

# **N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND**

Managed by Sardar Patel Education Trust, Anand  
(Affiliated to Sardar Patel University, Vallabh Vidyanagar)  
(Recognized Under 2(f) & 12(B) of UGC Act & NCTE Recognised)  
(NAAC Accredited CGPA 2.38 Grade-B (Cycle-III))

## **Academic Programme Structure & Curriculum (Aligned with NEP-2020)**

**Effect from June - 2026**

**Bachelor of Education (2 Years)**

**NHEQF Level :5.5**

## **Curriculum & Syllabus of B. Ed. Programme**

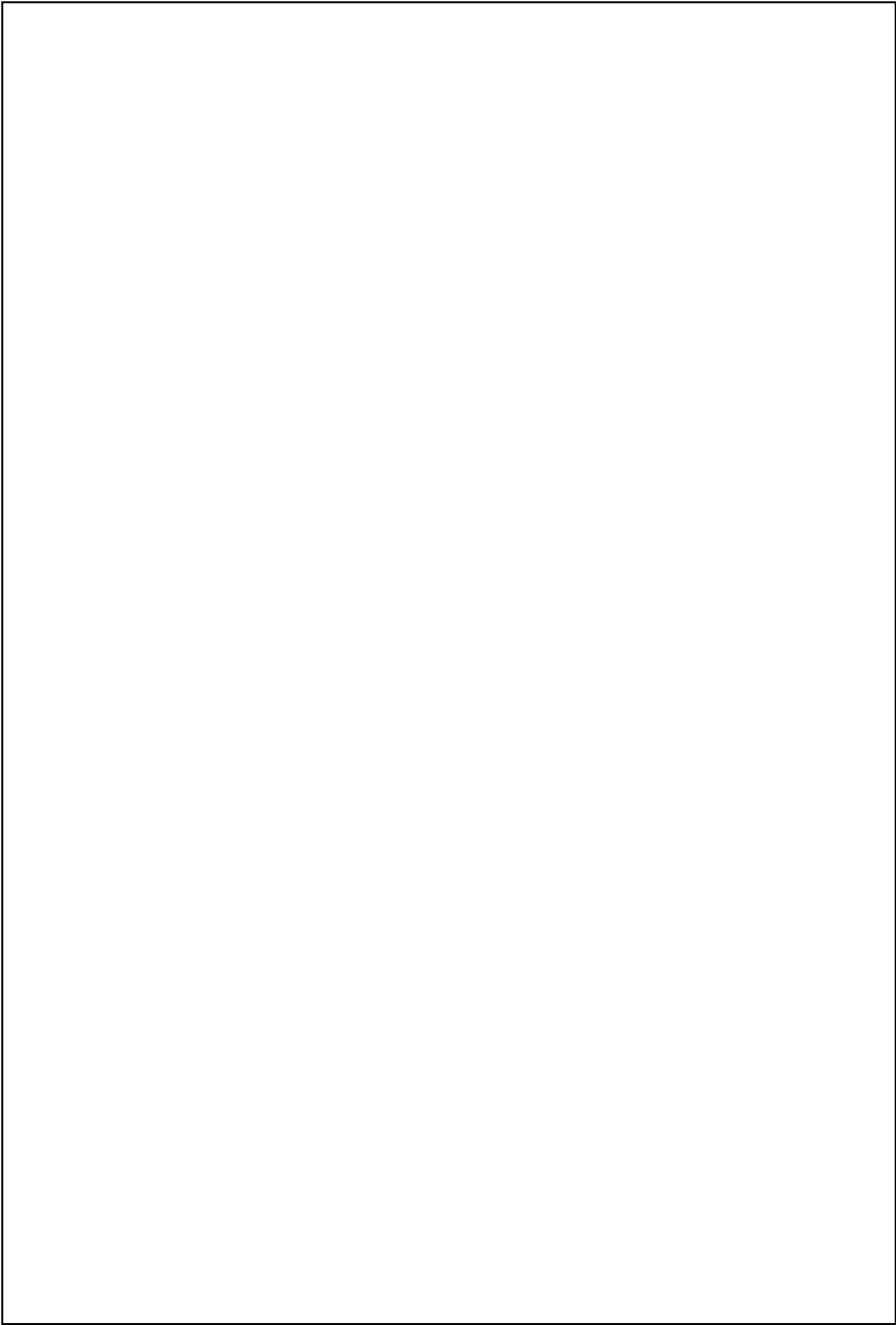
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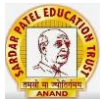
Nr. N.S. Patel Circle,  
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## **B. Ed. Semester-I**

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### **Academic Programme Structure**

**&**

### **Curriculum**

**(Aligned with NEP-2020)**

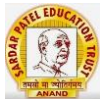
**Effect from June - 2026**

**Bachelor of Education (2 Years)**

**NHEQF Level :5.5**

|                             |          |                                   |
|-----------------------------|----------|-----------------------------------|
| <b>Entry NHEQF Level</b>    | <b>:</b> | <b>5.5</b>                        |
| <b>Duration</b>             | <b>:</b> | <b>Two Years (Four Semesters)</b> |
| <b>Total Courses</b>        | <b>:</b> | <b>50</b>                         |
| <b>Total Learning Hours</b> | <b>:</b> | <b>2520</b>                       |
| <b>Total Credits</b>        | <b>:</b> | <b>84</b>                         |
| <b>Total Marks</b>          | <b>:</b> | <b>2100</b>                       |





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**B. Ed. Semester-I**

**B.Ed. Program Structure (Two Years)  
W.E.F. from the Academic Year: 2026-27 onwards  
(Credit System of B.Ed.)**

|                                              | Semester     | Credit    | Notional Hrs. | Internal    | External   | Total       |
|----------------------------------------------|--------------|-----------|---------------|-------------|------------|-------------|
| Theory/<br>Practicum                         | I            | 16        | 480           | 200         | 200        | 400         |
| Practice Teaching-I                          | I            | 6         | 180           | 150         | -          | 150         |
|                                              |              | <b>22</b> | <b>660</b>    | <b>350</b>  | <b>200</b> | <b>550</b>  |
| Theory/<br>Practicum                         | II           | 16        | 480           | 200         | 200        | 400         |
| Practice Teaching-II                         | II           | 6         | 180           | 150         | -          | 150         |
|                                              |              | <b>22</b> | <b>660</b>    | <b>350</b>  | <b>200</b> | <b>550</b>  |
| Practicum                                    | III          | 10        | 300           | 125         | 125        | 250         |
| Practice Teaching-III<br>(School Internship) | III          | 4         | 120           | -           | 100        | 100         |
| Viva Portfolio                               | III          | 4         | 120           | -           | 100        | 100         |
|                                              |              | <b>18</b> | <b>540</b>    | <b>125</b>  | <b>325</b> | <b>450</b>  |
| Theory/<br>Practicum                         | IV           | 12        | 360           | 150         | 150        | 300         |
| Practice Teaching -IV<br>(Block Teaching)    | IV           | 6         | 180           | 150         | -          | 150         |
| Annual Lessons                               | IV           | 4         | 120           | -           | 100        | 100         |
|                                              |              | <b>22</b> | <b>660</b>    | <b>300</b>  | <b>250</b> | <b>550</b>  |
|                                              | <b>Total</b> | <b>84</b> | <b>2520</b>   | <b>1125</b> | <b>975</b> | <b>2100</b> |





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## **B. Ed. Semester-I**

**Programme & Subject: Bachelor of Education**  
**Syllabus with Effect from Academic Year – 2026-27**  
**Semester: I (Two Years)**

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduate<br>Attributes of B.Ed.<br>Programme | <p>After successful completion of this Programme, the student-teachers will be able to:</p> <p><b>GA01: Professional Competence</b><br/>Construct professional competence to plan, organize, and manage effective teaching-learning processes using appropriate pedagogy.</p> <p><b>GA02: Subject Knowledge</b><br/>Strengthen subject knowledge for understanding school subjects and educational foundations.</p> <p><b>GA03: Communication Skills</b><br/>Develop Communication Skills with effective verbal, written, and interpersonal communication skills for classroom interaction and collaboration.</p> <p><b>GA04: Critical Thinking and Problem Solving</b><br/>Analyse educational issues, solve classroom problems, and make informed decisions.</p> <p><b>GA05: Leadership Qualities</b><br/>Flourish leadership qualities in guiding students, manage classroom activities and positive contribution to educational institutions.</p> <p><b>GA06: Ethical and Moral Values</b><br/>Inculcate commitment to professional ethics, honesty, empathy, inclusiveness, and social responsibility.</p> <p><b>GA07: Digital and Technological Skills</b><br/>Use ICT tools, smart classrooms, online resources, and educational technology effectively.</p> <p><b>GA08: Research Aptitude</b><br/>Conduct action research, classroom-based studies, and reflective practices for continuous improvement.</p> <p><b>GA09: Inclusive Education Skills</b></p> |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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## B. Ed. Semester-I

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <p>Cultivate inclusive education skills of sensitivity toward diverse learners and inclusive classrooms.</p> <p><b>GA10: Creativity and Innovation</b><br/>Deploy innovative pedagogy, creative activities, and learner-cantered approaches.</p> <p><b>GA11: Lifelong Learning Attitude</b><br/>Envision lifelong learning attitude readiness for continuous professional development and self-improvement.</p> <p><b>GA12: Constitutional values and Community engagement</b><br/>Execute awareness about sustainability, constitutional values, gender equality, and community engagement.</p> <p><b>GA13: Collaborative Skills</b><br/>Optimise collaborative skills for efficient work with colleagues, students, parents, community members, and stakeholders.</p> <p><b>GA14: Classroom Management Skills</b><br/>Organise classroom management skills in maintaining discipline, motivating learners, and creating a conducive learning atmosphere.</p> <p><b>GA15: Indian Knowledge System</b><br/>Integrate IKS in content and teaching-learning activities along with multidisciplinary approach.</p> <p><b>GA16: NEP-2020</b><br/>Embellish students' progress rooted in concurrent educational policy and educational plans.</p> <p><b>GA17: Reflective Practice</b><br/>Enhance and refine with introspection on teaching practices through feedback and reflection.</p> |
| Programme Educational Objectives (PEOs) | <p>After 3-5 years of completing the Programme, the student-teachers will be able to:</p> <p><b>PEO1:</b> Serve as effective, reflective, and ethically grounded classroom teachers in upper primary, secondary and higher secondary schools, seamlessly integrating subject knowledge with contemporary and innovative pedagogical practices.</p> <p><b>PEO2:</b> Lead and contribute to curriculum design, assessment reform, and instructional innovation at the classroom, institutional, and system levels, aligned with NEP-2020 and national educational priorities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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## B. Ed. Semester-I

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p><b>PEO3:</b> Pursue higher education, research, and lifelong professional development in the fields of education, educational technology, educational psychology, and allied social sciences.</p> <p><b>PEO4:</b> Demonstrate sustained sensitivity to learner diversity, inclusive education mandates, child rights, and learner-centred educational values in all aspects of their professional role and institutional life.</p> <p><b>PEO5:</b> Engage constructively with policy makers, community stakeholders, parents, and institutional bodies to contribute meaningfully to educational equity, quality assurance, and the national development agenda.</p> <p><b>PEO6:</b> Adopt and promote the purposeful integration of digital tools, ICT, and emerging educational technologies into teaching-learning, school management, and professional development processes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Programme Learning Outcome (PLOs) | <p>After successful completion of this semester, the student-teachers will be able to:</p> <p><b>PLO1 :</b> Understand, interpret, and apply the philosophical, psychological, and sociological foundations of education to analyse and address real-world teaching and learning challenges in diverse school contexts.</p> <p><b>PLO2 :</b> Integrate content knowledge, pedagogical content knowledge, and technological knowledge (TPACK) effectively to deliver competent, contextually relevant, and engaging subject teaching at the school level.</p> <p><b>PLO3 :</b> Design and implement learner-centered lesson plans, unit plans, and curriculum materials using a variety of teaching methods, approaches, models, and instructional strategies.</p> <p><b>PLO4 :</b> Develop, administer, and interpret diverse formative and summative assessment tools aligned with learning objectives, and use assessment data systematically to improve instruction.</p> <p><b>PLO5 :</b> Demonstrate effective communication and language facilitation skills in multilingual and multicultural classroom environments, ensuring equitable access to learning for all students.</p> <p><b>PLO6 :</b> Utilize digital technologies, ICT tools, OER, and e-learning platforms effectively to enhance the quality, accessibility, and engagement of teaching-learning processes.</p> <p><b>PLO7 :</b> Plan, conduct, and report classroom-based action research using appropriate research designs and tools; critically reflect on findings and apply evidence-based insights to improve professional practice.</p> |



