Five Research Studies on TLMS	



### List of Practicals / Tutorials:

1	Textbook Review of NCTE Std- 5/6 (As Part of Internship Assignments).
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### Reference Books:

1	CBSE and GSEB textbook of Science from Grade 6 to 10
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### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.studiestoday.com/download-books/608/environmental-studies.html">https://www.studiestoday.com/download-books/608/environmental-studies.html</a>
7	file:///C:/Users/my/Downloads/Block1.pdf
8	<a href="https://egyankosh.ac.in/bitstream/123456789/8575/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/8575/1/Unit-3.pdf</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the importance of studying Environmental Education Subject.	30
CO-2	Student teachers will be able to apply their EVS knowledge in their daily life.	35
CO-3	Student teachers will be able to understand importance of remedies of saving environment.	35



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010305
Course Title:	Essentials of Teaching Accountancy
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Accountancy</li> <li>2. apply the methods and techniques of teaching Accountancy</li> <li>3. add to their knowledge of Accountancy</li> <li>4. learn the innovative activities for evaluation of Accountancy learning</li> <li>5. design test and remedial programme in teaching Accountancy</li> <li>6. know the recent researches in Accountancy</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding of Accountancy a) Important Terminologies in Accountancy b) Types of Accounts and its rules c) Analysis of Financial Statements	
2	Unit- II Teaching Pedagogies of Accountancy a) Maxims of Teaching Accountancy b) Values of Teaching Accountancy c) Correlation of Accountancy with other subjects	
3	Unit-III Innovations and Evaluation in Accountancy a) Book Review: Concept, features and significance b) Test Items: Concept, and Types of test Items c) Action Research: Concept, Steps and Significance	

#### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-11 (As Part of Internship Assignments). Conduct action research on any five school students (As Part of Internship Assignments).
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#### Reference Books:

1	Textbooks of Std 11 <sup>th</sup> and 12 <sup>th</sup> GSEB and CBSE
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Supplementary learning Material:	
1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://ncertbooks.solutions/ncert-books-class-11/accountancy/">https://ncertbooks.solutions/ncert-books-class-11/accountancy/</a>
7	<a href="https://gcwgandhinagar.com/econtent/document/158806718312">https://gcwgandhinagar.com/econtent/document/158806718312</a>
8	<a href="http://www.dpbspcollege.in/onlineclasses/4.%20E-207%20Demonstration">http://www.dpbspcollege.in/onlineclasses/4.%20E-207%20Demonstration</a>
9	<a href="https://www.egyankosh.ac.in/bitstream/123456789/31612/1/Unit-3.pdf">https://www.egyankosh.ac.in/bitstream/123456789/31612/1/Unit-3.pdf</a>
10	<a href="https://www.byuaccounting.net/mediawiki/index.php?title=What_is_accounting_research%3F">https://www.byuaccounting.net/mediawiki/index.php?title=What_is_accounting_research%3F</a>
11	<a href="https://www.wgu.edu/blog/top-qualities-skills-good-teacher2001.html">https://www.wgu.edu/blog/top-qualities-skills-good-teacher2001.html</a>

**Pedagogy:**  
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcomes (CO):**

Sr.	Course Outcome Statements	%weightage
CO-1	Teacher trainees will be gain knowledge about teaching pedagogy of Accountancy	30
CO-2	Teacher trainees will be able to apply the knowledge of research in Accountancy	35
CO-3	Teacher trainees will be able to apply method of teaching in actual class room teaching.	35

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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010306
Course Title:	Essentials of Teaching Economics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Economics</li> <li>1. apply the methods and techniques of teaching Economics</li> <li>2. study the historical movements from various dimensions of Economics</li> <li>3. add to their knowledge of Economics</li> <li>4. learn the innovative activities for evaluation of Economics</li> <li>5. design test and remedial programme in teaching Economics</li> <li>6. know the recent researches in Economics</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding Basics of Economics a) Concept and Factors Responsible for Economic Problems b) Concept and Instances of Demand and Supply c) Understanding Agents of Production: Land, Capital, Labour and Entrepreneur	
2	Unit-II Teaching Pedagogies of Economics a) Maxims of Teaching Economics b) Lecture cum Discussion Method: Concept, Features, Merits and Demerits c) Relationship of Economics with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in Economics a) Research in Economics: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Roles, Qualities and Skills of Economics Teacher, Any Five Research Studies on TLMs	

### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-11 (As Part of Internship Assignments).
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### Reference Books:

1	Textbooks of Std. 11 &12 GSEB &CBSE
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### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	PEDAGOGY OF ECONOMICS [ Teaching Of Economics ] (learningclassesonline.com)
7	<a href="https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf</a>
8	Microsoft Word - Economics (tnfeu.ac.in)
9	1585315686.pdf (sncourseware.org)
10	BES-142B2E.p65 (egyankosh.ac.in)

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the various concepts of Economics	30
CO-2	Student teachers will be able to be familiar with concept of research and its importance	35
CO-3	Student teachers will be able to learn the innovative activities for evaluation of Economics learning	35

### Curriculum Revision:

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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010307
Course Title:	Essentials of Teaching Social Science
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Social Science</li> <li>2. learn the methods and techniques of teaching Social Science</li> <li>3. study the historical movements from various dimensions of Social Science</li> <li>4. study the various activities of textbooks</li> <li>5. learn the innovative activities for evaluation social science learning</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding Textbook Contents <ol style="list-style-type: none"> <li>a) Historical movement and its Features</li> <li>b) Developing Civic Sense through Basics of Civics</li> <li>c) Environment Awareness: Concepts, Types, Features, Types of Spheres</li> </ol>	
2	Unit-II Teaching Pedagogies of Social Science <ol style="list-style-type: none"> <li>a) Maxims of Teaching Social Science</li> <li>b) Lecture and Discussion Method: Concept, Features, Merits and Demerits</li> <li>c) Relationship of Social Science with other School Subjects</li> </ol>	
3	Unit-III Research, Innovations and Evaluation in Social Science <ol style="list-style-type: none"> <li>a) Research in Social Science: Concept, Needs, Reviews</li> <li>b) Innovations in Designing Types of Test Items</li> <li>c) Roles, Qualities and Skills of Social Science Teacher, Any Five Research Studies on TLMS</li> </ol>	



### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-9 (As Part of Internship Assignments).
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### Reference Books:

1	8 <sup>th</sup> Standard GSEB (First and Second Semester). Textbook, Gandhianagar.
2	Aggarwal J. C. (2004). . <i>Teaching of Social Studies: a practical approach (3rd Ed.)</i> . New Delhi: Vikas Publishing House Pvt. Ltd.
3	Ediger, Marlow and Rao, Bhaskara, (2006). . <i>Teaching Social Studies Successfully</i> . New Delhi: Discovery Publishing House,
4	JamandlamudiPrasanth Kumar (2005). . <i>Methods of teaching Civics</i> . New Delhi.
5	Khan, M. A. (2004). . <i>Teaching of Social Studies in Elementary Schools</i> . New Delhi: Commonwealth Publishers.
6	Rao, Bhaskara D. and Vijay Kand Sridevi, C. (1995). . <i>Achievement in Social Studies</i> . New Delhi: Discovery Publishing House.
7	Reddy, Sadashiva, (2005). . <i>Learn and Tech Economics</i> . New Delhi: Author Press.

### Supplementary learning Material:

1	<a href="http://www.theserverside.net/talks/thread.tss?thread_id=53076">www.theserverside.net/talks/thread.tss?thread_id=53076</a>
2	<a href="http://home.alltel.net/abbysresources">home.alltel.net/abbysresources</a>
3	<a href="http://www.glencoe.com/sec/socialstudies/webresources/ushist.html">www.glencoe.com/sec/socialstudies/webresources/ushist.html</a>
4	<a href="http://www.ethnicstudies.org/review.htm">www.ethnicstudies.org/review.htm</a>
5	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
6	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
7	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
8	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
9	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Social Science	30
CO-2	Student teachers will be able to apply the knowledge of research in Social Science	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010308
Course Title:	Essentials of Teaching Science
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Science &amp; Technology</li> <li>2. apply the methods and techniques of teaching Science &amp; Technology</li> <li>3. study the historical movements from various dimensions of Science &amp; Technology</li> <li>4. learn the innovative activities for evaluation of Science &amp; Technology learning</li> <li>5. know the recent researches in Science &amp; Technology</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding Textbooks Content a) Physical Science: Electric current and its effects. Sound & Magnetism, Light-Reflection and Refractions, lenses and mirrors b) Chemical Science: Physical and Chemical Changes, Chemical Reactions & its applications in daily life, Acids, Bases and Salts, Carbon and its Compounds c) Biological Sciences: Respiration in Organisms and Photosynthesis in Plants, Transportation & Reproduction in Plants and Animals	
2	Unit-II Teaching Pedagogies of Science & Technology a) Maxims of Teaching Science & Technology b) Lecture and Discussion Method: Concept, Features, Merits and Demerits c) Relationship of Science & Technology with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in Science & Technology a) Research in Science & Technology Teaching: Concept, Needs, Reviews (discuss the gist of latest five papers). b) Innovations in Designing Types of Test Items, c) Roles, Qualities and Skills of Science Teacher, Any Five Research Studies on TLMs	



### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-9 (As Part of Internship Assignments).
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### Reference Books:

1	CBSE and GSEB textbook of Science from Grade 6 to 10
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### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Science & Technology	30
CO-2	Student teachers will be able to apply the knowledge of research in Science & Technology	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010309
Course Title:	Essentials of Teaching Commerce
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Commerce</li> <li>2. apply the methods and techniques of teaching Commerce</li> <li>3. study the historical movements from various dimensions of Commerce</li> <li>4. add to their knowledge of Commerce</li> <li>5. learn the innovative activities for evaluation of Commerce</li> <li>6. design test and remedial programme in teaching Commerce</li> <li>7. know the recent researches in Commerce</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding Commerce and its Issues a) Concept and Features of business, Banking and Communication and its significance, Concept, Scope and Advantages of E-commerce and E-Business b) Concept of Business Environment and Financial Markets c) Classification of Various Trading Activities in Commerce	
2	Unit- II Teaching Pedagogies of Commerce d) Maxims of Teaching Commerce e) Values of Teaching Accountancy f) Correlation of Commerce with other subjects	
3	Unit-III Innovations and Evaluation in Commerce d) Book Review: Concept, features and significance e) Test Items: Concept, and Types of test Items f) Action Research: Concept, Steps and Significance	

### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-11 (As Part of Internship Assignments). Conduct action research on any five school students (As Part of Internship Assignments).
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### Reference Books:

1	Textbooks of Std 11 <sup>th</sup> and 12 <sup>th</sup> GSEB&CBSE Board
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### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Commerce	30
CO-2	Student teachers will be able to apply the knowledge of research in Commerce	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010310
Course Title:	Essentials of Teaching Computer
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Computer Science</li> <li>2. apply the methods and techniques of teaching Computer Science</li> <li>3. study the historical movements from various dimensions of Computer Science</li> <li>4. learn the innovative activities for evaluation of Computer Science learning</li> <li>5. know the recent researches in Computer Science</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Basics of Information Technology a) Types of software: system software (operating system, device drivers). application software including mobile applications b) Computer networking: Type & differences between networks: PAN, LAN, MAN, WAN, wired/wireless communication, Wi-Fi, Bluetooth, cloud computers (private/public). c) Multimedia: images, audio, video, animation	
2	Unit-II Teaching Pedagogies of Computer a) Maxims of Teaching Computer b) Lecture and Discussion Method: Concept, Features, Merits and Demerits c) Relationship of Computer with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in Computer a) Research in Computer Teaching: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Roles, Qualities and Skills of Computer Teacher, Any Five Research Studies on TLMS	

#### List of Practicals / Tutorials:

1	Global Resources/Textbook Review of GSEB/CBSE Std-7 (As Part of Internship Assignments).
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### Reference Books:

1	CBSE and GSEB textbook of Computer from Grade 9 to 12
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### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Computer Education	30
CO-2	Student teachers will be able to apply the knowledge of research in Computer Education	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35

### Curriculum Revision:

Version:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010311
Course Title:	Essentials of Teaching Statistics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Statistics</li> <li>2. apply the methods and techniques of teaching Statistics</li> <li>3. study the historical movements from various dimensions of Statistics</li> <li>4. learn the innovative activities for evaluation of Statistics learning</li> <li>5. know the recent researches in Statistics</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding Statistics and its Usages <ol style="list-style-type: none"> <li>a) Concept and Features of Statistics and Advantages of E-Statistics in Data Analysis</li> <li>b) Concept of Mean, Median and Mode and its computation, Correlation and its importance</li> <li>c) Types of Graphs and its applications</li> </ol>	
2	Unit-II Teaching Pedagogies of Statistics <ol style="list-style-type: none"> <li>a) Maxims of Teaching Statistics</li> <li>b) Lecture and Discussion Method: Concept, Features, Merits and Demerits</li> <li>c) Relationship of Statistics with other School Subjects</li> </ol>	
3	Unit-III Research, Innovations and Evaluation in Statistics <ol style="list-style-type: none"> <li>a) Research in Statistics Teaching: Concept, Needs, Reviews</li> <li>b) Innovations in Designing Types of Test Items</li> <li>c) Roles, Qualities and Skills of Statistics Teacher, Any Five Research Studies on TLMs</li> </ol>	



### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-11 (As Part of Internship Assignments).
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### Reference Books:

1	Textbooks of Std. 6, 7 & 8 of GSEB, CBSE & ICSE Board
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### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Statistics	30
CO-2	Student teachers will be able to apply the knowledge of research in Statistics	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35

### Curriculum Revision:

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010312
Course Title:	Essentials of Teaching Sanskrit
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to 1. understand various concepts of Sanskrit 2. apply the methods and techniques of teaching Sanskrit 3. study the historical movements from various dimensions of Sanskrit 4. add to their knowledge of Sanskrit 5. learn the innovative activities for evaluation of Sanskrit 6. design test and remedial programme in teaching Sanskrit 7. know the recent researches in Sanskrit

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Short Stories & Poems of Sanskrit a) Appreciation of poems and Learning values of prose lessons of GSEB textbook of Upper primary Level b) Definition and examples of important figures of speech, Preparing dialogue on the given clue c) Numbers and Pronouns in Sanskrit, Important Sanskrit words and their use, Vibhakti in Sanskrit	
2	Unit-II Teaching Pedagogies of Sanskrit a) Maxims of Teaching Sanskrit b) Lecture and Discussion Method: Concept, Features, Merits and Demerits c) Relationship of Sanskrit with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in Sanskrit a) Research in Sanskrit Teaching: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Roles, Qualities and Skills of Sanskrit Teacher, Any Five Research Studies on TLMs	



### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-9 (As Part of Internship Assignments).
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### Reference Books:

1	Bhandarkar, R.M. (2004). First Book of Sanskrit, New Delhi: Low Price Pub.
2	Bhandarkar, R.M. (2004). Second Book of Sanskrit, New Delhi: Low Price Pub.
3	Bhattacharyaji, S. (1993). History of Classical Literature, Hyderabad: Sangam Books Ltd.
4	Pandey, R. (2003). Sanskrit Shikshan, Agra, Vinod PustakMandir
5	Shastri, R.L. (2003). Vedic Sukta Mantravali, Jaipur: University Book House

### Supplementary learning Material:

1	<a href="http://www.sanskrit.nic.in">http://www.sanskrit.nic.in</a>
2	<a href="http://www.sanskritabharati.org">http://www.sanskritabharati.org</a>
3	<a href="http://www.samskrutam.com">http://www.samskrutam.com</a>
4	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
5	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
6	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
7	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Sanskrit	30
CO-2	Student teachers will be able to apply the knowledge of research in Sanskrit	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
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Reviewed on (Month-Year):	June 2021
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010314
Course Title:	Essentials of Teaching Gujarati
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Gujarati</li> <li>2. apply the methods and techniques of teaching Gujarati</li> <li>3. study the historical movements from various dimensions of Gujarati</li> <li>4. add to their knowledge of Gujarati</li> <li>5. learn the innovative activities for evaluation of Gujarati</li> <li>6. design test and remedial programme in teaching Gujarati</li> <li>7. know the recent researches in Gujarati</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Short Stories & Poems of Gujarati a) Appreciation of poems and Learning values of prose lessons of GSEB textbook of Upper primary Level b) Chand, Alankar c) Samas	
2	Unit-II Teaching Pedagogies of Gujarati a) Maxims of Teaching Gujarati b) Lecture and Discussion Method: Concept, Features, Merits and Demerits c) Relationship of Gujarati with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in Gujarati a) Research in Gujarati Teaching: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Roles, Qualities and Skills of Gujarati Teacher, Any Five Research Studies on TLMS	



**CVM**  
**UNIVERSITY**

Aegis: Charutar Vidya Mandal (Estd.1945)

List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-9 (As Part of Internship Assignments).
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Reference Books:

1	આક્રુવાલાસી .કે”-જોડણી શિક્ષણ “ભારત પ્રકાશન અમદાવાદ.
2	પ્રિ .નટુભાઈ રાવલ” -ગુજરાતી વિષય વસ્તુ“, નીરવ પ્રકાશન અમદાવાદ.
3	ડો .ધનવં ત્તે સાઈમને ડો મોતીબાઈ પટે લગુજરાતી વિષય વસ્તુનું અધ્યન“, બી એસ શાહ પ્રકાશન અમદાવાદ.
4	”ગુજરાતી વ્યાકરણ વિચાર“, બી એસ શાહ પ્રકાશન અમદાવાદ.
5	”ગુજરાતી વિષય વસ્તુના નવીન પ્રવાહો“, બી એસ શાહ પ્રકાશન અમદાવાદ.
6	જોશી સુરે શ:ગુજરાતી કવિતાનો આસ્વાદ “ચૈતન પ્રકાશન, અમદાવાદ.
7	નાયક રતિલાલ સી” :ગુજરાતી વિષય વસ્તુ “અને શિક્ષણ પદ્ધતિ “અનડા બુક ડિપો, ગાં ધીમાર્ગ અમદાવાદ
8	પ્રિ .અક્રુવાલા, કલ્યાણી અને વ્યાસ” :ગુજરાતીનું અભિનવ અધ્યયન“, બી એસ શાહ પ્રકાશન અમદાવાદ.
9	શ્રીગુણવં ક્ત્રિવેદી” :ભાષા શિક્ષણની પ્રક્રિયા“, રાજ્ય શિક્ષણલવન, અમદાવાદ.
10	ડો .હરિકૃષ્ણ જોશી અને ધનવં ત્તે સાઈ:ગુજરાતી શિક્ષણમાં નવીન દ્રષ્ટિ. “
11	ડો .મોતીબાઈ પટે લો .શાસ્ત્રી અને જયેન્દ્ર દવે” :ગુજરાતી ભાષાના અધ્યયનનું પરિશીલન, બી.એસ. શાહ પ્રકાશન અમદાવાદ.
12	ત્રિવેદી રમણલાલ” :માતૃભાષાનું અધ્યાયન વાણી “પ્રકાશનગુપ, અમદાવાદ.

Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Gujarati	30
CO-2	Student teachers will be able to apply the knowledge of research in Gujarati	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 3
Course Code:	105010315
Course Title:	Essentials of Teaching Hindi
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. understand various concepts of Hindi</li> <li>2. apply the methods and techniques of teaching Hindi</li> <li>3. study the historical movements from various dimensions of Hindi</li> <li>4. add to their knowledge of Hindi</li> <li>5. learn the innovative activities for evaluation of Hindi</li> <li>6. design test and remedial programme in teaching Hindi</li> <li>7. know the recent researches in Hindi</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	-	2	-	20/50	-	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Short Stories & Poems of Hindi a) Appreciation of poems and Learning values of proselessons of GSEB textbook of Upper primary Level b) Chand, Alankar c) Samas	
2	Unit-II Teaching Pedagogies of Hindi a) Maxims of Teaching Hindi b) Lecture and Discussion Method: Concept, Features, Merits and Demerits c) Relationship of Hindi with other School Subjects	
3	Unit-III Research, Innovations and Evaluation in Hindi a) Research in Hindi Teaching: Concept, Needs, Reviews b) Innovations in Designing Types of Test Items c) Roles, Qualities and Skills of Environment Teacher, Any Five Research Studies on TLMS	

### List of Practicals / Tutorials:

1	Textbook Review of GSEB/CBSE Std-9 (As Part of Internship Assignments).
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### Reference Books:

1	शर्मा, डॉ. लक्ष्मीनारायण: भाषा, रकी शिक्षणविधियां ओर पाठनियोजन, विनोद पुस्ताकमं दि आगरा।
2	पटे र पुरुषोत्तम, उम. हिं दीव अभिनव अध्ययन, नीरव प्रकाशन, अमदावाद।
3	दावे, शास्त्रियो, जयेंद्र एवम अन्य: हिं टअध्यापन विमर्श, मे स्से. बी. स. प्रकाशन, अमदावाद।
4	भाई, योगे न्द्रजी: हिं टभाषा शिक्षण, विनोद पुस्ताकमं दि आगरा।
5	लाल, रमनबिहारी: हिं टशिक्षण रस्तोगी पब्लिके श, मे र।
6	सिं हनिरं जुन्मर (१९८४). माध्यमिक विध्यालयोमें हिं टशिक्षण, राजस्थान हिं टग्रन्थ अकादमी, जयपुर।
7	शर्मा, राजकुमारी: हिं टशिक्षण, राधा प्रकाशन मं दि आगरा