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### B. Ed. Semester-I

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p><b>PLO8 :</b> Apply a sound understanding of child and adolescent development, learning theories, and individual differences to differentiate instruction and create inclusive, supportive learning environments.</p> <p><b>PLO9 :</b> Integrate arts, drama, physical activities, and life skills meaningfully into curriculum delivery to foster the aesthetic, emotional, physical, and holistic development of students.</p> <p><b>PLO10:</b> Demonstrate informed awareness of NEP-2020 goals, NCERT/NCRF provisions, constitutional values, and Indian educational policies-IKS, and apply this understanding in professional decision-making.</p> <p><b>PLO11:</b> Actively engage in school internships and extended field-based experiences with professional competence, ethical conduct, and a self-directed learning approach, demonstrating readiness for independent and collaborative classroom practice.</p> |
| To Pass | <ol style="list-style-type: none"><li>1. At least 40% Marks in the external examination in each paper and</li><li>2. At least 40% Marks in the internal examination conducted by the college.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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## B. Ed. Semester-I

| Course Type                                     | Course Code | Name of Course                                      | Theory/ Practical | Credit | Notional Hrs (Contact Hrs per week) | Exam Duration in hrs | Component of Marks |                   |                |                |
|-------------------------------------------------|-------------|-----------------------------------------------------|-------------------|--------|-------------------------------------|----------------------|--------------------|-------------------|----------------|----------------|
|                                                 |             |                                                     |                   |        |                                     |                      | Internal           |                   | External       | Total          |
|                                                 |             |                                                     |                   |        |                                     |                      | FA Passing/ Total  | SA Passing/ Total | Passing/ Total | Passing/ Total |
| EPC-1                                           | BEDCC101    | Reflective Reading on Texts                         | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
| PE-1                                            | BEDCC102    | Child Development and Educational Psychology        | Theory            | 4      | 120 (4)                             | 2 Hour               | 12/30              | 8/20              | 20/50          | 40/100         |
| PE-2                                            | BEDCC103    | Education in India's Perspective                    | Theory            | 4      | 120 (4)                             | 2 Hour               | 12/30              | 8/20              | 20/50          | 40/100         |
| CPS 1                                           | BEDCC104    | Language Proficiency and Curriculum                 | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
| <b>Discipline and Subject cum Pedagogy - I</b>  |             |                                                     |                   |        |                                     |                      |                    |                   |                |                |
| PS 1<br>(Any One)                               | BEDPS101    | Pedagogy of Gujarati                                | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS102    | Pedagogy of English                                 | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS103    | Pedagogy of Mathematics                             | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS104    | Pedagogy of Economics                               | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS105    | Pedagogy of Organisation of Commerce and Management | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
| <b>Discipline and Subject cum Pedagogy – II</b> |             |                                                     |                   |        |                                     |                      |                    |                   |                |                |
| PS 2<br>(Any One)                               | BEDPS106    | Pedagogy of Hindi                                   | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS107    | Pedagogy of Sanskrit                                | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS108    | Pedagogy of Social Science                          | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS109    | Pedagogy of Science                                 | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 | BEDPS110    | Pedagogy of Elements of Accountancy                 | Theory            | 2      | 60 (2)                              | 1 Hour               | 6/15               | 4/10              | 10//25         | 20/50          |
|                                                 |             |                                                     |                   |        |                                     |                      | <b>120</b>         | <b>80</b>         |                |                |



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### B. Ed. Semester-I

|                          |                 |                                                                                 |                          |           |            |            |            |            |            |
|--------------------------|-----------------|---------------------------------------------------------------------------------|--------------------------|-----------|------------|------------|------------|------------|------------|
| <b>Practice Teaching</b> | <b>BEDCC107</b> | • Micro Lesson- 8 & Peer Observation- 8                                         | <b>Practice Teaching</b> | 6         | 180        | -          | 150        |            | 150        |
|                          |                 | • Simulation- 2 & Peer Observation- 2                                           |                          |           |            |            |            |            |            |
|                          |                 | • Stray Lesson in School- 5 & Peer Observation- 5                               |                          |           |            |            |            |            |            |
|                          |                 | • Total Lessons<br>(Micro + Simu. + Stray) =15<br>• Total Peer Observation = 15 |                          |           |            |            |            |            |            |
|                          |                 | <b>Total</b>                                                                    |                          | <b>22</b> | <b>660</b> | <b>150</b> | <b>350</b> | <b>200</b> | <b>550</b> |

- Preliminary Examination: The Preliminary Examination shall be conducted in accordance with the prescribed structure of the Annual Examination. For papers comprising three units, a Preliminary Examination of 25 marks shall be administered, the scores of which shall be proportionately converted into 10 marks. For papers consisting of six units, a 50-mark Preliminary Examination shall be conducted, and the obtained marks shall be proportionately converted into 20 marks.
- CCE (Continuous and Comprehensive Evaluation): In each semester, a CCE of 15 marks shall be conducted, and the marks obtained shall be proportionately converted into 5 marks.



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## B. Ed. Semester-I

| Practice Teaching -1<br>BEDCC107 |        |              |            |        |       |           |       |
|----------------------------------|--------|--------------|------------|--------|-------|-----------|-------|
| Type of Activity                 | Credit | Notional Hrs | Lessons    |        | Total | Marks     |       |
|                                  |        |              | PS – 1     | PS - 2 |       | Internal  | Total |
| Micro Teaching                   | 2      | 60           | 4          | 4      | 8     | 80        | 100   |
| Observation                      |        |              | 4          | 4      | 8     |           |       |
| Simulation (face to face)        | 2      | 60           | 1          | -      | 1     | 10        |       |
| Observation                      |        |              | 1          | -      | 1     |           |       |
| Simulation (Digital)             |        |              | -          | 1      | 1     | 10        |       |
| Observation                      |        |              | -          | 1      | 1     |           |       |
| School Lesson                    | 2      | 60           | 3/2 or 2/3 |        | 5     | 10*5 = 50 | 50    |
| Observation                      |        |              |            |        |       |           |       |
|                                  | 6      | 180          | Total      |        |       | 150       | 150   |



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title                | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|-----------------------------|--------------------------|----------------------|----------------|
|             |             |                             | L-P-T                    |                      |                |
| EPC-1       | BEDCC101    | Reflective Reading on Texts | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

- CLO1: Explain the concept of reading and classify its various types based on specific objectives.
- CLO2: Describe the steps of the reading models to facilitate comprehension
- CLO3: Clarify the meaning of reflection and describe specific processes and strategies used to develop reflective thinking.
- CLO4: Identify reflection-generative segments within descriptive, literary, Philosophical and educational texts.
- CLO5: Discuss the critical role that specific types of questions play in fostering cognitive development and generating deeper reflection.
- CLO6: Frame questions to develop higher-order thinking and cognitive development across a variety of text genres.

| Unit | Course Content                                          | Learning Pedagogies*                   | CLOs |
|------|---------------------------------------------------------|----------------------------------------|------|
| I    | <b>Process of reading and reflecting</b>                |                                        |      |
|      | A. Reading                                              | Classroom Lecture                      | CLO1 |
|      | 1. Meaning and definition of reading                    |                                        |      |
|      | 2. Types of reading                                     | Collaborative and Cooperative Learning | CLO2 |
|      | B. Models of reading                                    | Reflective Practices                   | CLO3 |
|      | 1. Reading model by Robinson                            |                                        |      |
|      | 2. Reading model by William S. Gray                     | Self -Directed Learning                | CLO3 |
|      | C. Process of reflection                                | Concept Exploration Tasks              |      |
|      | 1. Reflection: Meaning and definitions                  |                                        |      |
|      | 2. Strategies for developing reflection                 |                                        |      |
|      | D. Self-learning: Cognitive development through reading |                                        |      |
|      | 1. Questioning and Arguments                            |                                        |      |
|      | 2. Interpretation and Justification                     |                                        |      |



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### B. Ed. Semester-I

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                             |                              |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>II</b>  | <b>Selected reading and reflection</b><br><b>A. Descriptive texts</b><br>1. “Diva swapn” by Gijubhai Badheka<br>2. “Totochan” by Tetsuko Kuroyangi<br><b>B. Literary texts</b><br>1. “Angad no pag” by Haresh Dholakiya<br>2. “Sagar pankhi” by Richard Bach<br><b>C. Educational texts</b><br>1. “Learning: The treasure within”: UNESCO - Dellor’s report (chapter 4,5,7)<br>2. “Ignited Minds” by A.P.J. Abdul Kalam<br><b>D. Self-learning</b><br>1. “Summerhill” by A. S. Neill<br>2. Siddhartha” by Hermann Hesse | Classroom Lecture<br><br>Collaborative and Cooperative Learning<br><br>Reflective Practices<br><br>Self -Directed Learning<br><br>Concept Exploration Tasks | CLO4<br><br>CLO5<br><br>CLO6 |
| <b>III</b> | <b>Selected reading and reflection</b><br><b>A. Philosophical texts</b><br>1. “Shrimad Bhagavad-Gita” chapter- 2, 3, 11 & 15<br>2. “Gita vichar” by Vinoba Bhave<br><b>B. Descriptive texts</b><br>1. “IKIGAI” by Hector Garcia & Francesc Miralles<br>2. “The Prophet” by Khalil Gibran<br><b>C. Educational texts</b><br>1. “Pollyanna” by Eleanor H. Porter<br>2. “Shikhvani kala” by J. Krishnamurti<br><b>D. Self- learning</b><br>1. Satyna prayogo book<br>2. Aganpankh book                                     | Classroom Lecture<br><br>Collaborative and Cooperative Learning<br><br>Reflective Practices<br><br>Self -Directed Learning<br><br>Concept Exploration Tasks | CLO4<br><br>CLO5<br><br>CLO6 |

• **Assessment Methodologies/Tools**

**(A) Formative assessment (Assessment for Learning)**

| Particular                                           | Marks |
|------------------------------------------------------|-------|
| Book Review (Any one text studied during the course) | 10    |
| CCE (Unit Test)                                      | 5     |

**(B) Summative Assessment (Assessment of Learning)**

Mid-term Test (25 Marks Converted into) = 10 Marks



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### B. Ed. Semester-I

#### (C) Term End Exam : 25 Marks

| Unit | Aligned CLOs     | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                  |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2, CLO3 | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO4, CLO5, CLO6 | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO4, CLO5, CLO6 | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                  | 60                   | 7                                                     | 9                 | 9                   | 25          |

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

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### B. Ed. Semester-I

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                                                            | Author(s)                                           | Edition/ Year | Publisher                                                           |
|---------|----------------------------------------------------------------------------------|-----------------------------------------------------|---------------|---------------------------------------------------------------------|
| 1       | Totto-Chan, A Little Girl at the Window                                          | Kuroyanagi Tetsuko                                  | 1981          | Kodansha                                                            |
| 2       | Multilingualism as a classroom                                                   | K. Heugh, A. Siegrühn, &P. Plüddemann (Eds.)        | 1995          | Multilingual education for South Africa Heinemann Educational Books |
| 3       | Jonathan Livingston The Seagull, A Story                                         | Bach, Richard, Translated In Gujarati By: Mira Bhat | 1970<br>2009  | Macmillan Publishers                                                |
| 4       | Learning to read in American schools: Basal readers and content texts.           | R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.),    | -             | Psychology Press.                                                   |
| 5       | Diva Swapna                                                                      | Badheka, Gijubhai                                   | 1932          | National Book Trust                                                 |
| 6       | How Children Fail (Rev.Ed.) Penguin Gujarati (Balako Nishfal Shathi Nivde chhe?) | Holt, J., Gujarati Translation By Shinglot Kiran    | 1964          | -                                                                   |
| 7       | Reading In Modern Education                                                      | Witty Paul                                          | 1949          | D. C. Heath and Company: Bosten                                     |
| 8       | Teaching And Learning Reading: A Pragmatic Approach                              | Swaby Barbara E.R.                                  | 1984          | Little Brown and Company. Boston, Toranto                           |
| 9       | Angad no Pag                                                                     | Dholkiya, Haresh                                    | 2016          | Gurajar Sahitya                                                     |
| 10      | Learning: The Treasure Within                                                    | Dellor's Report (Chapter 4,5,7)                     | 1998          | UNESCO                                                              |
| 11      | Teaching Reading: A Human Process                                                | Quandt Ivan J.                                      | 1977          | Temple University, Rand McNally                                     |
| 12      | Reading: Seventy-Five Years of Progress                                          | Robinson H.M.                                       | 1966          | University Of Chicago                                               |
| 13      | Art Of Learning Gujarati Translation: Shikhavani Kala                            | Krishnamurti J. Translated By: Arvind Desai         | 1987          |                                                                     |
| 14      | Sidhdharha                                                                       | Hermann Hesse Translator: Hilda Rosner,             | 1922,<br>1951 | New Directions U.S.                                                 |



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### B. Ed. Semester-I

|    |                                                                                 |                                     |      |                                                                   |
|----|---------------------------------------------------------------------------------|-------------------------------------|------|-------------------------------------------------------------------|
| 15 | How To Increase Reading Ability                                                 | Harris Albert J.                    | 1961 | Longmans, London                                                  |
| 16 | Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises | Grellet F.                          | 1981 | Cambridge University Press                                        |
| 17 | The Major Aspects of Reading                                                    | Gray William S.                     | 1960 | University Press of Chicago, Chicago                              |
| 18 | Strategies For Reading Success                                                  | Cheek Earl H.Jr., Collins M.D.      | 1985 | Louisiana State University, Charles E. Merrill Publishing Company |
| 19 | Learning To Read Effectively and Efficiently                                    | Ahuja P., Ahuja G.C.                | 1991 | Sterling Publishers Private Limited                               |
| 20 | Ignited Mind                                                                    | A.P.J. Abdul Kalam                  | 2002 | Penguin                                                           |
| 21 | Summerhill                                                                      | A.S.Neil                            | 1960 | the Hart Publishing Company                                       |
| 22 | Gita Vichar                                                                     | Vinoba Bhave                        | 1927 | Nachiket Prakashan                                                |
| 23 | Ikigai: The Japanese Secret to a Long and Happy Life                            | Héctor García and Francesc Miralles | 2017 | Penguin                                                           |
| 24 | <i>The Prophet</i>                                                              | Kahlil Gibran                       | 1923 | Alfred A. Knopf                                                   |
| 25 | <i>Pollyanna</i>                                                                | Eleanor H. Porter                   | 1913 | L.C. Page & Company                                               |
| 26 | <i>Satya na Prayogo</i>                                                         | Gandhiji                            | 1929 | Navajivan Trust                                                   |
| 27 | <i>Aganpankh</i>                                                                | A.P.J. Abdul Kalam                  | 2002 | Gurjar Sahitya Bhavan                                             |

#### • Online Resources (Open Source)

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



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title                                 | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|----------------------------------------------|--------------------------|----------------------|----------------|
|             |             |                                              | L-P-T                    |                      |                |
| PE-1        | BEDCC102    | Child Development and Educational Psychology | 4-0-0                    | 120                  | 04             |

#### • Course Learning Outcomes (CLOs)

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

CLO1: Comprehend and Criticise Child Psychology and Process of Child Development

CLO2: Differentiate Stages of Child Development

CLO3: Integrate Sex Education, Personality, Adjustment and Motivation in Teaching Learning Process

CLO4: Practice Theories of Learning in Real Classroom Situation

CLO5: Create Educational Opportunities for Exceptional Children

CLO6: Provide Inclusive Opportunities for Children with Learning Disabilities

| Unit     | Course Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning Pedagogies*                                                                                  | CLOs |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------|
| <b>I</b> | <b>Child Psychology and Process of Child Development</b><br>A. Child Psychology<br>1. Concept and Nature<br>2. Concept, Principles of Development, Factors influencing Growth and development (Heredity and Environment)<br>B. Stags of Human development<br>1. Infancy Concept and Characteristics<br>2. Educational Implications of Infancy<br>C. Adolescence<br>1. Concept of Adolescence in Indian Context, Problems of Adolescence.<br>2. Educational Implications of Adolescence<br>D. Self- Learning<br>1. Observation of Children in real situations<br>2. Classification of characteristics of children's behaviours | Seminars & Symposia<br><br><br><br><br><br><br><br><br><br><br>Collaborative and Cooperative Learning | CLO1 |





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### B. Ed. Semester-I

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                   |      |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------|
| <b>IV</b> | <b>Theories of Learning</b><br><b>A. Vygotsky</b><br>1. Cognitive development of child according to Vygotsky<br>2. Educational Implications of Vygotsky's theory<br><b>B. Erik Erikson</b><br>1. Stages of Personality development according to Erikson<br>2. Educational Implications of Erikson's theory<br><b>C. Lawrence Kohlberg</b><br>1. Kohlberg's theory of Moral development<br>2. Stages of Moral development and Moral thinking<br><b>D. Self - Learning</b><br>1. Classification of Physical and cognitive characteristics of Secondary school students according to above principles<br>2. Classification of Physical and cognitive characteristics of emotional and social characteristics | Classroom<br>Lecture              | CLO4 |
| <b>V</b>  | <b>Education of Exceptional Children</b><br><b>A. Exceptional children</b><br>1. Meaning and characteristics<br>2. Gifted children: Characteristics, problems of Gifted children, Education of Gifted Children<br><b>B. Educationally backward and creative children</b><br>1. Educationally Backward children: Meaning, Characteristics, Educational Implications<br>2. Creative Children: Meaning, Characteristics, Educational Implications<br><b>C. Slow learner</b><br>1. Slow Learner: Meaning and Characteristics<br>2. Education of Slow Learner<br><b>D. Self- Learning: Mentally Retarded Children</b><br>1. Meaning and characteristics<br>2. Education of Mentally Retarded learners          | Problem-<br>Based<br>Learning     | CLO5 |
| <b>VI</b> | <b>Children with Learning Disabilities</b><br><b>A. Learning disability</b><br>1. Concept<br>2. Types of learning disabilities: Language, Reading, Writing, Calculation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Research-<br>Oriented<br>Learning |      |



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### B. Ed. Semester-I

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                            |      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------|
|  | <p><b>B. Dyslexia</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Reasons and characteristics</li> <li>2. Education for Children with Dyslexia</li> </ol> <p><b>C. Attention Deficiency Disorder (ADD)</b></p> <ol style="list-style-type: none"> <li>1. ADD: Meaning Reasons and Characteristics</li> <li>2. Education for children with ADD</li> </ol> <p><b>D. Self -Learning: Physically disabled children</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Characteristics</li> <li>2. Education for Physically disabled children</li> </ol> | Research-Oriented Learning | CLO6 |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------|

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                                                                                                      | Marks |
|-----------------------------------------------------------------------------------------------------------------|-------|
| Survey of Five Students (Observation and Interview-based Report-Assignment to be submitted as a written Report) | 20    |
| CCE- 1 (Unit Test- 1)                                                                                           | 5     |
| CCE- 2 (Unit Test- 2)                                                                                           | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (50 Marks Converted into) = 20 Marks

##### (C) Term End Exam : 50 Marks

| Unit | Aligned CLOs | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|--------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |              |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1         | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO2         | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO3         | 16                   | 2                                                     | 3                 | 3                   | 8           |
| IV   | CLO4         | 20                   | 3                                                     | 3                 | 2                   | 8           |
| V    | CLO5         | 24                   | 2                                                     | 3                 | 4                   | 9           |
| VI   | CLO6         | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |              | <b>120</b>           | <b>14</b>                                             | <b>18</b>         | <b>18</b>           | <b>50</b>   |



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### B. Ed. Semester-I

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                           | Author               | Edition/ Year | Publisher                                   |
|---------|---------------------------------|----------------------|---------------|---------------------------------------------|
| 1       | Child Development               | Hurlock Elizabeth B. | 1978          | McGraw-Hill Book Company, New Delhi         |
| 2       | Child Psychology                | Mahmad Jafar         | 2004          | APH Publishing Co-operation, New Delhi      |
| 3       | Child Development and Education | Lada, Aidarora       | 1982          | Progress Publishers, Moscow                 |
| 4       | Adolescent Psychology           | Chaube, S.P.         | 1983          | Vikas Publishing House Pvt. Ltd., Ghaziabad |



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### B. Ed. Semester-I

|    |                                              |                                       |               |                                           |
|----|----------------------------------------------|---------------------------------------|---------------|-------------------------------------------|
| 5  | Psychology of the child and the Adolescent   | Watson, Robert, & Henry Clay Lindgren | 4th ed., 1979 | Collier Macmillan International, New York |
| 6  | અધ્યયન, અધ્યાપન અને વિકાસનું મનોવિજ્ઞાન      | દોંગા, નાનુભાઈ                        | 2001          | નીરવ પ્રકાશન, અમદાવાદ                     |
| 7  | અધ્યાપન મનોવિજ્ઞાનમાં નવી દિશાઓ              | દોંગા, નાનુભાઈ                        | 2012          | નિજન સંતો સેન્ટર, રાજકોટ                  |
| 8  | અધ્યેતાનો વિકાસ અને અધ્યાપન-અધ્યયન પ્રક્રિયા | રાવલ, નટુભાઈ વી.                      | 2003          | નીરવ પ્રકાશન                              |
| 9  | શૈક્ષણિક મનોવિજ્ઞાન                          | શુક્લ, સતીષપ્રકાશ એસ.                 | 2010          | અગ્રવાલ પ્રકાશન, આગ્રા                    |
| 10 | અધ્યેતા, પ્રકૃતિ અને મનોવિજ્ઞાન              | શુક્લ, સતીષપ્રકાશ એસ.                 | 2012          | અગ્રવાલ પ્રકાશન, આગ્રા                    |
| 11 | શિક્ષા મનોવિજ્ઞાન                            | માથુર, એસ.એસ                          | 1991          | વિનોદ પુસ્તક મંદિર, આગરા                  |
| 12 | બાલવિકાસ એવં મનોવિજ્ઞાન                      | વર્મા, રાજેન્દ્ર                      | 1998          | સબલાઈમ પ્રકાશન, જયપુર                     |
| 13 | શિક્ષા મનોવિજ્ઞાન                            | વર્મા, રચના & સિંહા, એચ.એસ.           | 1996          | એટલંટીક પબ્લિકેશન, નર્થ દિલ્લી            |

#### • Online Resources (Open Source)

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





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### B. Ed. Semester-I

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                         |      |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------|
| <b>II</b>  | <b>Education in Contemporary India</b><br>A. Recommendation of Kothari Commission<br>1. Context of Structure<br>2. Context of Teacher Education<br>B. Recommendation of NEP-1986<br>1. Drop-Out: Meaning, Causes & Solution<br>2. Stagnation: Meaning, Causes & Solution<br>C. Policy Framework for Marginalized Child<br>1. Objectives of Sarv Shiksha Abhiyan (SSA)<br>2. Mid-Day Meal Project: Need & Importance<br>D. Self-Learning<br>1. Formation of National Knowledge Commission<br>2. Objective of National Knowledge Commission | Classroom Lecture<br><br><br>Seminars & Symposia<br><br><br>Field Visit                 | CLO2 |
| <b>III</b> | <b>Educational Philosophy of India Thinkers</b><br>A. Mahatma Gandhi<br>1. Concept of Education<br>2. Principles of Education<br>B. Maharshi Aurobindo<br>1. Concept of Education<br>2. Principles of Education<br>C. Swami Vivekanand<br>1. Concept of Education<br>2. Principles of Education<br>D. Self-learning: J. Krishnamurthi<br>1. Concept of Education<br>2. Principles of Education                                                                                                                                            | Classroom Lecture<br><br><br>Collaborative & Cooperative Learning                       | CLO3 |
| <b>IV</b>  | <b>Constitution India and Educational</b><br>A. Indian Constitution<br>1. Preamble<br>2. Constitutional Values<br>B. Rights and Duties of Indian Citizens<br>1. Fundamental Rights<br>2. Duties of Indian Citizens<br>C. Rights of Education<br>1. Rights of Educational Bills<br>2. Provisions of Bills<br>D. Self-Learning<br>1. Constitutional Rights of Child<br>2. Constitutional Rights of Woman                                                                                                                                    | ICT-Enabled Learning<br><br><br>Seminars & Symposia<br><br><br>Simulation and Role-Play | CLO4 |





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### B. Ed. Semester-I

#### (C) Term End Exam : 50 Marks

| Unit | Aligned CLOs | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|--------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |              |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1         | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO2         | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO3         | 16                   | 2                                                     | 3                 | 3                   | 8           |
| IV   | CLO4         | 20                   | 3                                                     | 3                 | 2                   | 8           |
| V    | CLO5         | 24                   | 2                                                     | 3                 | 4                   | 9           |
| VI   | CLO6         | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |              | 120                  | 14                                                    | 18                | 18                  | 50          |

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

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(Recognized Under 2(f) & 12(B) of UGC Act & NCTE Recognised) (NAAC Accredited CGPA 2.38 Grade-B (Cycle-III))

### B. Ed. Semester-I

#### • Suggested Learning Materials Books

| Sr. No. | Title                                                                                 | Author(s)                                                   | Edition/ Year | Publisher                                                             |
|---------|---------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------|-----------------------------------------------------------------------|
| 1.      | Development and Planning of Modern Education                                          | Aggarwal, J. C.                                             | 2003          | Seventh revised Edition, New Delhi, Vikas Publication House Pvt. Ltd. |
| 2.      | Education in Emerging Indian Society                                                  | Aggarwal J. C.                                              | 2008          | Shipra Publication, Delhi                                             |
| 3.      | Basic Ideas in Education,                                                             | Aggarwal J. C.                                              | 2006          | Shipra Publication, Delhi                                             |
| 4.      | India: Economic Development and Social Opportunity                                    | Amartya Sen and Jean Dreze                                  | 1977          | Oxford India, Delhi                                                   |
| 5.      | Modern Indian Education and It's Problems                                             | Bhatia R. L. And Ahuja B. N.                                | 2004          | Surjeet Publication, Delhi                                            |
| 6.      | Contemporary India: A Sociological View, Chapter 5: Caste Inequalities in India Today | Deshpande, S.                                               | 2004          | Penguin, New Delhi                                                    |
| 7.      | National Education Commission (1964-66)                                               | Government of India (GOI)                                   | 1966          | Ministry of Education, New Delhi                                      |
| 8.      | National Policy on Education,                                                         | GOI                                                         | 1986/ 1992    | MHRD, New Delhi                                                       |
| 9.      | Right to Education Act 2009                                                           | GOI                                                         | 2009          | MHRD, New Delhi                                                       |
| 10.     | National Curriculum Framework.                                                        | NCERT                                                       | 2005          | MHRD, New Delhi                                                       |
| 11.     | શિક્ષણ વિચાર શ્રુંખલા                                                                 | ત્રિવેદી આર. એસ., દવે જયેન્દ્ર શાસ્ત્રી અને પટેલ મોતીભાઈ મ. |               | બી.એસ. શાહ પ્રકાશન, અમદાવાદ                                           |
| 12.     | કેળવણીના તાત્વિક આધારો                                                                | દવે જયેન્દ્ર શાસ્ત્રી                                       | ૧૯૮૩          | યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ                              |
| 13.     | ભારતનું સંવિધાન                                                                       | દેસાઈ વિપુલ આર.                                             | ૨૦૧૦          | બુક સેલ્ફ, અમદાવાદ                                                    |
| 14.     | મહાત્મા ગાંધીની ફિલસૂફી                                                               | પટેલ મણીભાઈ                                                 | ૧૯૫૯          | (પ્રથમ આવૃત્તિ), નવજીવન મુદ્રણાલય, અમદાવાદ                            |