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be gain knowledge about teaching pedagogy of Hindi	30
CO-2	Student teachers will be able to apply the knowledge of research in Hindi	35
CO-3	Student teachers will be able to apply method of teaching in actual class room teaching.	35



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010401
Course Title:	Guidance & Counselling
Course Group:	Liberal Study Courses
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understand the concept, needs and meaning of guidance and counselling</li> <li>2. get acquainted with the principles, issues, problems and procedure of guidance</li> <li>3. Familiar with types of guidance required at different stages of a learner</li> <li>4. understand the various areas, tools and techniques in guidance and counselling</li> <li>5. identifies the qualities of an effective counsellor for various school children</li> <li>6. Develop skills in counselling and follow up services</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Guidance and Counselling a) Guidance: Concept, Nature and Functions b) Guidance: Principles and Procedures c) Types of Guidance, Difference between Guidance & Counselling	10
2	Unit-II Areas, Tools and Techniques for Guidance & Counselling a) Areas: Personal, Educational and Vocational Guidance b) Tools: Cumulative Records, Psychological Tests, Inventories and Questionnaires c) Techniques: Interview, Sociometry, Lectures, Discussion and Goal Mapping	11
3	Unit-III Process of Counselling a) Counselling : Concept, Types & Role of a Counsellor & Counsellee b) Method of Counselling: Directive, Non Directive and Elective c) Qualifications and Professional Ethics of a Counsellor	11

### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of any one tool for Guidance
2	Review any one programme based on Guidance and Counselling



### Reference Books:

1	Bordin, E.S. (1968). Psychological counseling (2nd Ed.). McGraw Hill.
2	Fruster, J.M. Psychological counselling in India. Mumbai: McMillion.
3	Humphereys, H.A. and Traxler, O.E. (1954). Guidance Services. Chicago: Science Research Associates.
4	Jones, A.J. (1970). Principles of Guidance (6th ed.). New York: McGraw Hill.
5	Mayers, G.E. Principles and Techniques of vocational Guidance. New York: McGraw Hill.
6	Modi, P. (2018). Guidance and Counselling, Lap Lambert Academic Publishing House, Germany.
7	Osipow, S.M. and Walshow. Behaviour Change in Counselling Readings.
8	Paterson. (1989). Theories of Counselling and Psychotherapy.
9	Presricha, (1976). Guidance and Counselling in Indian Education. New Delhi: N.C.E.R.T.
10	Rao, S.N. (1992). Counselling Psychology. New Delhi: Tata McGraw Hill.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/handle/123456789/46257">https://egyankosh.ac.in/handle/123456789/46257</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf">https://egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf</a>
8	<a href="https://egyankosh.ac.in/bitstream/123456789/43392/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/43392/1/Unit-3.pdf</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept of Guidance and counselling and differentiate between them	30
CO-2	Student teachers will be able to identify the areas, tools and techniques in guidance and counselling	35
CO-3	Student teachers will be able to develop skills in guidance and counselling	35



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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010402
Course Title:	Developing Edupreneurship Skills
Course Group:	Liberal Study Courses
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>familiarize with the concept and overview of edupreneurship with a view to enhance edupreneurial talent.</li> <li>understand edupreneur organization</li> <li>impart knowledge on the basics of edupreneurial skills and competencies</li> <li>provide with necessary inputs for creation of new ventures.</li> <li>explore new vistas of edupreneurship in 21st century environment</li> <li>generate innovative business ideas</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding Edupreneurship a) Edupreneurship :Meaning, Concept, Characteristics and Significance (planning, coordination, organising, leadership, decision taking, opportunity mapping, team building, goal setting, minimising the risk, initiating, attitude, motivation, achievement motivation, creativity, innovation). b) Factors influencing Edupreneurship: Psychological, Social, Economical and Environmental, Edupreneurship and management c) Goal Determination and Attainment: Challenges and Possible solution	10
2	Unit-II Understanding Edupreneur a) Edupreneur: Concept, Characteristics, Types, Roles and Significance b) Developing Edupreneur Skills and Competencies in contexts to persons, process and communities &Management Challenges for Edupreneurship c) Extracting substances through Interaction with Edupreneurs (First-hand Experience). and Edupreneurship & Economic Development	11



3	Unit-III Learning Essential Components a) Edupreneurship Environment: Women and Society as Factors b) Government Policies, Economic Infrastructure and Social Overheads c) Direction: Motivation, Communication and Leadership & Case study of Edupreneurs	11
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List of Practicals / Tutorials:

1	Practicum: (Any One) Interview edupreneuer and prepare a report on Learning Substances
2	Study the practices carried out by edupreneuer

Reference Books:

1	Bryk, A.S. & Goenez, L M (2015) Learning to Improve: How America's Schools can get better at getting better: Cambridge, Massachusetts: Harward Education Press.
2	Horn M. B. & Staker, H (2014). Blended: Using Disruptive Innovation to Improve Schools; San Francisco, CA Jossey- Bast

Supplementary learning Material:

1	<a href="https://www.mbastudies.com/article/The-411-on-Edupreneurship-How-Can-You-Make-a-Difference/">https://www.mbastudies.com/article/The-411-on-Edupreneurship-How-Can-You-Make-a-Difference/</a>
2	<a href="https://www.ediindia.org/dstfdp/10.%20EduPreneurship.pdf">https://www.ediindia.org/dstfdp/10.%20EduPreneurship.pdf</a>
3	<a href="https://medium.com/@mnathantanner/edupreneurship-and-the-future-of-education-b81398b5f0cc">https://medium.com/@mnathantanner/edupreneurship-and-the-future-of-education-b81398b5f0cc</a>
4	<a href="https://innovationexcellence.com/blog/2018/09/06/fundamentals-of-edupreneurship/">https://innovationexcellence.com/blog/2018/09/06/fundamentals-of-edupreneurship/</a>
5	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
6	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
7	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
8	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
9	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept of Edupreneurship	30
CO-2	Student teachers will be able to the skills of Edupreneur	35
CO-3	Student teachers will be able to review the case study of Edupreneur	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010422
Course Title:	Peace Education
Course Group:	Liberal Study Courses
<p>Course Objectives: To enable student teachers to</p> <ol style="list-style-type: none"> <li>1. acquaint the student with the concept of peace and peace education</li> <li>2. understand the different values leading towards peace</li> <li>3. develop and inculcate peace among the students.</li> <li>4. help the student apply their knowledge and understanding of peace in the development of Society and Education.</li> <li>5. develop clarity of thought and ideas amongst the students.</li> <li>6. develop oneness, equality and fraternity amongst the students and the societal members.</li> <li>7. spread the feeling of oneness for religion and hence humanity among the students and hence the society.</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Understanding Peace a) Peace: concept, nature, characteristics, importance b) Peace Education: concept, nature, characteristics, importance c) Peace Education: significance of peace and peace education	10
2	Unit II Problem on the Pathway of Peace and Possible Solution a) Insecurity: lack of knowledge, understanding, love, control; Emotional instability, greed, lust for power b) Other problems: problems with self, environment, neighbourhood, society, nation c) Possible Solution: Appropriate knowledge, nature as source of knowledge, love and acceptance for all, Love for nature, Harmony with self	11
3	Unit III Adherence to Peace and Liberation a) Training the mind and body: Meditation, Yoga b) Acceptance: Surrender & grace c) Godliness: gratitude, love for all	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Prepare an Article on Peace Education
2	Review the Programme on Peace Education

### Reference Books:

1	Aurbindo (1962). . <i>The Human Cycle</i> (Combined Vol.). Calcutta: Shree Aurobindo Ashram
2	Aurobindo (1965). . <i>The Divine Life</i> New York: Indian Library Society
3	K. M. Munshi (Ed.). <i>Bhagwad Gita</i> Mumbai: Bhavans
4	Bergson, (1944). <i>Creative Evolution</i> New York: Modern Library
5	Cagiati, Annie. (1974). <i>Peace-Where is it?</i> Bombay: St. Paul Publications
6	Hughes, E.G. (1965). . <i>Education in World Perspective</i> New York: Harper and Row
7	Mukherjee, Radhakamal (1963). <i>The philosophy of Personality</i> New Delhi: Allied Publishers
8	Shri Ram Sharma Acharya (1991). <i>What am I?</i> Mathura: Yug Nirman Yojna

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

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R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept of Peace	30
CO-2	Student teachers will be able to understand the problems in the pathway of peace and find its solution	35
CO-3	Student teachers will be able to develop the skills for peace	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010403
Course Title:	Gender School and Society
Course Group:	Perspectives in Education
Course Objectives:	To enable student teachers to
	1. Know the importance of Education for Equality
	2. understand role of teacher in school for bringing gender equality
	3. develop awareness regarding gender equality
	4. study the important various resources for gender equality
	5. redesign and execute the school practices for gender equality

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	2	-	4	12/30	28/70	12/30	-	40/100

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Gender, School and Society a) Society: Concept, Features, Nature of Society and Dimension of Society b) Gender Equality: Concept, Significance and Challenges c) Roles and Responsibility of School for Gender Equality	10
2	Unit-II Fundamentals of Gender Equality a) Gender Inequality: Concept, Features and Perspectives, Role of Women Education b) Patriarchic Society: Meaning, Features and Practices c) Issues and Perspectives on Various Gender Issues	11
3	Unit-III Fundamentals of Gender Education and Practices a) Gender Education: Concept, objectives and Significance b) Laws and Regulations for Gender Equality: Needs and Amendments c) Women Empowerment: Concept, Needs, Practices, Challenges in local and global contexts	11
4	Unit-IV Socialization & Schools for Gender Equality a) Socialization: Concept, Definition and Features b) Types of Socialization, Agents of Socialization c) Roles, Qualities and skills of teachers for Gender Equality	10



5	Unit-V Resources and Practices for Gender Equality a) Life-skills programme: Issues and Practices b) Community Resources: Concept, Significance and Role in Gender Equality c) Developing Perspectives on Issues related to gender in society: Sexual abuse/harassment, domestic violence, objectification of female body	11
6	Unit-VI Equality at Schools, Classroom and Curriculum a) Equality of Teaching Learning Process & Learning Environment b) Classroom Environment and Assessment for Equality c) Concept, Features, Factors of Social Change and Role of Mass Media on Gender Education	11