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(Recognized Under 2(f) & 12(B) of UGC Act & NCTE Recognised) (NAAC Accredited CGPA 2.38 Grade-B (Cycle-III))

### B. Ed. Semester-I

|     |                                             |                                           |           |                                                    |
|-----|---------------------------------------------|-------------------------------------------|-----------|----------------------------------------------------|
| 15. | શિક્ષણની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલા | પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી | ૧૯૭૮      | બી.એસ. શાહ પ્રકાશન, અમદાવાદ                        |
| 16. | ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ            | પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી | ૨૦૦૫-૦૬   | બી.એસ. શાહ પ્રકાશન, અમદાવાદ                        |
| 17. | શિક્ષણની વિસ્તરતી ક્ષિતિજો                  | પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી | ૧૯૯૯-૨૦૦૦ | બી.એસ. શાહ પ્રકાશન, અમદાવાદ                        |
| 18. | વિકાસમાન ભારતીય સમાજમાં શિક્ષણ              | પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી | ૨૦૦૬-૦૭   | બી.એસ. શાહ પ્રકાશન, અમદાવાદ                        |
| 19. | શિક્ષણની મુક્ત પ્રગતી- પદ્ધતિ               | પટેલ સી.પી.                               | ૧૯૮૬      | (પ્રથમ આવૃત્તિ), સ.પ. યુનિવર્સિટી, વલ્લભ વિદ્યાનગર |
| 20. | શિક્ષણ ચિંતકોનું શિક્ષણ દર્શન               | પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી | ૨૦૦૩-૦૪   | બી.એસ. શાહ પ્રકાશન, અમદાવાદ                        |
| 21. | વિકાસમાન ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક   | રાવળ નટુભાઈ                               | ૨૦૦૪      | નિરવ પ્રકાશન, અમદાવાદ                              |

#### • Online Resources (Open Source)

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



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### B. Ed. Semester-I

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



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title                        | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|-------------------------------------|--------------------------|----------------------|----------------|
|             |             |                                     | L-P-T                    |                      |                |
| CPS-1       | BEDCC104    | Language Proficiency and Curriculum | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

- CLO1: Construct the concept of Communication and characteristics of effective communication
- CLO2: Intervene role of language in thinking and communication and implement implications of multilingualism in their classroom
- CLO3: Integrate different activities of listening, speaking, reading and writing skills
- CLO4: Incorporate communication techniques in lesson plans and teaching-learning process
- CLO5: Distinguish types of texts and utilize in teaching-learning process
- CLO6: Differentiate home language and standard language and apply its implications in classroom communication

| Unit      | Course Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learning Pedagogies*                                                                                                                                                | CLO(s)                                   |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>I</b>  | <b>Meaning, Role of Language, Communication and Multilingualism</b><br>A. Communication<br>1. Concept of communication<br>2. Characteristics of effective communication<br>B. Meaning and role of language<br>1. Language as a Medium of thinking<br>2. Language as a medium of communication<br>C. Multilingualism<br>1. Concept and characteristics<br>2. Effect of cultural background<br>D. Self-learning<br>1. Implementation of multilingualism<br>2. Describe about dialects of Gujarati language | Classroom Lecture<br><br>Collaborative & Cooperative Learning<br><br>Self-Directed Learning<br><br>Simulation and Role-Play / Reflective Practices / Micro-Projects | CLO1<br><br>CLO2<br><br>CLO2<br><br>CLO2 |
| <b>II</b> | <b>Communication in classroom</b><br>A. Comprehension skill<br>1. Listening and listening comprehension: concept, characteristics and activities based on school activities<br>2. Reading and reading comprehension: concept, characteristics and activities based on school activities                                                                                                                                                                                                                  | Classroom Lecture / Reflective Practices<br><br>Seminars & Symposia /                                                                                               | CLO3                                     |



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### B. Ed. Semester-I

|            |                                                                                                |                                                                        |      |
|------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------|
|            | B. Expression skills                                                                           | Micro-Projects /Inquiry-Based Learning                                 | CLO3 |
|            | 1. Speaking: concept, characteristics and activities based on school activities                |                                                                        |      |
|            | 2. Writing: concept, characteristics and activities based on school activities                 | Collaborative & Cooperative Learning/ Classroom Lecture                | CLO4 |
|            | C. Techniques of classroom communication                                                       | Flipped Classroom ICT-Enabled Learning                                 |      |
|            | 1. Group discussion: concept, types and implementation in classroom                            |                                                                        |      |
|            | 2. Symposia and Questioning: concept and implementation in classroom                           |                                                                        |      |
|            | D. Self-learning                                                                               | Experiential Learning /Simulation and Role-Play/Inquiry-Based Learning | CLO3 |
|            | 1. Implementation of listening, speaking, reading and writing skill in classroom communication |                                                                        |      |
|            | 2. Presentation for language use for notice, co-curricular activities and anchoring            |                                                                        |      |
| <b>III</b> | <b>Types of text and forms of language</b>                                                     |                                                                        |      |
|            | A. Analysis of different types of text-1                                                       | Classroom Lecture                                                      | CLO5 |
|            | 1. Expository text: meaning, characteristics and examples                                      |                                                                        |      |
|            | 2. Descriptive text: meaning, characteristics and examples                                     | Self-Directed Learning                                                 | CLO5 |
|            | B. Analysis of different types of text-2                                                       | Field Visit                                                            |      |
|            | 1. Transactional text: meaning, characteristics and examples                                   |                                                                        |      |
|            | 2. Narrative text: meaning, characteristics and examples                                       | Collaborative & Cooperative Learning                                   | CLO6 |
|            | C. Form of language                                                                            |                                                                        |      |
|            | 1. Standard language and home language: Meaning and characteristics                            |                                                                        |      |
|            | 2. Use of standard language and home language in classroom                                     |                                                                        |      |
|            | D. Self -Learning                                                                              | Research-Oriented Learning                                             | CLO5 |
|            | 1. Analysis of various texts of text books and deriving characteristics                        | Micro-Projects                                                         | CLO6 |
|            | 2. Examples of use of standard language and home language in classroom                         | Simulation and Role-Play                                               |      |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                                           | Marks |
|------------------------------------------------------|-------|
| Content Analysis and Framing Comprehension Questions | 10    |
| CCE (Unit Test)                                      | 5     |



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### B. Ed. Semester-I

#### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks

#### (C) Term End Exam: 25 Marks

| Unit | Aligned CLOs | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|--------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |              |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2   | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO3, CLO4   | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO5, CLO6   | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |              | <b>60</b>            | <b>7</b>                                              | <b>9</b>          | <b>9</b>            | <b>25</b>   |

#### • CLOs – PLOs Matrix

| CLO  | PLO  |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|------|-------|
|      | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PL09 | PL010 |
| CLO1 | 3    | -    | -    | 2    | -    | -    | 2    | -    | -    | -     |
| CLO2 | 3    | -    | 3    | 2    | -    | -    | -    | -    | 2    | -     |
| CLO3 | -    | -    | 2    | -    | -    | -    | -    | -    | -    | -     |
| CLO4 | -    | 3    | -    | -    | -    | -    | -    | -    | -    | 2     |
| CLO5 | -    |      | -    | 3    | 2    | -    | -    | -    | -    |       |
| CLO6 | -    | -    | -    | -    | -    | 3    | -    | 2    | -    | -     |

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

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



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### B. Ed. Semester-I

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                                                                                                                     | Author(s)                                                            | Edition/ Year | Publisher                          |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------|------------------------------------|
| 1       | શાળા પ્રબંધ                                                                                                                               | મોતીભાઈ પટેલ, જ્યેન્દ્ર દવે, મહેશચંદ્ર યાજ્ઞિક અને રવવન્દ્ર અંધારીયા | 2003-2004     | બી. એસ. શાહ પ્રકાશન. અમદાવાદ       |
| 2       | શૈક્ષણિક પ્રૌઢ્યોજ્ઞિકી અને પ્રબંધના આવશ્યક તત્ત્વો.                                                                                      | સી. પી પટેલ, સતીષ પ્રકાશ શુક્લ, એસ. એ. પટેલ, સંજય ઠાકર અને અન્દ્ય    | 2003          | વારિષેણ પ્રકાશન. અમદાવાદ           |
| 3       | Multilingualism as a Classroom resource<br>Multilingual education for South Africa) (pp. 3– 7).                                           | Agnihotri, R.K. in K. Heugh, A. Siegrühn & P. Plüddemann,            | 1995          | Heinemann Educational Books        |
| 4       | Role of the reader's schema in comprehension, learning and memory. Learning to read in American schools: Basal readers and content texts. | R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.),                     | 1984          | Psychology Press                   |
| 5       | Johnny can't talk, either: The perpetuation of the deficit theory in classrooms.                                                          | R.G. Eller                                                           | 1989          | The Reading Teacher                |
| 6       | Ecology of multilingualism: language, culture and society.                                                                                | H. R. Dua                                                            | 2008          | Yashoda publication, Mysore        |
| 7       | Language diversity in the classroom                                                                                                       | J. Edward,                                                           | 2010          | Multilingual Matters. Bristol (UK) |



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### B. Ed. Semester-I

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

#### • Online Resources (Open Source)

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



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

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### B. Ed. Semester-I

| Course Type | Course Code | Course Title         | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|----------------------|--------------------------|----------------------|----------------|
|             |             |                      | L-P-T                    |                      |                |
| PS-1        | BEDPS101    | Pedagogy of Gujarati | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

આ અભ્યાસક્રમ પૂર્ણ કર્યા બાદ પ્રશિક્ષણાર્થીઓ...

CLO 1. ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ એકમોનું પાઠ આયોજન બનાવી શકશે.

CLO 2. પાઠ આધારિત સામાન્ય અને વિશિષ્ટ હેતુઓની રચના કરી શકશે.

CLO 3. ગુજરાતી વિષય શિક્ષણ સંદર્ભે સૂક્ષ્મ અધ્યાપન અને આભાસી શિક્ષણ પાઠ આયોજન કરી શકશે.

CLO 4. ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં ગદ્ય, પદ્ય અને લેખન વ્યાકરણ શિક્ષણની આવશ્યક બાબતો અંગે સ્પષ્ટ થશે.

CLO 5. અસરકારક અધ્યાપનકાર્ય માટે વિભિન્ન અધ્યાપન પદ્ધતિઓનો વિનિયોગ કરી શકશે

CLO 6. વર્તમાન ગુજરાતી પાઠ્યપુસ્તકોની બાહ્ય અને આંતરિક લાક્ષણિકતાઓનું વિવેચનાત્મક વિશ્લેષણ કરી વિષયવસ્તુ પર પ્રભુત્વ પ્રાપ્ત કરે.

| Unit | Course Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learning Pedagogies*                                                                                     | CLOs                                     |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------|
| I    | માતૃભાષા શિક્ષણમાં આયોજન<br>(અ) શૈક્ષણિક આયોજન<br>(1) પાઠ આયોજનની સંકલ્પના<br>(2) પાઠ આયોજનનું મહત્ત્વ<br>(બ) માતૃભાષા અધ્યાપનના હેતુઓ<br>(1) સામાન્ય હેતુ<br>(2) વિશિષ્ટ હેતુ<br>(ક) સૂક્ષ્મ અધ્યાપન (Micro-Teaching) અને આભાસી શિક્ષણ પદ્ધતિ<br>(Simulation)<br>(1) સૂક્ષ્મ અધ્યાપન (Micro-Teaching) ની સંકલ્પના અને મહત્ત્વ<br>(2) આભાસી શિક્ષણ (Simulation) પદ્ધતિની સંકલ્પના અને મહત્ત્વ<br>(ડ) (સ્વ-અધ્યયન) ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણ<br>(1) હેતુઓ, વર્ગવ્યવહાર અને પ્રારંભની પ્રયુક્તિઓ<br>(2) વિષયવસ્તુ અને ભાષાવસ્તુ મુદ્દા | Classroom Lecture<br><br>Seminars & Symposia<br><br>Self-Directed Learning<br><br>Self-Directed Learning | CLO1<br><br>CLO2<br><br>CLO3<br><br>CLO4 |



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

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### B. Ed. Semester-I

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                  |                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>II</b> | માતૃભાષા અધ્યાપન પદ્ધતિઓ અને પ્રયુક્તિઓ<br>(અ) જૂથચર્ચા પદ્ધતિ<br>(1) જૂથચર્ચા પદ્ધતિની સંકલ્પના<br>(2) જૂથચર્ચા પદ્ધતિનું મહત્વ<br>(બ) પ્રશ્નોત્તર પદ્ધતિ<br>(1) પ્રશ્નોત્તર પદ્ધતિની સંકલ્પના<br>(2) પ્રશ્નોત્તર પદ્ધતિનું મહત્વ<br>(ક) આગમન-નિગમન પદ્ધતિ<br>(1) આગમન-નિગમન પદ્ધતિની સંકલ્પના<br>(2) આગમન-નિગમન પદ્ધતિનું મહત્વ અને મર્યાદાઓ<br>(ડ) સ્વ-અધ્યયન- માતૃભાષા અધ્યાપન કૌશલ્યો<br>(1) પ્રશ્ન પ્રવાહિતા કૌશલ્યની સંકલ્પના અને મહત્વ<br>(2) સુદ્રઢીકરણ કૌશલ્યની સંકલ્પના અને મહત્વ | Classroom Lecture<br><br>Self-Directed Learning<br>Collaborative & Cooperative Learning<br><br>Seminars & Symposia<br><br>Self-Directed Learning | CLO5<br><br><br><br><br><br><br><br><br><br>CLO3 |
|           | <b>III</b> ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર દ્વારા પ્રકાશિત ધોરણ 8 માટે ગુજરાતી પાઠ્યપુસ્તક વિષયવસ્તુ અને વ્યાકરણ                                                                                                                                                                                                                                                                                                                                                                | Self-Directed Learning, Collaborative & Cooperative Learning                                                                                     | CLO6                                             |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks

##### (C) Term End Exam : 25 Marks

| Unit       | Aligned CLOs           | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------------|------------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|            |                        |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| <b>I</b>   | CLO1, CLO2, CLO3, CLO4 | 20                   | 3                                                     | 3                 | 2                   | <b>8</b>    |
| <b>II</b>  | CLO5, CLO3             | 24                   | 2                                                     | 3                 | 4                   | <b>9</b>    |
| <b>III</b> | CLO6                   | 16                   | 2                                                     | 3                 | 3                   | <b>8</b>    |
|            |                        | <b>60</b>            | <b>7</b>                                              | <b>9</b>          | <b>9</b>            | <b>25</b>   |



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### B. Ed. Semester-I

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                       | Author(s)                  | Edition/ Year | Publisher                    |
|---------|-----------------------------|----------------------------|---------------|------------------------------|
| 1       | ગુજરાતીનું અભિનવ અધ્યાપન    | આકૃવાલા, સી.કે. અને કલ્યાણ | (૧૯૭૦)        | અમદાવાદ : ભારત પ્રકાશન       |
| 2       | માતૃભાષાનું અધ્યાપન         | ત્રિવેદી, ર                | (૧૯૫૫)        | અમદાવાદ : રાવણી પ્રકાશન      |
| 3       | ગુજરાતી વિષયવસ્તુનું અધ્યયન | પટેલ, મો. અને અન્ય         | (૨૦૦૪)        | અમદાવાદ : બી.એસ. શાહ પ્રકાશન |



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### B. Ed. Semester-I

|   |                                                  |             |        |                           |
|---|--------------------------------------------------|-------------|--------|---------------------------|
| 4 | ગુજરાતીનું અભિનવ અધ્યાપન                         | રાવલ, ન. બ. | (૨૦૧૦) | અમદાવાદ : નીરવ પ્રકાશન    |
| 5 | ગુજરાતી ભાષાનું વ્યાકરણ                          | વ્યાસ, યો.  | (૨૦૧૧) | અમદાવાદ : નવસર્જન પ્રકાશન |
| 6 | અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા ભાગ ૧-૨-૩-૪ | ઠાકર, ધી.   | (૨૦૦૬) | અમદાવાદ : ગુર્જર પ્રકાશન  |

#### • Online Resources (Open Source)

| Sr. No. | Description of Resource(s)         | Weblink                                                            |
|---------|------------------------------------|--------------------------------------------------------------------|
| 1       | ગુજરાતી જ્ઞાનકોષ                   | <a href="http://www.bhagwadgomandl.com">www.bhagwadgomandl.com</a> |
| 2       | ગુજરાતી ડિક્શનરી                   | <a href="http://www.gujaratiexicom.com">www.gujaratiexicom.com</a> |
| 3       | અંગ્રેજી અને ગુજરાતી ભાષા ડિક્શનરી | <a href="http://www.shabdkosh.com">www.shabdkosh.com</a>           |



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title        | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|---------------------|--------------------------|----------------------|----------------|
|             |             |                     | L-P-T                    |                      |                |
| PS-1        | BEDPS102    | Pedagogy of English | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

CLO1: Examine the importance and problems of teaching English as a second language

CLO2: Define educational objectives of teaching English in terms of behavioral outcomes and get mastery over teaching skills and methods

CLO3: Design learning tasks and activities for developing language skills of their students and draw lesson plan for teaching of teaching English in school

CLO4: Evaluate different approaches and design Communicative Language Teaching based lesson plans

CLO5: Design and develop teaching learning hardware and software materials for ELT

CLO6: Review of contemporary textbooks of English and achieve mastery over content of English language school textbook

| Unit     | Course Content                                                                | Learning Pedagogies*                                 | CLOs |
|----------|-------------------------------------------------------------------------------|------------------------------------------------------|------|
| <b>I</b> | <b>Teaching of English</b>                                                    |                                                      |      |
|          | A. Teaching of English as a second language                                   | Classroom Lecture                                    | CLO1 |
|          | 1. Importance of Teaching English as a second language                        |                                                      |      |
|          | 2. Problems of Teaching English as a second Language.                         | Problem-Based Learning                               | CLO2 |
|          | B. Objectives and language skills activities                                  |                                                      |      |
|          | 1. General aims and Specific Objectives of teaching English                   | ABL                                                  | CLO3 |
|          | 2. Activities and language games for Listening, Speaking, Reading and Writing |                                                      |      |
|          | C. Teaching Skills and Simulation                                             | Language Games                                       | CLO2 |
|          | 1. Micro Teaching: Concept, Importance and Teaching Skills                    |                                                      |      |
|          | 2. Simulation: Concept, Importance and Steps                                  | Experiential Learning Vocabulary Building Strategies | CLO3 |
|          | D. Self-Learning                                                              |                                                      |      |
|          | 1. Objectives in behavioural term                                             |                                                      |      |
|          | 2. Meaning of Listening, Speaking, Reading and Writing (LSRW)                 |                                                      |      |



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### B. Ed. Semester-I

|            |                                                                                                                    |                                                        |      |
|------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------|
| <b>II</b>  | <b>Approaches, Textbook and Learning Resources</b>                                                                 |                                                        |      |
|            | A. Lesson Planning                                                                                                 | Classroom Lecture                                      | CLO3 |
|            | 1. Reading Comprehension, Poetry                                                                                   |                                                        |      |
|            | 2. Grammar lesson based on language functions                                                                      | Case-Based Learning                                    |      |
|            | B. Approaches to English Language Teaching                                                                         | ICT-Enabled Learning                                   | CLO4 |
|            | 1. Structural Approach: Concept, Principles, Merits and Demerits.                                                  |                                                        |      |
|            | 2. Communicative Approach: Concepts, Principles, Merits and Demerits                                               | Collaborative & Cooperative Learning                   |      |
|            | C. Learning Resources                                                                                              |                                                        |      |
|            | 1. Pictures and Charts                                                                                             |                                                        | CLO5 |
|            | 2. Digital Learning Resources                                                                                      |                                                        |      |
|            | D. Self-Learning                                                                                                   | AI enabled English learning Application                |      |
|            | 1. Communicative Activities                                                                                        |                                                        |      |
|            | 2. Planning for preparation of Teaching Aids                                                                       |                                                        |      |
| <b>III</b> | Contents and Grammar of English Textbook for Class 8 published by Gujarat State School Textbook Board, Gandhinagar | Collaborative & Cooperative Learning, Group Discussion | CLO3 |
|            |                                                                                                                    |                                                        | CLO6 |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks

##### (C) Term End Exam : 25 Marks

| Unit       | Aligned COs      | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------------|------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|            |                  |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| <b>I</b>   | CLO1, CLO2, CLO3 | 20                   | 3                                                     | 3                 | 2                   | <b>8</b>    |
| <b>II</b>  | CLO3, CO4, CLO5  | 24                   | 2                                                     | 3                 | 4                   | <b>9</b>    |
| <b>III</b> | CLO3, CLO6       | 16                   | 2                                                     | 3                 | 3                   | <b>8</b>    |
|            |                  | <b>60</b>            | <b>7</b>                                              | <b>9</b>          | <b>9</b>            | <b>25</b>   |



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### B. Ed. Semester-I

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                                       | Author(s)                  | Edition/ Year | Publisher                                  |
|---------|-------------------------------------------------------------|----------------------------|---------------|--------------------------------------------|
| 1       | Teach English                                               | Adrian, D.                 | 1986          | Cambridge University Press                 |
| 2       | The Communicative Approach to Language teaching             | Brumfit, C. and Johnson, K | 1985          | ELBS Publication                           |
| 3       | Grammar practice activities a practical guide for teachers. | Penny, Ur.                 | 1988          | Cambridge e, University Press of Cambridge |



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

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### B. Ed. Semester-I

|    |                                                                             |                           |                  |                                           |
|----|-----------------------------------------------------------------------------|---------------------------|------------------|-------------------------------------------|
| 4  | English Language Teaching Approaches Methods. Techniques.                   | Nagraj, G                 | 3rd Edition 2021 | Orient Longman                            |
| 5  | Developing Communication skills.                                            | Natraj, S.                | 2005             | Vallabh Vidyanagar, Charutar Vidya Mandal |
| 6  | Teaching English Grammar Modern Guide to An Interactive Approach            | Krishnaswamy, N.          | 2006             | T R. Publications, Chennai                |
| 7  | Communication in the classroom                                              | Keith, J. and Keith, M.   | 1981             | ELBS Publication                          |
| 8  | Communicative Language Teaching. An Introduction                            | Littlewood, W.            | 1981             | Cambridge University Press                |
| 9  | Language Teaching Games and Contents                                        | Lee, W.R.                 | 1987             | Oxford University press                   |
| 10 | Teaching Practice Handbook - 1 Reference Book for ELT Teachers in Training. | Roger, G. and Steve W.    | 1983             | ELBS Publication                          |
| 11 | An Interactive Grammar of Modern English.                                   | Verma, S. and Nagrajan H. | 1999             | Frank Bros & Co. Ltd, New Delhi           |

#### • Online Resources (Open Source)

| Sr. No. | Description of Resource(s)              | Weblink                                                                                                                                                                   |
|---------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Communicative Approach                  | <a href="#">Professor Jack C. Richards – The official website of educator Jack C Richards</a>                                                                             |
| 2       | Role of AI in English Language Teaching | <a href="https://ai-for-all.in/#/home">https://ai-for-all.in/#/home</a>                                                                                                   |
| 3       | Methods of English language Teaching    | <a href="https://ebooks.inflibnet.ac.in/engp12/">https://ebooks.inflibnet.ac.in/engp12/</a>                                                                               |
| 4       | Approaches and methods of Teaching      | <a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1_m7VD3VCoav4lQ==">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1_m7VD3VCoav4lQ==</a> |
| 5       | Remedial Teaching in English            | <a href="https://edurev.in/t/239838/Notes-Remedial-Teaching">https://edurev.in/t/239838/Notes-Remedial-Teaching</a>                                                       |
| 6       | Language games                          | <a href="https://www.eslgamesplus.com/">https://www.eslgamesplus.com/</a>                                                                                                 |
| 7       | Language Functions                      | <a href="https://www.english-efl.com/lessons/language-functions/">English-efl.com/lessons/language-functions/</a>                                                         |



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title            | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|-------------------------|--------------------------|----------------------|----------------|
|             |             |                         | L-P-T                    |                      |                |
| PS-1        | BEDPS103    | Pedagogy of Mathematics | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

CLO1: Explain the concept, nature, need and importance of Mathematics at primary and secondary level, and categorize aims/values and domains of teaching Mathematics.

CLO2: Formulate specific learning objectives and outcomes for teaching Mathematics in behavioural terms using Bloom's Taxonomy, and evaluate the contributions of Indian and Western mathematicians to the historical development of Mathematics.

CLO3: Design and implement effective Mathematics lesson plans and unit plans by analysing the steps and planning principles

CLO4: Practice and compare learner-centred and activity-centred methods of teaching Mathematics.

CLO5: Analyze the mathematical concepts/contents and their logical inter-relationships included in the Standard-8 Mathematics textbook and explain their pedagogical sequence and relevance.