### List of Practicals / Tutorials:

1	Practicum: (Any Two). Prepare detailed activities on Women Empowerment for Gender Equality
2	Write an article on Women Empowerment for Gender Equality
3	Tutorial on Any one topic from the above course contents

### Reference Books:

1	Andal, . N. (2002). <i>Women and Indian Society</i> . Rawat Publication. New Delhi
2	Atthill, C. & Jha, J. (2009). <i>The Gender-responsive School: An Action Guide</i> . Commonwealth Secretariat. UK. (e-book).
3	Davies, B. (1995). <i>Gender Bias in School Text Books</i> . Commonwealth Secretariat. UK (e-book).
4	Reed, L. R. and Rae, T. (2007). <i>Creating Gender-Fair Schools &amp; Classrooms: Engendering Social Justice</i> . SAGE publication. New Delhi
5	Sharam, U. (2003). <i>Women Empowerment through Information Technology</i> . Authors Press. New Delhi.
6	Poddar, S. and Bhuimali, A. (2005). <i>Development of Rural Women through Education and Empowerment</i> . Abhijeet Publication. New Delhi.
7	Wane, N. N. (2000). <i>Equity in Schools and Society</i> . Canadian Scholars' Press, Ontario (e-book).
8	Dave, Anjali (2022), <i>Gender, School and Society</i> ; Lambert Academic Publishing, Europe

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%206%20Gender%20School%20&amp;%20Society%20-%20English%20Version.pdf">https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%206%20Gender%20School%20&amp;%20Society%20-%20English%20Version.pdf</a>
7	<a href="https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf">https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf</a>
8	<a href="https://egyankosh.ac.in/handle/123456789/46084">https://egyankosh.ac.in/handle/123456789/46084</a>



### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to know the concept of gender & society	15
CO-2	Student teachers will be able to understand the importance of gender equality	15
CO-3	Student teachers will be able to understand the fundamentals of gender education and its practices	20
CO-4	Student teachers will be able to know the importance of socialization process in developing gender equality	15
CO-5	Student teachers will be able to comprehend the resources and practices of gender equality	15
CO-6	Student teachers will be able to practice the equality at schools, classroom and curriculum	20

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010404
Course Title:	21 <sup>st</sup> Century Education : Concept & Practices
Course Group:	Perspectives in Education
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. Know the past, present and future perspectives of Education</li> <li>2. Understand the 21<sup>st</sup> Century Education and its skills</li> <li>3. Study the effective practices for quality education in India</li> <li>4. modify teaching strategies to cater the global needs</li> <li>5. develop modern attitude for sustainable society</li> </ol>

#### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	2	-	4	12/30	28/70	12/30	-	40/100

\* J: Jury; V: Viva; P: Practical

#### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Fundamentals of 21 <sup>st</sup> Century Education a) Guiding principles of 21 <sup>st</sup> century in education b) 21 <sup>st</sup> Century Education: Concept, Skills and Challenges c) Essentials and Loopholes of 21 <sup>st</sup> Century Education	10
2	Unit-II 21 <sup>st</sup> Century Curriculum and Syllabus a) 21 <sup>st</sup> Century Curriculum: Desirable Components, Curriculum Guidelines, Difference between Curriculum and Syllabus b) 21 <sup>st</sup> Century Curriculum: Loopholes in present Curriculum, Essentials of Curriculum c) Types, Significance and Features of Various Curricular, co-curricular and extracurricular activities	11
3	Unit-III Teacher Education in 21 <sup>st</sup> Century a) Teacher Education: Concept, Components, Features and Objectives b) Features and Significance of various Guidelines of NCTE and UGC for 21 <sup>st</sup> Century Teacher Education, Role and Function c) NCF-2005: Concept, Features, Principles and significance of school curriculum and Practices	11



4	Unit- IV Sensitizing Teaching Profession and Professional Ethics a) Teaching Profession: Concept, Features, Challenges and Prospective Actions b) Professional Ethics: Concept, Features, Types, Practices of Sensitizing teaching profession and NEP Guidelines c) Continuing Professional Development: Concept, Needs & Practices	10
5	Unit-V Status of Culture and Modernization in 21st Century a) Indian Culture: Concept. Types, Features, significance and Civilization b) Modernization & Post Modernization: Concept, principles Significance and Acharya Rama Murti Commission for Modernization c) Significance and Nature of school Practices for Modernization and Transmission of Culture	11
6	Unit-VI Education for Global outlook a) Global citizenship in classroom b) Futuristic Education: Issues and Possible Solutions enhancing Techno pedagogic Skills c) Educational Classroom Resources: Types, Nature, Significance and Challenges	11

#### List of Practicals / Tutorials:

1	Practicum: (Any Two). Write an article on 21 <sup>st</sup> Century Skills as a requisite for teaching learning process.
2	Tutorial – Discussion on Life Skill

#### Reference Books:

1	Aggarwal, J.C. (2004). Teacher & Education in Emerging Indian Society, New Delhi: Vikas Pub. House
2	Ahuja, R. (2002). Society in India: Concepts, Theories & Changing Trends. Jaipur: Rawat Pub.
3	Aikara, J (2004). Education: sociological perspective. Jaipur: Rawat Pub.
4	Brubacher J. S. (2007). Modern Philosophies of Education (3 <sup>rd</sup> Ed.). Surjeet Publication.
5	Dash, B.N. (2004). .Teacher & Education in Emerging Indian society. Hyderabad: Neelkamal Pub. House
6	Pandey, V.C. (2005). .Emerging Challenges of Educational system. Delhi: Isha Books
7	Roa, D. B. (1998). Adult learning in the 21 <sup>st</sup> century. Discovery Publication House, New Delhi
8	Shah, B. V. & Shah, K. B. (2006). Sociology of Education. Rawat Publication

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://blog.onelxp.com/11-guiding-principles-of-21st-century-education-f80ea5aeccc3?gi=c9dfbe51d522">https://blog.onelxp.com/11-guiding-principles-of-21st-century-education-f80ea5aeccc3?gi=c9dfbe51d522</a>



7	<a href="https://files.eric.ed.gov/fulltext/EJ1083656.pdf">https://files.eric.ed.gov/fulltext/EJ1083656.pdf</a>
8	<a href="https://www.ijmra.us/project%20doc/2018/IJRSS_MAY2018/IJMRA-13729.pdf">https://www.ijmra.us/project%20doc/2018/IJRSS_MAY2018/IJMRA-13729.pdf</a>
9	<a href="https://www.worldscientific.com/doi/pdf/10.1142/9789811206269_0001">https://www.worldscientific.com/doi/pdf/10.1142/9789811206269_0001</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand fundamentals of 21 <sup>st</sup> century education	15
CO-2	Student teachers will be able to know the curriculum for 21 <sup>st</sup> century education	15
CO-3	Student teachers will be able to understand role of Teacher Education in 21 <sup>st</sup> century	20
CO-4	Student teachers will be able to develop the professional ethics	15
CO-5	Student teachers will be able to conduct the activities for modernization and transmission of culture	15
CO-6	Student teachers will be able to develop teaching skills for 21 <sup>st</sup> century education	20

### Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025

Programme:	Bachelor of Education (B.Ed.) English Medium
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Semester:	Semester 4
Course Code:	105010405
Course Title:	School Dynamics & Practices
Course Group:	Curriculum & Pedagogic Studies
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. learn concept of school management and policies of various boards</li> <li>2. understand the concept of Educational Management and its Hierarchy</li> <li>3. differentiate the components of academic and administrative management</li> <li>4. use theories of school management and its application in organizing activities</li> <li>5. understand different aspects of school management, effectiveness and its standards</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Understanding School Management <ol style="list-style-type: none"> <li>a) School Management: Concept, Characteristic, Scope &amp; its Significance</li> <li>b) Educational Management: Concept, Characteristic, Scope &amp; its Significance</li> <li>c) Institutional Climate: Meaning, Characteristics, Types and Affecting Factors</li> </ol>	10
2	Unit- III Theories of School Management <ol style="list-style-type: none"> <li>a) Academic and Administrative Components of School Management, Role of Management, Principal, Teachers, Supervisor, Staff and Community in School, Management; Material &amp; Human resources of school and their management</li> <li>b) System and Democratic Approach: Theory and its Application in School Management, Humanitarian Approach: Theory and its Application in School Management, Scientific Approach: Theory and its Application in School Management</li> <li>c) Educational Leadership: Concept, Characteristics and Types</li> </ol>	11
3	Unit-III School Effectiveness and School Standards <ol style="list-style-type: none"> <li>a) Staff Council, Student Council, Staff Meeting, Students' Committees and Parent Teacher Association</li> <li>b) Performance Appraisal of Teachers: Significance and Criteria</li> <li>c) School Records: Meaning, Importance &amp; Types</li> </ol>	11

### List of Practicals / Tutorials:



1	Practicum: (Any One) Prepare a case study Report on DIET, GCERT, various type of School by visiting the school or browsing the website.
2	Prepare Evaluation Rubric to evaluate Performance Appraisal of Teachers
3	Prepare an article on different types of environment in the school

#### Reference Books:

1	Cannobell, Corbally and Ranasyer: Introduction of Educational Administration, Boson Allan and Bacon Inc.
2	Chaube, S. P., & Chaube, A. (2008). School Organization, New Delhi: Vikas Publishing House.
3	Educational commission Report 1964-66.
4	Gangadhar, R. M., & Rao, V. P. S. (2000). Organizational behavior, Delhi: Konark Publishers Pvt. Ltd.
5	Hemalata, T., & Ruhela, S.P. (1997). Educational Management - Innovative global patterns. New Delhi: Regency Publication.
6	Kochar S.K.: Secondary School Administration, New Delhi, Sterling Publishers.
7	Krishnamacharyulu, V. (2010). School Management and Systems of Education, Neelkamal Publications Pvt. Ltd. Hyderabad.
8	Mathur S.S. Educational Administration, New Delhi, Allied Publishers.
9	Modi, P. (2020). Educational Administration, Lap Lambert Academic Publishing House, Germany.

#### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://drarockiasamy.wordpress.com/school-management/">https://drarockiasamy.wordpress.com/school-management/</a>
7	<a href="https://www.egyankosh.ac.in/bitstream/123456789/8601/1/Unit-2.pdf">https://www.egyankosh.ac.in/bitstream/123456789/8601/1/Unit-2.pdf</a>
8	<a href="https://egyankosh.ac.in/bitstream/123456789/47000/1/Unit-11.pdf">https://egyankosh.ac.in/bitstream/123456789/47000/1/Unit-11.pdf</a>
9	<a href="https://ncert.nic.in/textbook/pdf/kehe104.pdf">https://ncert.nic.in/textbook/pdf/kehe104.pdf</a>
10	<a href="https://wandofknowledge.com/school-records-objective-types-maintenance-cumulative-records/">https://wandofknowledge.com/school-records-objective-types-maintenance-cumulative-records/</a>

#### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

#### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying;
R	U	A	N	E	C	N: Analyzing; E: Evaluating; C: Creating



10	20	20	20	15	15	
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Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand school management & policies of various boards.	30
CO-2	Student teachers will be able to understand the theories of school management	35
CO-3	Student teachers will be able to understand school effectiveness and school standards	35

Curriculum Revision:	
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010406
Course Title:	Pedagogical Trends in Teaching English
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in English</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in English</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Teaching English <ol style="list-style-type: none"> <li>a) Evaluation Rubrics: Concept, Types, Significance, Features</li> <li>b) Preparing types of test items: Subjective &amp; Objective</li> <li>c) Review of GSEB Textbooks of standard 10 &amp; Preparation of Supplementary HOTs Material</li> </ol>	10
2	Unit-II Pedagogical Innovation and English Literature <ol style="list-style-type: none"> <li>a) E-Resources: Concept, Types, Features, Significance and Practice</li> <li>b) Andragogy, Geragogy &amp; Pedagogy: Concept, Features, Practices &amp; Research practices</li> <li>c) Life and Contribution of Eminent Writers: W. Shakespeare, W. Wordsworth &amp; Charles Dickens</li> </ol>	11
3	Unit-III Innovative Evaluation Practices <ol style="list-style-type: none"> <li>a) Newsletter: Concept, Types, Importance and Practice</li> <li>b) Diagnostic and Remediation Programmes: Concept, Needs and Principles</li> <li>c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles</li> </ol>	11



List of Practicals/Tutorials:

1	Practicum:(Any One) Preparation of Newsletter
2	Preparation/Presentation of Seminar Paper
3	Elaborate on Issues & Concerns related with Teaching of English

Reference Books:

1	Krishnaswamy, N. (2000). Teaching English Grammar: A Modern Guide to an Interactive Approach, Chennai, Chennai, T.R. Publications
2	Krishnaswamy, N & Krishnaswamy, L (2007). Teaching English: Approaches, Methods and Techniques, New Delhi: Macmillan India Ltd. 7.Rathore, B. (2015). Language Skills, APH, Delhi
3	Palmer, R (2003). The Good Grammar Guide, New York; Routledge
4	Sasikumar, V. & Dhamija, P.V. (2003). Spoken English: Self –learning Guide to Conversation Practice, New Delhi: Tata McGraw –Hill Publishing Company Ltd.
5	Tickoo, M.L, (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-trainers, New Delhi: Orient Longman Private Limited
6	Wren, P.C.&Martin, H. (2003). High School English Grammar and Composition, New Delhi: S.Chand&Private Ltd.

Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in English Teaching	30
CO-2	Student teachers will be able to analyzing available E-Resources in English teaching	35
CO-3	Student teachers will be able to analyzing pedagogical innovation and research in English	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010407
Course Title:	Pedagogical Trends in Teaching Mathematics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Mathematics</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in mathematics</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Mathematics Teaching <ol style="list-style-type: none"> <li>a) Evaluation Rubrics: Concept, Types, Significance, Features</li> <li>b) Preparing types of test item: Subjective &amp; Objective</li> <li>c) Review of Textbook: Standard 10</li> </ol>	10
2	Unit-II Pedagogical Innovation and Research in Mathematics <ol style="list-style-type: none"> <li>a) E-Resources: Concept, Types, Features, Significance</li> <li>b) Andragogy, Geragogy &amp; Pedagogy: Concept, Features</li> <li>c) Life and Contribution: Aryabhata, Bhaskaracharya &amp; S. Ramanujan</li> </ol>	11
3	Unit- III Innovative Evaluation Practices <ol style="list-style-type: none"> <li>a) Newsletter: Concept, Types, Importance</li> <li>b) Diagnostic and Remediation Programmes: Concept and Needs</li> <li>c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of Article on Issues and Concerns in Teaching Mathematics
2	Preparation/Presentation of Seminar Paper
3	Content Test on Mathematics

### Reference Books:

1	Jha, Avdresh S. (2010). <i>Teaching of Mathematics</i> Agra: Agrawal Publications
2	Paul, C. & Robert, T. (2013). <i>Teaching Mathematics in Secondary School</i> . Sage Publication India Pvt. Ltd, New Delhi.
3	Rao D. B. & Latha D.P. (2003). <i>Achievement in Mathematics</i> . New Delhi: Discovery Publishing House.
4	Russel J. (2004). <i>Teaching of Mathematics</i> . New Delhi: Campus Books International.
5	Selinger, M. (1994). <i>Teaching Mathematics</i> . 1st Edition, Routledge, NewYork
6	Sidhu K.S. (2005). <i>Teaching of Mathematics</i> . New Delhi: Sterling Publishers, Private Limited.
7	Singh, K.S. (2006). <i>The Teaching of Mathematics</i> . 4th Edition, Sterling Publishers Pvt. Ltd.
8	Wadhwa, S. (2000). <i>Modern Methods of Teaching Mathematics</i> . 1st Edition, Swarup and Sons, New Delhi.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Mathematics Teaching	30
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Mathematics	35
CO-3	Student teachers will be able to analyzing innovative evaluation practices in Mathematics teaching	35



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010408
Course Title:	Pedagogical Trends in Teaching Environment Education
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Environmental education</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Environmental education</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Environment Education <ol style="list-style-type: none"> <li>a) ICT and media in Protection, preservation and conservation of environment</li> <li>b) Evaluation Rubrics: Concept, Types, Significance, Features, Preparing types of test item: Subjective &amp; Objective</li> <li>c) Review of varieties of Textbooks from standard 8 to 12 of different Boards &amp; Preparation Supplementary HOTS Material</li> </ol>	10
2	Unit-II Innovation in Teaching Learning and Research in Environment Education <ol style="list-style-type: none"> <li>a) E-Resources: Concept, Types, Features, Significance and Practice</li> <li>b) Andragogy, Geragogy &amp; Pedagogy: Concept, Features, Practices &amp; Research practices</li> <li>c) Newton, Albert Einstein, Thomas Edison: Life and Contribution</li> </ol>	11
3	Unit-III 21 <sup>st</sup> Century Evaluation Practices in Environment Education <ol style="list-style-type: none"> <li>a) News Letter: Concept, Types, Importance and Practice</li> <li>b) Diagnostic and Remediation Programmes: Concept and Needs</li> <li>c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper

### Reference Books:

1	Ashok, P. (1998). <i>Threads of Life</i> . National Institute Of Science Communication, New Delhi
2	Bhatnagar A.B. (2005). <i>Teaching of Science</i> . Vinod Pustak Mandir, New Delhi
3	Kaur, J.S., Sharma, Y. & Mathur, A. (2015). <i>New Trends in Education</i> . Renu Publishers, New Delhi
4	Kumar, V. (2000). <i>Modern Methods of Teaching Environmental Education</i> . Sarup & Sons Publications, New Delhi
5	Laxmi, G.V.S. & Rao, B. D. (2004). <i>Methods of Teaching Environmental Science</i> . Discovery Publishing House, New Delhi
6	McNerney, C., & Davis, N. D. (1996). <i>Education for Sustainability: An Agenda for Action</i> . DIANE Publishing.
7	Negi, J. S. (2007). <i>Teaching Environmental Education</i> . Cyber Tech Publications, New Delhi
8	Samuel, K. & Sundar, I. (2007). <i>Environmental Education, Curriculum and teaching Methods</i> . Sarup & Sons Publication, New Delhi
9	Sharma, B. M. (2004). <i>Teaching Environmental Education</i> . Akansha Publishing House, New Delhi
10	Srivastava, S. (2007). <i>Environmental Education</i> . Vandana Publications, New Delhi
11	Storksdieck, M. (2006). <i>Field Trips in Environmental Education</i> . Berliner Wissenschafts-Verlag, Berlin

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Environmental Education Teaching	30
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Environmental Education	35
CO-3	Student teachers will be able to analyzing available E-Resources in Environmental Education teaching	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010409
Course Title:	Pedagogical Trends in Teaching Accountancy
Course Group:	Functional Core Course
<b>Course Objectives:</b>	To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Accountancy</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Accountancy</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Accountancy Teaching <ol style="list-style-type: none"> <li>a) Evaluation – Meaning, Principles and Purposes</li> <li>b) Evaluation Rubrics: Concept, Types, Significance, Features</li> <li>c) Evaluation System: Marking and Grading system</li> </ol>	10
2	Unit-II Pedagogical Innovation in Accountancy <ol style="list-style-type: none"> <li>a) E-Resources: Concept, Types, and Significance</li> <li>b) Andragogy &amp; Pedagogy: Concept and Features</li> <li>c) Co-Curricular Activities- Concept, Features, types and significance</li> </ol>	11
3	Unit-III Innovative Evaluation Practices <ol style="list-style-type: none"> <li>d) Diagnostic and Remediation Programmes: Concept and Importance</li> <li>e) Review of Accountancy Textbooks from standard 11 and 12 of different Boards</li> <li>f) Contemporary Research Review on Evaluation in Accountancy</li> </ol>	11

### List of Practicals / Tutorials:

1	Practicum: (Any One) Planning of co curricular activities Preparation of Evaluation Rubrics
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### Reference Books:

1	Boynlon, L. O. (1995). <i>Methods of Teaching Book Keeping</i> . Cincinnati: South Western Publication Company.
2	Kochhar S. K. (1992). <i>Methods and Techniques of Teaching</i> . New Delhi: Sterling Publishers Private Limited.
3	Modi, P. (2019). <i>Methodology of Teaching Accountancy</i> . Germany: Lap Lambert Academic Publishing House, Germany.
4	Verman, M. M. (1979). <i>Method of Teaching Accountancy</i> . New York: McGraw Hill.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.egyankosh.ac.in/bitstream/123456789/46234/1/Unit-11..pdf">https://www.egyankosh.ac.in/bitstream/123456789/46234/1/Unit-11..pdf</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/13648/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/13648/1/Unit-5.pdf</a>
8	<a href="https://egyankosh.ac.in/bitstream/123456789/46048/1/Unit-11.pdf">https://egyankosh.ac.in/bitstream/123456789/46048/1/Unit-11.pdf</a>
9	<a href="https://egyankosh.ac.in/bitstream/123456789/7283/1/Unit-9.pdf">https://egyankosh.ac.in/bitstream/123456789/7283/1/Unit-9.pdf</a>
10	<a href="https://egyankosh.ac.in/bitstream/123456789/8964/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/8964/1/Unit-4.pdf</a>
11	<a href="https://egyankosh.ac.in/bitstream/123456789/7978/1/Unit-1.pdf">https://egyankosh.ac.in/bitstream/123456789/7978/1/Unit-1.pdf</a>
12	<a href="https://egyankosh.ac.in/bitstream/123456789/7903/1/Unit-1.pdf">https://egyankosh.ac.in/bitstream/123456789/7903/1/Unit-1.pdf</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Accountancy Teaching	30
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Accountancy	35
CO-3	Student teachers will be able to understand innovative evaluation practices	35