CLO6: Develop appropriate teaching-learning activities and instructional strategies for effective transmission of Mathematics contents in Standard-8 classroom.

| Unit     | Course Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learning Pedagogies*                                                                                 | CLOs |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------|
| <b>I</b> | <b>Nature, Values, Objectives and Importance of Mathematics</b><br>A. Mathematics<br>1. Definition and concept of Mathematics<br>2. Nature and scope of Mathematics<br>B. Value and Importance of Mathematics<br>1. Value: Utilization (Practical), Discipline, Cultural, Moral and Social value<br>2. Importance of Mathematics in present scenario<br>C. Objectives of Mathematics Education<br>1. General and specific objectives of Mathematics teaching<br>2. Short terms and long terms objectives | Collaborative & Cooperative Learning<br><br>Problem-Based Learning<br><br>Research-Oriented Learning | CLO1 |



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### B. Ed. Semester-I

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                      |                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|            | <b>D. Self-learning</b><br>1. History of Mathematics with special emphases on the Teaching of Mathematics and Historical values of Mathematics<br>2. Contribution of Mathematicians: Aryabhatt, Bhaskaracharya, Shrinivasa, Ramanujan, Shakuntala Devi, Euclid, Pythagoras, Blaise Pascal                                                                                                                                                                                                                                                                                                                                                              | Collaborative & Cooperative Learning<br>Reflective Practices<br>Self-Directed Learning                                                               | CLO2                 |
| <b>II</b>  | <b>Planning for Effective Instruction of Mathematics</b><br>A. Planning of Teaching Mathematics in College<br>1. Micro Teaching: Concept, Importance and Various Skills<br>2. Simulation: Concept, Importance and Steps<br>B. Planning of Teaching Mathematics in School<br>1. Lesson Planning: Concept, Importance and Various Steps<br>2. Unit Planning: Concept, Importance and Various Steps<br>C. Method of Teaching Mathematics<br>1. Inductive – Deductive, Analytic – Synthetic<br>2. Experimental and Project Method<br>D. Self-learning<br>1. Demonstration and Exhibition Method<br>2. Difference between lesson planning and unit planning | Classroom Lecture<br>Seminars & Symposia<br>Problem-Based Learning<br>Collaborative & Cooperative Learning<br>Micro-Projects<br>Reflective Practices | CLO3<br>CLO6<br>CLO4 |
| <b>III</b> | <b>Mathematics Content</b><br>Standard – 8 Mathematics Textbook Published by Gujarat State Board of School Textbooks, Gandhinagar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Collaborative & Cooperative Learning, Self-Directed Learning                                                                                         | CLO5                 |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks



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### B. Ed. Semester-I

#### (C) Term End Exam : 25 Marks

| Unit | Aligned COs      | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                  |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2       | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO3, CLO4, CLO6 | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO5             | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                  | 60                   | 7                                                     | 9                 | 9                   | 25          |

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |



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### B. Ed. Semester-I

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                                                | Author(s)                                   | Edition/ Year | Publisher                          |
|---------|----------------------------------------------------------------------|---------------------------------------------|---------------|------------------------------------|
| 1       | Teaching of Modern Mathematics                                       | Aggarwal, S.M.                              | 2005          | Dhanpat Rai and Sons, Delhi        |
| 2       | Ancient Indian Mathematics                                           | Bhanumurthy, I.S.                           | 1992          | Wiley Eastern Ltd., New Delhi      |
| 3       | Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain | Bloom, B.S.                                 | 1956          | Longmans Green, New York           |
| 4       | Dynamics of Teaching Secondary School Mathematics                    | Cooney, T.J. et al.                         | 1975          | Houghton Mifflin, Boston           |
| 5       | How Children Learn Mathematics?                                      | Copeland, R.W.                              | 1979          | McMillan Pub. Co., New York        |
| 6       | How to Write and Use Instructional Objectives                        | Gronlund, N.E.                              | 4th ed./1991  | Macmillan Publishing Co., New York |
| 7       | Sri Bharti Krisna Tirthji Vedic Mathematics                          | Jagadguru Swami                             | 2000          | Moti Lal Banarasi Das, Delhi       |
| 8       | Learn and Teach Vedic Mathematics                                    | Kapur, S.K.                                 | 2005          | Lotus Publication                  |
| 9       | Teaching of Mathematics                                              | James, Anice                                | 2005          | Neelkamal Publications, Hyderabad  |
| 10      | Taxonomy of Educational Objectives, Handbook II: Affective Domain    | Krathwohl, D.R., Bloom, B.S., & Masia, B.B. | 1964          | David McKay Co., New York          |
| 11      | Teaching of Mathematics                                              | Kulshrestha, A.K.                           | 2012          | R. Lal Book Depot, Meerut          |
| 12      | A History of Mathematics                                             | Merzbach, U.C. & Boyer, C.B.                | 3rd ed./2011  | John Wiley & Sons, New York        |
| 13      | Content-cum-Methodology of Teaching Mathematics                      | Shankaran, V. & Gupta, H.N. (Ed.)           | 1984          | NCERT, New Delhi                   |
| 14      | ગણિત અધ્યાપન પદ્ધતિ અને અન્યો                                        | કોઠારી, આર.જી.                              | 1996          | અનડા બુક ડીપો, અમદાવાદ             |
| 15      | ગણિતનું આદર્શ અધ્યાપન અને અન્યો                                      | પટેલ, એન.આર.                                | 2005          | વારિષેશ પ્રકાશન, અમદાવાદ           |



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### B. Ed. Semester-I

|    |                                           |              |      |                       |
|----|-------------------------------------------|--------------|------|-----------------------|
| 16 | ગણિતનું અધ્યાપન :<br>વિષયવસ્તુ તથા પદ્ધતિ | પટેલ, આર.એસ. | 2003 | નીરવ પ્રકાશન, અમદાવાદ |
|----|-------------------------------------------|--------------|------|-----------------------|

• **Online Resources (Open Source)**

| Sr.<br>No. | Description of Resource(s)                                     | Weblink                                                                           |
|------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1          | Sakshat – A One Stop Education Portal, MHRD, Govt. of India    | <a href="https://sakshat.ac.in">https://sakshat.ac.in</a>                         |
| 2          | SWAYAM - National Online Education Platform                    | <a href="https://swayam.gov.in">https://swayam.gov.in</a>                         |
| 3          | Education.com – Learning Resources, Worksheets and Activities  | <a href="https://www.education.com">https://www.education.com</a>                 |
| 4          | Kendall Hunt Publishing – Educational Textbooks and Resources  | <a href="https://www.kendallhunt.com">https://www.kendallhunt.com</a>             |
| 5          | National Math Trail – Real-World Mathematics Problem Resources | <a href="https://www.nationalmathtrail.org">https://www.nationalmathtrail.org</a> |
| 6          | NCERT - National Council of Educational Research and Training  | <a href="https://www.ncert.nic.in">https://www.ncert.nic.in</a>                   |



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title          | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|-----------------------|--------------------------|----------------------|----------------|
|             |             |                       | L-P-T                    |                      |                |
| PS-1        | BEDPS104    | Pedagogy of Economics | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

- CLO-1. Understand the Meaning, Importance, Scope, aims and the objectives of teaching of Economics at Higher Secondary Level
- CLO-2. Understand and compare Correlation of Economics with other subjects
- CLO-3. Evaluate scope and importance of economics in context of Indian Knowledge System
- CLO-4. Understand and implement Micro Teaching, Simulation, Lesson Planning and Unit Planning
- CLO-5. Device the skill of using various methods of teaching Economics
- CLO-6. Understand and evaluate the curriculum and text book prescribes for Higher Secondary Level. and analyse the current of Economics subject on the basis of certain Parameters

| Unit     | Course Content                                                                     | Learning Pedagogies*       | CLOs |
|----------|------------------------------------------------------------------------------------|----------------------------|------|
| <b>I</b> | <b>Economics: Meaning, Importance Scope, Objectives and Correction</b>             |                            |      |
|          | A. Economics                                                                       | Classroom Lecture          |      |
|          | 1. Meaning and Importance                                                          |                            |      |
|          | 2. Scope                                                                           |                            |      |
|          | B. Teaching of Economics                                                           | Inquiry-Based Learning     | CLO1 |
|          | 1. General and Specific Objectives of Teaching Economics                           |                            |      |
|          | 2. Importance of Teaching Economics at Higher Secondary Level                      | Seminars & Symposia        | CLO2 |
|          | C. Correction                                                                      | Research-Oriented Learning |      |
|          | 1. Meaning and Importance                                                          |                            |      |
|          | 2. Correction of Economics with Social Science, Commerce and Accountancy           |                            |      |
|          | D. Self-learning                                                                   |                            | CLO3 |
|          | 1. Scope of Economics in Ancient India                                             |                            |      |
|          | 2. Importance of Economics in Traditional Indian Agriculture and Rural Development |                            |      |



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### B. Ed. Semester-I

|            |                                                                                                  |                                                                |      |
|------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------|
| <b>II</b>  | <b>Micro Teaching, Simulation Lesson planning, Teaching Methods, Economics Teacher, Textbook</b> |                                                                |      |
|            | A. Micro Teaching and Simulation                                                                 | Collaborative & Cooperative Learning                           | CLO4 |
|            | 1. Micro Teaching: Concept, Importance and Various Skill                                         |                                                                |      |
|            | 2. Simulation: Concept, Importance and Various Steps                                             | Reflective Practices                                           | CLO5 |
|            | B. Lesson Planning and Teaching Methods of Economics                                             |                                                                |      |
|            | 1. Lesson Planning: Meaning, Importance, stages and detail planning in teaching Economics        |                                                                |      |
|            | 2. Methods of teaching Economics                                                                 | Problem-Based Learning                                         | CLO6 |
|            | • Assignment Method: Meaning, Merits, Demerits and Terms of Success                              |                                                                |      |
|            | • Project Method: Meaning, Merits, Demerits and Terms of Success                                 | Seminars & Symposia                                            |      |
|            | • Inductive - Deductive Method: Meaning, Merits, Demerits and Terms of Success                   |                                                                |      |
|            | C. Economics Teacher and Economics Text Book                                                     |                                                                |      |
|            | 1. Economics Teacher: Educational Qualifications, skills and Characteristics                     |                                                                |      |
|            | 2. Economics Text Book: Meaning, Characteristics and Evaluation                                  | ICT-Enabled Learning                                           | CLO6 |
|            | D. Self-Learning                                                                                 |                                                                |      |
|            | 1. History of Micro Teaching                                                                     |                                                                |      |
|            | 2. Workshop on preparation of lesson plans various topics of Economics                           |                                                                |      |
| <b>III</b> | Economics standard 11 text book published by Gujarat state board of school textbook, Gandhinagar | Self-Directed Learning<br>Collaborative & Cooperative Learning | CLO6 |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |



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### B. Ed. Semester-I

#### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks

#### (C) Term End Exam : 25 Marks

| Unit | Aligned COs      | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                  |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2, CLO3 | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO4, CLO5, CLO6 | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO6             | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                  | 60                   | 7                                                     | 9                 | 9                   | 25          |

#### • CLOs – PLOs Matrix

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

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

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



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### B. Ed. Semester-I

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                                           | Author(s)                 | Edition/ Year | Publisher                                          |
|---------|-----------------------------------------------------------------|---------------------------|---------------|----------------------------------------------------|
| 1       | Teaching of Economics                                           | Aggarwal, J. C            | 2004          | Vinod Pustak Mandir                                |
| 2       | Teaching of Economics: A Practical Approach                     | Aggarwal, J.C             | 2007          | Agra: Vinod Pustak Mandir                          |
| 3       | Teaching of Economics                                           | Kanwar, B.S.              | 1970          | Ludhiana: Prakash Brothers Educational Publishers. |
| 4       | Teaching Economics (2nd ed.)                                    | Norman, L. (Ed.).         | 1975          | London: London Educational books.                  |
| 5       | Teaching Units in Economics for High and Higher Secondary Stage | NCERT                     | 1974          | New Delhi: NCERT                                   |
| 6       | અર્થશાસ્ત્ર શિક્ષણ                                              | ત્યાગી, ગુરુશરનદાસ        | 2009          | વિનોદ પુસ્તક મંદિર..                               |
| 7       | The Principles and Methods of Teaching                          | Bhatia and Bhatia         | 2009          | DOABA Publications                                 |
| 8       | અર્થશાસ્ત્રના અધ્યાપનનું પરિશીલન                                | પટેલ, મોતીભાઈ મ. તથા અન્ય | 2006          | અમદાવાદ: બી.એસ.શાહ પ્રકાશન.                        |
| 9       | અર્થશાસ્ત્રનું અધ્યયન અધ્યાપન                                   | પટેલ, વિનુભાઈ યુ          |               | અનડા પ્રકાશન.                                      |
| 10      | અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ                                       | પટેલ, ધનશ્યામ તથા અન્ય.   |               | ગૃહ અમદાવાદ: નવદીપ પ્રકાશન                         |
| 11      | અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ                                       | દવે, પ્રભાકરન એન          |               | ગુજરાત યુનિવર્સિટી                                 |



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(Affiliated to Sardar Patel University, Vallabh Vidyanagar)

(Recognized Under 2(f) & 12(B) of UGC Act & NCTE Recognised) (NAAC Accredited CGPA 2.38 Grade-B (Cycle-III))