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010410
Course Title:	Pedagogical Trends in Teaching Economics
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Teach economics</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in teach economics</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Economics Teaching <ol style="list-style-type: none"> <li>a) Evaluation Rubrics: Concept, Types, Significance, Features</li> <li>b) Preparing types of test Items: Subjective &amp; Objective</li> <li>c) Review of varieties of Textbooks from standard 11 and 12 of different Boards &amp; Preparation Supplementary HOTS Material</li> </ol>	10
2	Unit-II Pedagogical Innovation and Research in Economics <ol style="list-style-type: none"> <li>a) E-Resources: Concept, Types, Features, Significance and Practice</li> <li>b) Andragogy, Geragogy &amp; Pedagogy: Concept, Features, Practices &amp; Research practices</li> <li>c) Life and Contribution of Eminent Writers: Adom Smith, Malthus, Fisher</li> </ol>	11
3	Unit- III Innovative Evaluation Practices <ol style="list-style-type: none"> <li>a) News Letter: Concept, Types, Importance and Practice</li> <li>b) Diagnostic and Remediation Programmes: Concept and Needs</li> <li>c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper

### Reference Books:

1	Aggarwal, J. C. (2014). Principles, Methods & Techniques of Teaching. New Delhi: Vikas Publishing House Pvt. Ltd.
2	Aggarwal, J.C. (2005). . Teaching of Economics. Agra: VinodPustakMandir.
3	Chandra, S. S. and Sharma, R.K. (2004). Principles of Education. New Delhi: Atlantic Publishers and Distributors.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/handle/123456789/46727?">https://egyankosh.ac.in/handle/123456789/46727?</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/8307/1/Unit-4.pdf</a>
8	<a href="https://egyankosh.ac.in/handle/123456789/46432">https://egyankosh.ac.in/handle/123456789/46432</a>
9	<a href="https://egyankosh.ac.in/bitstream/123456789/58879/1/Block1.pdf">https://egyankosh.ac.in/bitstream/123456789/58879/1/Block1.pdf</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept of rubrics and construct them for evaluation purposes	30
CO-2	Student teachers will be able to be familiar with concept of action research and its importance	35
CO-3	Student teachers will be able to design test and remedial programme in teaching economics	35



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010411
Course Title:	Pedagogical Trends in Teaching Social Science
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Social Science</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Social Science</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Innovative Strategies of Teaching Social Science a) Evaluation: Concept, Types, Significance and Features, CCE: Concept, Objectives b) Preparing types of test item and Evaluation Rubrics: Subjective & Objective c) Review of Std. 10 textbooks	10
2	Unit- II Research & Innovation in Social Science a) E-Resources: Concept, Types, Features, Significance b) Concept, Significance & Features of Andragogy, Geragogy & Pedagogy c) Life and Contribution of Eminent Social Leaders: Gandhiji, Sardar Vallabhbhai Patel, Rani Laxmibai, Subhash Chandra Bose, Sarojini Naidu, J. L. Nehru	11
3	Unit- III Innovative Evaluation Practices a) News Letter: Concept, Types, Importance for School Education b) Diagnostic and Remediation Programmes: Concept, Needs and Principles c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper
3	Elaborate on Issues and Concerns related to Teaching Social Science

### Reference Books:

1	Aggarwal J. C. (2004). . <i>Teaching of Social Studies: a practical approach (3<sup>rd</sup>Ed.)</i> . New Delhi: Vikas Publishing House Pvt. Ltd.
2	Ediger, Marlow and Rao, Bhaskara, (2006). . <i>Teaching Social Studies Successfully</i> . New Delhi: Discovery Publishing House,
3	Jamandlamudi Prasanth Kumar (2005). <i>Methods of teaching Civics</i> . New Delhi.
4	Khan, M. A. (2004). . <i>Teaching of Social Studies in Elementary Schools</i> . New Delhi: Commonwealth Publishers.
5	Khan, M. A. (2004). <i>Teaching of Social Studies</i> . New Delhi: Commonwealth Publishers.
6	Rao, Bhaskara D. and Vijay Kand Sridevi, C. (1995). . <i>Achievement in Social Studies</i> . New Delhi: Discovery Publishing House.
7	S.A. SalimBasha, Digumarti Bhaskara Rao, (2004). . <i>Methods of teaching Geography</i> . New Delhi: Discovery Publishing House.

### Supplementary learning Material:

1	<a href="http://www.theserverside.net/talks/thread.tss?thread_id=53076">www.theserverside.net/talks/thread.tss?thread_id=53076</a>
2	<a href="http://home.alltel.net/abbysresources">home.alltel.net/abbysresources</a>
3	<a href="http://www.glencoe.com/sec/socialstudies/webresources/ushist.html">www.glencoe.com/sec/socialstudies/webresources/ushist.html</a>
4	<a href="http://www.ethnicstudies.org/review.htm">www.ethnicstudies.org/review.htm</a>
5	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
6	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
7	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
8	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
9	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Social Science Teaching	30
CO-2	Student teachers will be able to analyzing pedagogical innovation and research in Social Science	35
CO-3	Student teachers will be able to analyzing available E-Resources in Social Science teaching	35

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010412
Course Title:	Pedagogical Trends in Teaching Science
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Science &amp; Technology</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Science &amp; Technology</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Science Teaching d) Evaluation Rubrics: Concept, Types, Significance, Features e) Preparing types of test item: Subjective & Objective f) Review of Textbook: Standard 10	10
2	Unit-II Pedagogical Innovation and Research in Science d) E-Resources: Concept, Types, Features, Significance e) Andragogy, Geragogy & Pedagogy: Concept & Features f) Life and Contribution: Thomas Adison, Albert Einstein, C V Raman	11
3	Unit- III Innovative Evaluation Practices d) News Letter: Concept, Types, Importance e) Diagnostic and Remediation Programmes: Concept and Needs f) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles	11

### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper
3	Write an article on issues of Teaching Science



### Reference Books:

1	Agarwal, J.C. (1998). <i>Essentials of Examination System</i> . Vikas Publications, New Delhi.
2	Bhatnagar, A.B. &Bhatnagar, S.S. (2005). <i>Teaching of Science</i> . Surya Publication, Meerut
3	CBSE and GSEB textbook of Science from Grade 8 to 12
4	Davar, M. (2012). <i>Teaching Of Science</i> . Prentice Hall India Learning Pvt. Ltd. (e book).
5	Eriksson, I. V. (2008). <i>Science Education in 21st Century</i> . Nova Science Publishers, New York
6	Joyce, B.R, (2008). <i>Models of Teaching. (8th Ed.)</i> . New York: Pearson Publication
7	Mohan.R. (2010). <i>Innovative Science Teaching for Physical Science Teachers</i> . Prentice Hall India Learning Pvt. Ltd.
8	Sharma, R.A. (2000). <i>Advanced Educational Technology</i> . LBD Publishers and Distributors, Meerut.
9	Bhatnagar, A.B. &Bhatnagar, S.S. (2005). <i>Teaching of Science</i> . Surya Publication, Meerut CBSE and GSEB textbook of Science from Grade 8 to 12
10	Eriksson, I. V. (2008). <i>Science Education in 21st Century</i> . Nova Science Publishers, New York
11	Dave, Anjali (2023). <i>Teaching of Science</i> . ABS Books, Delhi
12	Dave, Anjali (2024). <i>Applications of Science in Daily Life</i> , ABS Books, Delhi

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://egyankosh.ac.in/handle/123456789/46679">https://egyankosh.ac.in/handle/123456789/46679</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf">https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf</a>
8	<a href="https://egyankosh.ac.in/handle/123456789/46651">https://egyankosh.ac.in/handle/123456789/46651</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the concept of rubrics and prepare various rubrics helpful for evaluation	30
CO-2	Student teachers will be able to understand the pedagogical innovation and research in science	35
CO-3	Student teachers will be able to understand and practice innovative new trends in evaluation	35

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Reviewed on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010413
Course Title:	Pedagogical Trends in Teaching Commerce
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to	
<ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Commerce</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Commerce</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Commerce Teaching g) Evaluation – Meaning, Principles and Purposes h) Evaluation Rubrics: Concept, Types, Significance, Features i) Evaluation System: Marking and Grading system	10
2	Unit-II Pedagogical Innovation in Commerce d) E-Resources: Concept, Types, and Significance e) Andragogy & Pedagogy: Concept and Features f) Co-Curricular Activities- Concept, Features, types and significance	11
3	Unit-III Innovative Evaluation Practices j) Diagnostic and Remediation Programmes: Concept and Importance k) Review of Commerce Textbooks from standard 11 and 12 of different Boards l) Contemporary Research Review on Evaluation in Commerce	11

### List of Practicals / Tutorials:

1	Practicum: (Any One) Planning of co curricular activities Preparation of Evaluation Rubrics
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Reference Books:

1	Aggarwal, J. C. (2014). <i>Principles, Methods &amp; Techniques of Teaching</i> . New Delhi: Vikas Publishing House Pvt. Ltd.
2	Modi, P. (2019). <i>Methodology of Teaching Commerce</i> , Lap Lamber Academic Publishing House, Germany.
3	NCERT. (2013). <i>Business Studies: Part I: Principles and Functions of Management</i> . New Delhi: NCERT
4	NCERT. (2013). <i>Business Studies: Part II: Business Finance and Marketing</i> . New Delhi: NCERT
5	NCERT. (2013). <i>Business Studiess</i> . New Delhi: NCERT
6	Tomar, S. (2005). <i>Teaching of Commerce</i> . Agra: Vinod Pustak Mandir
7	Tripathi, P.C. and Reddy, P.N. (2010). <i>School Management</i> . Ludhiana: Tandon Publications
8	Venkateset. Al. (2004). <i>Methods of Teaching Commerce</i> . New Delhi: Discovery Pub. House

Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>
6	<a href="https://www.egyankosh.ac.in/bitstream/123456789/46234/1/Unit-11..pdf">https://www.egyankosh.ac.in/bitstream/123456789/46234/1/Unit-11..pdf</a>
7	<a href="https://egyankosh.ac.in/bitstream/123456789/13648/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/13648/1/Unit-5.pdf</a>
8	<a href="https://egyankosh.ac.in/bitstream/123456789/46048/1/Unit-11.pdf">https://egyankosh.ac.in/bitstream/123456789/46048/1/Unit-11.pdf</a>
9	<a href="https://egyankosh.ac.in/bitstream/123456789/7283/1/Unit-9.pdf">https://egyankosh.ac.in/bitstream/123456789/7283/1/Unit-9.pdf</a>
10	<a href="https://egyankosh.ac.in/bitstream/123456789/8964/1/Unit-4.pdf">https://egyankosh.ac.in/bitstream/123456789/8964/1/Unit-4.pdf</a>
11	<a href="https://egyankosh.ac.in/bitstream/123456789/7978/1/Unit-1.pdf">https://egyankosh.ac.in/bitstream/123456789/7978/1/Unit-1.pdf</a>
12	<a href="https://egyankosh.ac.in/bitstream/123456789/7903/1/Unit-1.pdf">https://egyankosh.ac.in/bitstream/123456789/7903/1/Unit-1.pdf</a>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Commerce Teaching	30
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Commerce	35
CO-3	Student teachers will be able to Analyzing available E-Resources in Commerce teaching	35

Curriculum Revision:	
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Last Reviewed on (Month-Year):	June 2024
Next Reviewed on (Month-Year):	June 2025



Effective from Academic Batch: 2024-25

Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010414
Course Title:	Pedagogical Trends in Teaching Computer
Course Group:	Functional Core Course
<p>Course Objectives: To enable student teachers to</p> <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Computer Science</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Computer Science</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Computer Science a) Evaluation Rubrics: Concept, Types, Significance, Features b) Preparing types of test item: Subjective & Objective c) Review of varieties of Textbooks & Online Resources on Computer Science	10
2	Unit-II Innovation in Teaching Learning and Research in Computer Science a) E-Resources: Concept, Types, Features, Significance and Practice b) Andragogy, Geragogy & Pedagogy: Concept, Features and Practices c) Life and Contribution of Eminent Writers: Alan Turing, Bill Gates, Charles Babbage	11
3	Unit-III Innovative Evaluation Practices a) News Letter: Concept, Types, Importance and Practice b) Diagnostic and Remediation Programmes: Concept, Needs and Principles c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper

### Reference Books:

1	Agarwal, J.C. (1998). <i>Essentials of Examination System</i> . Vikas Publications, New Delhi.
2	Bharti, V. (2019). <i>Pedagogy of Computer Science</i> . Laxmi Publication
3	CBSE and GSEB textbook of Computer Science from Grade 9 to 12
4	Goel, H.K. (2005). <i>Teaching of Computer Science</i> . New Delhi: R Lal Book Depot
5	Joyce, B.R. (2008). <i>Models of Teaching. (8th Ed.)</i> . New York: Pearson Publication
6	Sharma, R.A. (2000). <i>Advanced Educational Technology</i> . LBD Publishers and Distributors, Meerut.
7	Singh, Y.K. and Nath, R. (2005). <i>Teaching of Computer Science</i> . APH Publishing Corporation

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Computer Science Teaching	
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Computer Science	
CO-3	Student teachers will be able to analyzing available E-Resources in Computer Science teaching	



**CVM**  
**UNIVERSITY**

**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
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Drafted on (Month-Year):	June 2020
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Next Reviewed on (Month-Year):	June 2025



Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010415
Course Title:	Pedagogical Trends in Teaching Statistics
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Statistics</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Statistics</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Statistics Teaching <ol style="list-style-type: none"> <li>a) Evaluation Rubrics: Concept, Types, Significance, Features</li> <li>b) Preparing types of test item: Subjective &amp; Objective</li> <li>c) Review of varieties of Textbooks from standard 11 &amp; 12 of different Boards &amp; Preparation Supplementary HOTS Material</li> </ol>	10
2	Unit-II Pedagogical Innovation and Research Statistics <ol style="list-style-type: none"> <li>a) E-Resources: Concept, Types, Features, Significance and Practice</li> <li>b) Andragogy, Geragogy &amp; Pedagogy: Concept, Features, Practices &amp; Research practices</li> <li>c) Life and Contribution of Eminent Writers: R A Fisher, Karl Pearson, Spearman</li> </ol>	11
3	Unit-III Innovative Evaluation Practices <ol style="list-style-type: none"> <li>a) News Letter: Concept, Types, Importance and Practice</li> <li>b) Diagnostic and Remediation Programmes: Concept, Needs and Principles</li> <li>c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper

### Reference Books:

1	Batanero, C. & Burrill, G. (2011). Teaching Statistics in School Mathematics, ISSN 1387 – 6872, Springer Publications
2	GSEB and NCERT Mathematics textbooks of STD VII, VIII, IX and X.
3	GSEB and NCERT Statistics textbooks of STD XI and XII.
4	Hulziser, M.R. & Woolf, L.M. (2009). A Guide to Teaching Statistics – Innovations and Best Practices, ISBN 978 – 1 – 4051 – 5573 – 1
5	Jha, Avdresh S. (2010). <i>Teaching of Mathematics</i> Agra: Agrawal Publications
6	Mangal S. K. (2005). <i>Statistics in psychology</i> 2nd Edition .New Delhi: Prentice Hall of India Pvt.Ltd.
7	Mark, E. W. (2009). Handbook of Teaching Statistics and Research Methods, Psychology Press, New York 10016
8	Pandey V. P. (2004). Teaching of Mathematics. New Delhi: Sumit Enterprises.
9	Ramchandran, K. M. & Tsokos, C. P. (2009). <i>Mathematical Statistics with Applications</i> , Elsevier Academic Press, US
10	Sarah, B. & Paul A, W. (2008). <i>Statistics in a Nutshell</i> , ISBN 978 – 0-596 – 51049 – 7, published by O'Reilly Media, INC 1005, Gravenstian Highway North, Sebastopol, CA 95472

### Supplementary learning Material:

1	<a href="http://www.kkhsou.in/main/education/edu_statistics.html">http://www.kkhsou.in/main/education/edu_statistics.html</a>
2	<a href="http://en.wikipedia.org/wiki/Statistics_education">http://en.wikipedia.org/wiki/Statistics_education</a>
3	<a href="https://www.stat.auckland.ac.nz/~iase/publications/assessbk/chapter01.pdf">https://www.stat.auckland.ac.nz/~iase/publications/assessbk/chapter01.pdf</a>
4	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
5	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
6	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
7	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
8	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



## Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Statistics Teaching	30
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Statistics	35
CO-3	Student teachers will be able to analyzing available E-Resources in Statistics teaching	35

Curriculum Revision:	
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010416
Course Title:	Pedagogical Trends in Teaching Sanskrit
Course Group:	Functional Core Course
Course Objectives:	To enable student teachers to 1. comprehend concept of evaluation rubrics & construct varieties of rubrics for evaluation 2. prepare subjective and objective test items 3. review past studies, literature and e-resources in Sanskrit 4. understand practices of Andragogy, Geragogy and Pedagogy 5. comprehend the innovative evaluation practices 6. know the recent researches in Sanskrit

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Teaching Sanskrit a) Evaluation Rubrics to check Sanskrit Writing: Concept, Types, Significance, Features b) Preparing types of test items: Subjective & Objective c) Review of varieties of Textbooks from standard 8 to 12 of different Boards & Preparation Supplementary HOTS Material	10
2	Unit-II Pedagogical Innovation and Research Sanskrit a) E-Resources: Concept, Types, Features, Significance and Practice b) Andragogy, Geragogy & Pedagogy: Concept, Features, Practices & Research practices c) Life and Contribution of Eminent Writers: Kalidas, Bhas	11
3	Unit-III Innovative Evaluation Practices a) News Letter: Concept, Types, Importance and Practice b) Diagnostic and Remediation Programmes: Concept, Needs and Principles c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper

### Reference Books:

1	Bhandarkar, R.M. (2004). First Book of Sanskrit, New Delhi: Low Price Pub.
2	Bhandarkar, R.M. (2004). Second Book of Sanskrit, New Delhi: Low Price Pub.
3	Bhattacharyaji, S. (1993). History of Classical Literature, Hyderabad: Sangam Books Ltd.
4	Pandey, R. (2003). Sanskrit Shikshan, Agra, Vinod Pustak Mandir
5	Shastri, R.L. (2003). Vedic Sukta Mantravali, Jaipur: University Book House

### Supplementary learning Material:

1	<a href="http://www.sanskrit.nic.in">http://www.sanskrit.nic.in</a>
2	<a href="http://www.sanskritabharati.org">http://www.sanskritabharati.org</a>
3	<a href="http://www.samskrutam.com">http://www.samskrutam.com</a>
4	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
5	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
6	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
7	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
8	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Sanskrit Teaching	
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Sanskrit	
CO-3	Student teachers will be able to analyzing available E-Resources in Sanskrit teaching	



**CVM**  
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**Aegis: Charutar Vidya Mandal (Estd.1945)**

Curriculum Revision:	
Version:	
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Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
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Effective from Academic Batch: 2024-25

Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010423
Course Title:	Pedagogical Trends in Teaching Gujarati
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to	
1. comprehend concept of evaluation rubrics & construct varieties of rubrics for evaluation	
2. prepare subjective and objective test items	
3. review past studies, literature and e-resources in Gujarati	
4. understand practices of Andragogy, Geragogy and Pedagogy	
5. comprehend the innovative evaluation practices	
6. know the recent researches in Gujarati	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Teaching Gujarati a) Evaluation Rubrics to check Gujarati Writing: Concept, Types, Significance, Features b) Preparing types of test items: Subjective & Objective c) Review of varieties of Textbooks from standard 8 to 12 of different Boards & Preparation Supplementary HOTS Material	10
2	Unit-II Pedagogical Innovation and Research Gujarati a) E-Resources: Concept, Types, Features, Importance and Practice b) Andragogy, Geragogy & Pedagogy: Concept, Features, Practices & Research practices c) Life and Contribution of Eminent Writers: Pannalal Patel, Zaverchand Meghani, Umashankar Joshi	11



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Aegis: Charutar Vidya Mandal (Estd.1945)

3	Unit-III Innovative Evaluation Practices a) News Letter: Concept, Types, Importance and Practice b) Diagnostic and Remediation Programmes: Concept, Needs and Principles c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles	11
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List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper

Reference Books:

1	આક્રુવાલાસી .કે”-જોડણી શિક્ષણ “ભારત પ્રકાશન અમદાવાદ.
2	પ્રિ .નટુભાઈ રાવલ” -ગુજરાતી વિષય વસ્તુ”, નીરવ પ્રકાશન અમદાવાદ.
3	ડો .ધનવં તદે સાઈચને ડો મોતીબાઈ પટે લ’ગુજરાતી વિષય વસ્તુનું અધ્યન”, બી એસ શાહ પ્રકાશન અમદાવાદ.
4	”ગુજરાતી વ્યાકરણ વિચાર”, બી એસ શાહ પ્રકાશન અમદાવાદ.
5	”ગુજરાતી વિષય વસ્તુના નવીન પ્રવાહો”, બી એસ શાહ પ્રકાશન અમદાવાદ.
6	જોશી સુરે શ:ગુજરાતી કવિતાનો આસ્વાદ “ચૈતન પ્રકાશન, અમદાવાદ.
7	નાયક રતિલાલ સી” :ગુજરાતી વિષય વસ્તુ “અને શિક્ષણ પદ્ધતિ “અનડા બુક ડિપો, ગાં ધીમાર્ગ અમદાવાદ
8	પ્રિ .અક્રુવાલા, કલ્યાણી અને વ્યાસ” :ગુજરાતીનું અભિનવ અધ્યયન”, બી એસ શાહ પ્રકાશન અમદાવાદ.
9	શ્રીગુણવં ત્રિવેદી” :ભાષા શિક્ષણની પ્રક્રિયા”, રાજ્ય શિક્ષણ ભવન, અમદાવાદ.
10	ડો .હરિકૃષ્ણ જોશી અને ધનવં તદે સાઈ:ગુજરાતી શિક્ષણમાં નવીન દ્રષ્ટિ. “
11	ડો .મોતીબાઈ પટે લડો .શાસ્ત્રી અને જયેન્દ્ર દવે” :ગુજરાતી ભાષાના અધ્યયનનું પરિશીલન, બી. એસ. શાહ પ્રકાશન અમદાવાદ.
12	ત્રિવે દીમણલાલ ” :માતૃ ભાષાનું અધ્યાયન વાણી “પ્રકાશન ગુપ, અમદાવાદ.

Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>



**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

**Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):**

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcomes (CO):**

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Gujarati language Teaching	30
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Gujarati language	35
CO-3	Student teachers will be able to analyzing available E-Resources in Gujarati language teaching	35

**Curriculum Revision:**

Version:	
Drafted on (Month-Year):	June 2020
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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010424
Course Title:	Pedagogical Trends in Teaching Hindi
Course Group:	Functional Core Course
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. comprehend concept of evaluation rubrics &amp; construct varieties of rubrics for evaluation</li> <li>2. prepare subjective and objective test items</li> <li>3. review past studies, literature and e-resources in Hindi</li> <li>4. understand practices of Andragogy, Geragogy and Pedagogy</li> <li>5. comprehend the innovative evaluation practices</li> <li>6. know the recent researches in Hindi</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	8/20	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Evaluation Strategies in Teaching Hindi a) Evaluation Rubrics to check Hindi Writing: Concept, Types, Significance, Features b) Preparing types of test items: Subjective & Objective c) Review of varieties of Textbooks from standard 8 to 12 of different Boards & Preparation Supplementary HOTS Material	10
2	Unit-II Pedagogical Innovation and Research Hindi a) E-Resources: Concept, Types, Features, Significance and Practice b) Adragogy, Geragogy & Pedagogy: Concept, Features, Practices & Research practices c) Life and Contribution of Eminent Writers: M Premchand, H. Bachchan, R S Dinker	11
3	Unit-III Innovative Evaluation Practices a) News Letter: Concept, Types, Importance and Practice b) Diagnostic and Remediation Programmes: Concept, Needs and Principles c) Contemporary Research Review on Evaluation and Assessment: Any Five Research Articles	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Preparation of News Letter
2	Preparation/Presentation of Seminar Paper

### Reference Books:

1	दावे, शास्त्रियो, जयेंद्र एवम अन्य: हिं त अध्यापनं विमर्श, मे स्से. बी. स. प्रकाशन, अमदावाद।
2	सिं हनिरं जुन्मर (१९८४). माध्यमिक विद्यालयमें हिं त शिक्षण, राजस्थान हिं त ग्रन्थ अकादमी, जयपुर।
3	पटे र पुरुषोत्तम, उम. हिं दीक अभिनव अध्ययन, नीरव प्रकाशन, अमदावाद।
4	लाल, रमन बिहारी: हिं त शिक्षण रस्तोगी पब्लिके श, मे र।
5	शर्मा, राजकुमारी: हिं त शिक्षण, राधा प्रकाशन मं दि, आगरा।
6	शर्मा, डॉ. लक्ष्मीनारायण: भाषा, रकी शिक्षणविधियां ओर पाठनियोजन, विनोद पुस्ताकमं दि, आगरा।
7	भाई, योगे न्द्रजी: हिं त भाषा शिक्षण, विनोदपुस्ताकमं दि, आगरा।

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
4	<a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
5	<a href="https://diksha.gov.in/">https://diksha.gov.in/</a>

### Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

### Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand evaluation strategies in Hindi Language Teaching	30
CO-2	Student teachers will be able to Analyzing pedagogical innovation and research in Hindi Language	35
CO-3	Student teachers will be able to analyzing available E-Resources in Hindi Language teaching	35



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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010417
Course Title:	Writing Skill
Course Group:	Enhancing Professional Capabilities
Course Objectives:	To enable student teachers to <ol style="list-style-type: none"> <li>1. study the theories on mechanisms of writing skills</li> <li>2. understand the nuances of writing and its major attributes</li> <li>3. review and practice various types of write ups for developing writing skills</li> <li>4. study the teaching learning pedagogies for writing skills</li> <li>5. study, identify and apply the use of coherence and cohesive devices</li> </ol>

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Fundamentals of Writing Skills a) Writing Skills: Concept, Importance and Needs of Developing writing skills b) Characteristics of Effective Writing Skills c) Approaches of Teaching Writing Skills	10
2	Unit-II Mechanics of Writing Skills a) Coherence Devices: Meaning, Types and Importance b) Cohesive Devices: Meaning, Types and Importance c) Review and Identifications and Practicing Coherence and Cohesive Devices	11
3	Unit-III Evaluation, Practice and Review of Various Writings a) Writing Styles: Concept and Attributes of Formal, Informal, Literary and Journalese b) Writing Reports, Abstracts, Seminar papers and Letters c) Concept, Importance and Preparation of Evaluation Rubric for Writing skills	11

### List of Practicals / Tutorials:

1	Practicum: (Any One) Identification of Coherence and Cohesive Devices from the Write up
2	Preparation of Evaluation Rubrics to Evaluate Writing Skills
3	Write an article on Developing Effective Writing Skills



### Reference Books:

1	Indian Institute of Publishing, (2004). .100 English Competency Tests.Chennai:VijayNocile imprints Pvt. Ltd.
2	Krishnaswamy, N. (2000). .Teaching English Grammar: a modern guide to an interactive approach. Chennai: T. R. Publications.
3	Krishnaswamy, N. and Krishnaswamy, L. (2007). <i>Teaching English: Approaches, Methods and Techniques</i> .New Delhi: Macmillan India Ltd.

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
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### Pedagogy:

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R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the fundamentals of writing skills	30
CO-2	Student teachers will be able to explain the mechanism of writing skills	35
CO-3	Student teachers will be able to evaluate, practice and review of various writing	35

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Programme:	Bachelor of Education (B.Ed.) English Medium
Semester:	Semester 4
Course Code:	105010418
Course Title:	Performing Arts
Course Group:	Enhancing Professional Capabilities
<b>Course Objectives:</b> To enable student teachers to <ol style="list-style-type: none"> <li>1. understanding the Art and Arts in Education</li> <li>2. understanding Aesthetics of performing arts and its relevance in Education</li> <li>3. understanding stagecraft and audience etiquettes</li> <li>4. learn how to integrate performing arts in the school curriculum</li> <li>5. enable learners to develop their aesthetic sensibilities and using drama and art in creative expression</li> <li>6. understanding of the local and global culture through drama and art,</li> <li>7. enhance learning through Performing Arts in Education</li> </ol>	

### Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	-	-	2	6/15	14/35	6/15	-	20/50

\* J: Jury; V: Viva; P: Practical

### Detailed Syllabus:

Sr.	Contents	Hours
1	Unit-I Basics of Performing Arts in Education <ol style="list-style-type: none"> <li>a) Meaning and Concept of 'Art' and 'Arts in Education', Understanding Aesthetics and its relevance in Education</li> <li>b) Drama and Arts as Pedagogy of Learning and Development &amp; understanding of Drama and Arts</li> <li>c) Visual &amp; Performing Arts and their importance in teaching- learning of different subjects at school level.</li> </ol>	10
2	Unit-II Performing Arts: Dance, Music, Theatre and Puppetry <ol style="list-style-type: none"> <li>a) Concept of Dance, Music, Theatre and Puppetry in Education</li> <li>b) Reviewing regional art forms of music, dance, theatre and puppetry</li> <li>c) Planning a stage performance</li> </ol>	11
3	Unit-III Performing Arts and Education <ol style="list-style-type: none"> <li>a) Exposure to selective basic skills required for drama, Music, Theatre and Puppetry</li> <li>b) Facilitating interest among students: planning and implementing activities</li> <li>c) Enhancing learning through performing arts: strategies &amp; Techniques</li> </ol>	11



### List of Practicals / Tutorials:

1	Practicum: (Any One) Review of Regional Performing Art Forms
2	Preparation of Visual on Various forms of performing arts

### Reference Books:

1	Brauer, G. (2002). Body and Language: Intercultural Learning through Drama. Ablex Publishing
2	Crimmens P. (2006). Drama Therapy and Story making in Special Education Jessica Kingsley
3	Tanriseven, I. (2013). The effect of School Practices on Teacher Candidates Sense of Efficacy relating to use of drama in Education. Kurumve Uygulamada Egitim Billimeri. Vol 13 No.1
4	Taylor, P. (2000). .The Drama Classroom: Action, Reflection, Transformation, Routledge Falmer Publication

### Supplementary learning Material:

1	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
3	<a href="https://www.coursera.org/in">https://www.coursera.org/in</a>
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10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

### Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Student teachers will be able to understand the basic of arts in education	30
CO-2	Student teachers will be able to present the performance on the stage	35
CO-3	Student teachers will be able to develop strategy and techniques to perform arts	35



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