### B. Ed. Semester-I

|    |                               |                          |                                        |
|----|-------------------------------|--------------------------|----------------------------------------|
| 12 | અધ્યેતાકેન્દ્રી શિક્ષણ પદ્ધતિ | મહેતા, એચ.કે અને<br>અન્ય | આણંદ: એન.એચ.પટેલ<br>કોલેજ ઓફ એજ્યુકેશન |
|----|-------------------------------|--------------------------|----------------------------------------|

#### • Online Resources (Open Source)

| Sr.<br>No. | Description of Resource(s)                                    | Weblink                                                                                                                                                                                                                                       |
|------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1          | Correlation of Economics with Other Subjects                  | <a href="https://www.scribd.com/doc/172038891/5-Correlation-of-Economics">https://www.scribd.com/doc/172038891/5-Correlation-of-Economics</a>                                                                                                 |
| 2          | Handbook for Micro-Teaching, Simulation and School Internship | <a href="https://gctedharamshala.ac.in/sites/default/files/2022-08/Training%20Manual.pdf">https://gctedharamshala.ac.in/sites/default/files/2022-08/Training%20Manual.pdf</a>                                                                 |
| 3          | Pedagogy of Economics                                         | <a href="https://drive.google.com/file/d/1DLgirc2RbvjmdROeNvoLpSXuq3OZx_40/view">https://drive.google.com/file/d/1DLgirc2RbvjmdROeNvoLpSXuq3OZx_40/view</a>                                                                                   |
| 4          | Key Skills and Characteristics of an Ideal Economics Teacher  | <a href="https://11nk.dev/3fycg30">https://11nk.dev/3fycg30</a>                                                                                                                                                                               |
| 5          | Micro-teaching: Definition, History and Aim                   | <a href="https://steemit.com/steemiteducation/@mistamistong/micro-teaching-definition-history-and-aim-2017920t124518391z">https://steemit.com/steemiteducation/@mistamistong/micro-teaching-definition-history-and-aim-2017920t124518391z</a> |



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title                                        | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|-----------------------------------------------------|--------------------------|----------------------|----------------|
|             |             |                                                     | L-P-T                    |                      |                |
| PS-1        | BEDPS105    | Pedagogy of Organisation of Commerce and Management | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

CLO-1. Understand the Meaning, Importance, Scope, aims and the objectives of teaching of Commerce at Higher Secondary Level

CLO-2. Understand and compare Correlation of Commerce with other subjects

CLO-3. Evaluate Aims of Teaching Commerce based on traditional Indian values

CLO-4. Understand and implement Micro Teaching, Simulation, Lesson Planning and Unit Planning

CLO-5. Devise the skill of using various methods of teaching Commerce

CLO-6. Understand and evaluate the curriculum and text book prescribes for Higher Secondary Level and analyse the current of Commerce subject on the basis of certain Parameters

| Unit     | Course Content                                                           | Learning Pedagogies*   | CLOs |
|----------|--------------------------------------------------------------------------|------------------------|------|
| <b>I</b> | <b>Commerce: Meaning, Importance Scope, Objectives and Correction</b>    |                        |      |
|          | A. Commerce                                                              | Classroom Lecture      |      |
|          | 1. Meaning and Importance                                                |                        | CLO1 |
|          | 2. Scope                                                                 |                        |      |
|          | B. Teaching of Commerce                                                  | Inquiry-Based Learning |      |
|          | 1. General and Specific Objectives of Teaching Commerce                  |                        | CLO2 |
|          | 2. Importance of Teaching Commerce at Higher Secondary Level             |                        |      |
|          | C. Correction                                                            | Seminars & Symposia    |      |
|          | 1. Meaning and Importance                                                |                        | CLO3 |
|          | 2. Correction of Commerce with Economics, Social Science and Accountancy |                        |      |
|          | D. Self-learning                                                         |                        |      |
|          | 1. Aims of Teaching Commerce based on traditional Indian values          |                        |      |
|          | 2. Correction of Commerce with Mathematics                               |                        |      |





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### B. Ed. Semester-I

#### (C) Term End Exam : 25 Marks

| Unit | Aligned CLOs     | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                  |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2, CLO3 | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO5, CLO5, CLO6 | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO6             | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                  | <b>60</b>            | <b>7</b>                                              | <b>9</b>          | <b>9</b>            | <b>25</b>   |

#### • CLOs – PLOs Matrix

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

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

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



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### B. Ed. Semester-I

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                      | Author(s)           | Edition/ Year | Publisher                                                |
|---------|--------------------------------------------|---------------------|---------------|----------------------------------------------------------|
| 1       | Teaching of Commerce: A Practical Approach | Aggarwal, J.C.      | (2004).       | New Delhi: Vikas Publishing House                        |
| 2       | Methods of Teaching Commerce               | Venkates et. Al.    | (2004).       | New Delhi: Discovery Pub. House.                         |
| 3       | Commerce Education in the Global Era.      | Tiwari, S.A.        | (2005).       | Adhyayan Publishers                                      |
| 4       | Commerce Education in the Global Era.      | Tiwari, S.A.        | (2005).       | Adhyayan Publishers                                      |
| 5       | વાણિજ્ય અધ્યાપનનું પરિશીલન                 | ડૉ. એમ.કે. યાજ્ઞિક  | 2021          | બી. એસ. શાહ પ્રકાશન                                      |
| 6       | ES-118 વાણિજ્ય વ્યવસ્થાનું અધ્યાપન         | ડૉ. મીના આઈ. રાજપૂત | 2021          | કુલસચિવ, ડૉ. બાબા સાહેબ આંબેડકર ઓપન યુનિવર્સિટી, અમદાવાદ |

#### • Online Resources (Open Source)

| Sr. No. | Description of Resource(s)                                    | Weblink                                                                                                                                                                                                               |
|---------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | NCERT BOOK – Business Studies /                               | <a href="https://ncert.nic.in/textbook.php?khbs1=1-11">https://ncert.nic.in/textbook.php?khbs1=1-11</a>                                                                                                               |
| 2       | NIOS                                                          | <a href="https://www.nios.ac.in/online-course-material/sr-secondary-courses/gujarati_medium_srsecondary.aspx">https://www.nios.ac.in/online-course-material/sr-secondary-courses/gujarati_medium_srsecondary.aspx</a> |
| 3       | Correlation of commerce with other subjects                   | <a href="https://www.slideshare.net/slideshow/correlation-of-commerce-with-other-subjects/79403330">https://www.slideshare.net/slideshow/correlation-of-commerce-with-other-subjects/79403330</a>                     |
| 4       | Communication, E-commerce and Out sourcing                    | <a href="https://www.selfstudys.com/uploads/pdf/DQLk3A3zZcpxSMO VVRL.pdf">https://www.selfstudys.com/uploads/pdf/DQLk3A3zZcpxSMO VVRL.pdf</a>                                                                         |
| 5       | Handbook for Micro-teaching, Simulation and school Internship | <a href="https://gctedharamshala.ac.in/sites/default/files/2022-08/Training%20Manual.pdf">https://gctedharamshala.ac.in/sites/default/files/2022-08/Training%20Manual.pdf</a>                                         |



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title      | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|-------------------|--------------------------|----------------------|----------------|
|             |             |                   | L-P-T                    |                      |                |
| PS-2        | BEDPS106    | Pedagogy of Hindi | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

इस पाठ्यक्रम को पूरा करने के बाद, प्रशिक्षणार्थी

- CLO१. हिन्दी भाषा के संदर्भ में भाषा एवं राष्ट्रभाषा का दैनिक जीवन में प्रयोग करें और शिक्षक योग्यता प्राप्त विकासाएँ।
- CLO२. अध्यापन कौशलों पर प्रभुत्व प्राप्त करके पाठ आयोजन करें और वर्गखंड विनियोग करें।
- CLO३. गद्य-पद्य शिक्षा पद्धतियों पर प्रभुत्व प्राप्त करें।
- CLO४. पाठ्यपुस्तक के सिद्धांतों के साथ हिन्दी की वर्तमान पाठ्यपुस्तकों की बाह्य एवं आंतरिक लाक्षणिकताओं आलोचना एवं हिन्दी पाठ्यपुस्तक की विषयवस्तु पर प्रभुत्व प्राप्त करें।
- CLO५. श्रवण और कथन कौशल्य के विकास के लिए अनुभव द्वारा अध्ययन के लिए व्यूहरचना करें।
- CLO६. हिन्दी भाषा शिक्षा के लिए प्रयोगशाला का प्रयोग करें।

| Unit | Course Content                                                        | Learning Pedagogies*                 | CLOs |
|------|-----------------------------------------------------------------------|--------------------------------------|------|
| I    | <b>हिन्दी भाषा, विषयवस्तु एवं अध्यापन आयोजन</b>                       |                                      |      |
|      | (अ) हिन्दी भाषा एवं शिक्षा                                            | Classroom Lecture                    | CLO1 |
|      | १. भाषा की संकल्पना, विशेषताएँ एवं भाषा शिक्षा के सिद्धांत            | Experiential Learning                | CLO2 |
|      | २. हिन्दी राष्ट्रभाषा का महत्व                                        | Collaborative & Cooperative Learning | CLO4 |
|      | (ब) सूक्ष्म अध्यापन                                                   | Self-Directed Learning               | CLO4 |
| II   | (क) भाषा शिक्षा के सिद्धांत और पाठ्यपुस्तक                            | Research-Oriented Learning           | CLO4 |
|      | १. भाषा शिक्षा के सिद्धांत                                            |                                      | CLO1 |
|      | २. पाठ्यपुस्तक की संकल्पना और महत्व                                   |                                      |      |
|      | (ड) स्व-अध्ययन                                                        |                                      |      |
|      | १. हिन्दी विषय की वर्तमान पाठ्यपुस्तक के गुण और समीक्षा               |                                      |      |
| II   | <b>साहित्य स्वरूप, मौखिक अभिव्यक्ति के कौशल्य एवं शिक्षा सामाग्री</b> |                                      |      |
|      | (अ) पाठ आयोजन                                                         | Classroom Lecture                    | CLO2 |
|      | १. सामान्य एवं विशिष्ट उद्देश्य, अनुदेशात्मक उद्देश्य                 |                                      |      |
|      | २. पाठ आयोजन की संकल्पना, महत्व एवं सोपान                             |                                      |      |



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### B. Ed. Semester-I

|     |                                                                                                                       |                                                          |      |
|-----|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------|
|     | (ब) अध्यापन पद्धतियाँ                                                                                                 | Collaborative & Cooperative Learning                     | CLO3 |
|     | १. गद्य शिक्षा – गद्य की संकल्पना, अध्यापन पद्धतियाँ – प्रत्यक्ष, परोक्ष और संप्रेषणात्मक                             |                                                          |      |
|     | २. पद्य शिक्षा – पद्य की संकल्पना, अध्यापन पद्धतियाँ – गीत-अभिनय, खण्डान्वयी, तुलना                                   | Seminars & Symposia                                      | CLO5 |
|     | (क) मौखिक अभिव्यक्ति कौशल्य                                                                                           |                                                          |      |
|     | १. श्रवण कौशल्य – संकल्पना, महत्व, दोष, कारण एवं सुधार की प्रवृत्तियाँ                                                | ICT-Enabled Learning                                     |      |
|     | २. कथन कौशल्य – संकल्पना, महत्व, दोष, कारण एवं सुधार की प्रवृत्तियाँ                                                  |                                                          |      |
|     | (ड) स्व- अध्ययन                                                                                                       | Research-Oriented Learning                               |      |
|     | १. भाषा प्रयोगशाला का परिचय                                                                                           |                                                          | CLO6 |
|     | २. हिन्दी भाषा शिक्षक की शैक्षणिक एवं व्यावसायिक योग्यताएँ                                                            | Flipped Classroom                                        | CLO1 |
| III | गुजरात राज्य शाला पाठ्यपुस्तक मंडल, गांधीनगर प्रकाशित कक्षा- ८ के हिंदी पाठ्यपुस्तक की विषयवस्तु एवं सम्मिलित व्याकरण | Collaborative & Cooperative Learning<br>Group Discussion | CLO4 |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks

##### (C) Term End Exam : 25 Marks

| Unit | Aligned COs                  | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|------------------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                              |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2, CLO4             | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO1, CLO2, CLO3, CLO5, CLO6 | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO4                         | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                              | 60                   | 7                                                     | 9                 | 9                   | 25          |



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### B. Ed. Semester-I

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                   | Author(s)          | Edition/ Year | Publisher              |
|---------|-------------------------|--------------------|---------------|------------------------|
| १       | हिन्दी शिक्षण           | आर्या, एस.         | २००८          | रजत प्रकाशन, नई दिल्ली |
| २       | हिन्दी का अभिनव अध्यापन | अंधारिया, रवीन्द्र | २०१२          | अमोल प्रकाशन, अहमदबाद  |
| ३       | सामान्य हिन्दी          | बाहरी, हरदेव       | २०११          | जैन प्रकाशन मंदिर      |



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### B. Ed. Semester-I

|    |                                      |                            |      |                                     |
|----|--------------------------------------|----------------------------|------|-------------------------------------|
| ४  | हिन्दी शिक्षण                        | चतुर्वेदी                  | २०१२ | आर लाल बुक डिपो. मेरठ               |
| ५  | भाषा, भाषा-विज्ञान और राजभाषा हिन्दी | दुबे, महेन्द्रनाथ          | २०१० | पटना पानी प्रकाशन                   |
| ६  | सीखने की विधियों                     | गुप्ता                     | २०१२ | कान्सिष्ट पब्लिशिंग प्रा.ली. दिल्ली |
| ७  | हिन्दी अध्यापन पद्धति                | जोशी, हरिकृष्ण             | २००५ | अनडा प्रकाशन, अमदाबाद               |
| ८  | हिन्दी शिक्षण                        | कृष्णबिरसिंग               | २००७ | यूनिवर्सिटी बुक हाउस, जयपुर         |
| ९  | राष्ट्र भाषा की शिक्षा.              | मुखर्जी, श्रीधरनाथ         | २०१० | विनोद पुस्तक भंडार, आगरा            |
| १० | सफल हिन्दी शिक्षण.                   | नामदार                     | २००६ | पुष्पांजली प्रकाशन, दिल्ली          |
| ११ | हिन्दी का अभिनव अध्यापन              | पटेल, पी.अ.                | २००८ | नीरव प्रकाशन, अमदाबाद               |
| १२ | हिन्दी शिक्षण                        | पाण्डेय, रामशकल            | २००३ | विनोद पुस्तक भंडार, आगरा            |
| १३ | पाठ संकल्पना शिक्षण और नियोजन        | पाण्डेय, रामशकल एवं रागिनी | २००७ | पद्मा इंटरप्राइज़ मैसूर             |
| १४ | हिन्दी अध्यापन ग्रंथ                 | प्रसाद, के, एन.            | २०१९ | हिन्दी अकादमी पटना: बिहार           |
| १५ | हिन्दी का इतिहास                     | तिवारी, भोलानाथ            | २०१० | पानी प्रकाशन, पटना                  |

#### • Online Resources (Open Source)

| Sr. No. | Description of Resource(s)                                                                                                | Weblink                                                                                                                                                     |
|---------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| १       | हिन्दी का शिक्षण शास्त्र (भाग II)<br>शिक्षक शिक्षा विभाग, शिक्षा विद्याशाखा,<br>उत्तराखंड मुक्त विश्व विद्यालय, हल्द्वानी | <a href="https://drive.google.com/file/d/1nRX6n0eAe07vCExZrdASH-yO3rOKEhYm/view">https://drive.google.com/file/d/1nRX6n0eAe07vCExZrdASH-yO3rOKEhYm/view</a> |



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

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### B. Ed. Semester-I

| Course Type | Course Code | Course Title         | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|----------------------|--------------------------|----------------------|----------------|
|             |             |                      | L-P-T                    |                      |                |
| PS-2        | BEDPS107    | Pedagogy of Sanskrit | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

CLO1: Explain Classical forms of the Sanskrit language.

CLO2: Explain the literary value of Sanskrit language.

CLO3: Define educational objectives of teaching Sanskrit in terms of behavioural outcomes and get mastery over teaching skills and methods.

CLO4: Prepare and implement lesson plans for Sanskrit language.

CLO5: Write Sanskrit essays based on textbook lessons.

CLO6: Review of contemporary textbooks of Sanskrit and achieve mastery over content.

| Unit      | Course Content                                             | Learning Pedagogies*   | CLOs |
|-----------|------------------------------------------------------------|------------------------|------|
| <b>I</b>  | <b>Place, Importance and Nature of Sanskrit Language</b>   |                        |      |
|           | A. Language                                                | Classroom Lecture      | CLO1 |
|           | 1. Sanskrit: Concept, Nature                               |                        |      |
|           | 2. Classical form of Sanskrit Language                     | Problem-Based Learning | CLO1 |
|           | B. Importance of Sanskrit Language                         |                        |      |
|           | 1. Literacy Value of Sanskrit Language                     |                        |      |
|           | 2. Cultural Importance of Sanskrit Language                |                        |      |
|           | C. Dissemination and Propagation of Sanskrit Language      |                        |      |
|           | 1. Reason for neglect of Sanskrit Language                 |                        |      |
|           | 2. Measures to disseminate and Propagate Sanskrit Language | Self-Directed Learning | CLO2 |
|           | D. Self-Learning                                           |                        |      |
|           | 1. Sanskrit Language and Indian Languages                  |                        |      |
|           | 2. Pathshala Method: Concept, merits and demerits          |                        | CLO2 |
| <b>II</b> | <b>Lesson Planning and Methods.</b>                        |                        |      |
|           | A. Planning of Teaching Sanskrit in school                 | Classroom Lecture      | CLO3 |
|           | 1. Micro Teaching: Concept, Importance and various skills  |                        |      |
|           | 2. Simulation: Concept, Importance and various steps.      | Problem-Based Learning |      |



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### B. Ed. Semester-I

|     |                                                                                                                                                                                                                                                                      |                                      |              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------|
|     | B. Planning of Teaching Sanskrit in school and Teaching Methods<br>1. Lesson Planning: Concept, Importance and various steps.<br>2. Teaching Methods<br>• Direct Method: Meaning, Merits and demerits.<br>• Inductive-Deductive Method: Meaning, Merits and demerits | Experiential Learning                | CLO3         |
|     | C. Review of Related Text Book of Sanskrit<br>1. Characteristics of an ideal Textbook<br>2. Review of Text book - Secondary School                                                                                                                                   | Collaborative & Cooperative Learning | CLO4         |
|     | D. Self -Learning<br>1. History of Micro Teaching<br>2. Pathshala Method: Meaning, Merits and demerits                                                                                                                                                               | Self-Directed Learning               | CLO4         |
| III | Textbook of Class 8 Sanskrit (Gujarat Secondary Education Board)                                                                                                                                                                                                     | Collaborative & Cooperative Learning | CLO5<br>CLO6 |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks

##### (C) Term End Exam : 25 Marks

| Unit | Aligned CLOs | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|--------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |              |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CL01, CLO2   | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO3, CLO4   | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO5, CLO6   | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |              | 60                   | 7                                                     | 9                 | 9                   | 25          |



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### B. Ed. Semester-I

#### • CLOs – PLOs Matrix

| CLO  | PLO  |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|------|-------|
|      | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PL09 | PL010 |
| CLO1 | 1    | 2    | -    | -    | 3    | -    | -    | -    | -    | 2     |
| CLO2 | 1    | 2    | -    | -    | 3    | -    | -    | -    | -    | 2     |
| CLO3 | -    | -    | -    | 2    | 2    | -    | 2    | -    | -    | -     |
| CLO4 | 3    | 3    | -    | 3    | 3    | 2    | 3    | 3    | 2    | 3     |
| CLO5 | 1    | -    | -    | 2    | -    | 3    | 3    | -    | -    | -     |

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                             | Author(s)                      | Edition/ Year | Publisher                               |
|---------|-----------------------------------|--------------------------------|---------------|-----------------------------------------|
| 1       | પ્રશિષ્ટ સંસ્કૃત સાહિત્યનો ઇતિહાસ | પ્રો. અમૃત મ. ઉપાધ્યાય         | ૨૦૧૬          | યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ |
| 2       | સંસ્કૃતનું અધ્યાપન                | શાસ્ત્રી જયેન્દ્ર દવે અને અન્ય | 1987-88       | બી. એસ. શાહ પ્રકાશન અમદાવાદ             |
| 3       | સંસ્કૃતનું અધ્યાપન                | સી કે આકુવાલા                  | 1963          | ભારત પ્રકાશન અમદાવાદ                    |
| 4       | સંસ્કૃતનું વિષયવસ્તુ              | સી કે આકુવાલા                  | 1976- 77      | જય પ્રકાશન એન્ડ કંપની                   |



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### B. Ed. Semester-I

|    |                                                              |                                 |      | અમદાવાદ                                 |
|----|--------------------------------------------------------------|---------------------------------|------|-----------------------------------------|
| 5  | समासः                                                        | महाबलेश्वरभट्ट                  | २०१५ | संस्कृत भारती बेङ्गलुरु                 |
| 6  | बृहद अनुवाद चंद्रिका                                         | चक्रधर नौटियाल 'हंस' शास्त्री   | १९६२ | मोतीलाल बनारसीदास, देहली, पटना, वाराणसी |
| 7  | संस्कृत शिक्षण                                               | रामिकल पांडे                    | १९७७ | विनोद पुस्तक मंदिर, आग्रा               |
| 8  | लघु सिद्धान्त कौमुदी                                         | डॉ. अर्कनाथ चौधरी               | २०२० | जगदीश संस्कृत पुस्तकालय, जयपुर          |
| 9  | संस्कृत शिक्षण                                               | प्रो. इंद्रदत्त उनियाल          | २००८ | विश्वेश्वरानंद वैदिक शोध संस्थान        |
| 10 | संस्कृत शिक्षण                                               | डॉ. शकुंतला सैनी                | २०२५ | यूनिवर्सिटी बुक हाउस, प्रा. लि.         |
| 11 | व्यावहारिक संस्कृत व्याकरण संहिता                            | -                               | २०१३ | गोयल ब्रदर्स प्रकाशन                    |
| 12 | Language Teaching                                            | Robert Lado                     | 1961 | Longman, London                         |
| 13 | Teaching of Sanskrit                                         | D. G Apte                       | 1961 | Padma Publication. Bombay               |
| 14 | Teaching of Sanskrit                                         | D. G. Apte                      | 1961 | Padma Publication, Bombay               |
| 15 | A new Approach to Teaching of Sanskrit                       | V.P. Bokil and N. K. Parasnis   | 1967 | Ramlal Kapoor trust                     |
| 16 | The tested easiest Methods of learning and Teaching Sanskrit | Shri. Pt. Brahmadata ji jijnisu | 2024 | New Delhi                               |
| 17 | Sanskrit self-teacher                                        | Shripad Damodar Satwalekar      | 2025 | Swadhyay mandal, Gujarat                |

#### • Online Resources (Open Source)

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



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### B. Ed. Semester-I

| Course Type | Course Code | Course Title               | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|----------------------------|--------------------------|----------------------|----------------|
|             |             |                            | L-P-T                    |                      |                |
| PS-2        | BEDPS108    | Pedagogy of Social Science | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

CLO 1. Understand the concept of Social Science.

CLO 2. Analyse and evaluate Social Science textbook.

CLO 3. Define the objectives of teaching Social Science.

CLO 4. Practice micro-teaching skills and construct lesson plan in Social Science

CLO 5. Adopt appropriate methods and techniques for teaching of Social Science.

CLO 6. Use teaching aids in Social Science.

| Unit      | Course Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Pedagogies*                                             | CLOs                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------|
| <b>I</b>  | <b>Concept, Micro-Teaching and Textbook</b><br>A. Concept of Social Science<br>1. Meaning and Concept<br>2. Importance and Nature<br>B. Social Science Textbook<br>1. Importance and Limitation<br>2. Characteristics of Social Science Textbook<br>C. Micro Teaching and Simulation<br>1. Micro Teaching: Concept, Importance and Various Skill<br>2. Simulation: Concept, Importance and Various Steps<br>D. Self-learning<br>1. Film review: Gandhi<br>2. Evaluation of Textbook of Standard 10 | Classroom Lecture<br><br><br><br><br><br><br>Case-Based Learning | CLO1<br><br><br><br><br><br><br><br><br><br>CLO2 |
| <b>II</b> | <b>Lesson planning, Methods, Teaching Aids in Social Science</b><br>A. Lesson Plan<br>1. Concept and Objectives<br>2. Steps                                                                                                                                                                                                                                                                                                                                                                        | Classroom Lecture                                                | CLO3<br>CLO4                                     |



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### B. Ed. Semester-I

|     |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                               |                                     |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------|
|     | <p>B. Methods in Teaching of Social Science</p> <p>1. Meaning and Importance</p> <p>2. Narration Discussion Method (Importance and Application)</p> <p>C. Teaching Aids (Importance and Application)</p> <p>1. Meaning and Importance</p> <p>2. Map, Chart (Importance and Application)</p> <p>D. Self-learning</p> <p>1. Use of Google Map</p> <p>2. Difference between stray lesson and unit lesson planning</p> | Case-Based Learning                                           | <p>CLO5</p> <p>CLO6</p> <p>CLO6</p> |
| III | <b>Textbook of Class 9 Social Science (Gujarat Secondary Education Board)</b>                                                                                                                                                                                                                                                                                                                                      | Collaborative & Cooperative Learning<br>Experiential Learning | CLO2                                |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks

##### (C) Term End Exam : 25 Marks

| Unit | Aligned COs            | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|------------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                        |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2, CLO4       | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO3, CLO4, CLO5, CLO6 | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO2                   | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                        | <b>60</b>            | <b>7</b>                                              | <b>9</b>          | <b>9</b>            | <b>25</b>   |



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### B. Ed. Semester-I

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |

#### • Suggested Learning Materials Books:

| Sr. No. | Title                      | Author(s)           | Edition/ Year | Publisher                         |
|---------|----------------------------|---------------------|---------------|-----------------------------------|
| 1       | Teaching of Social Studies | Agrawal, J.C.       | 1995          | Vikas Publishing House, New Delhi |
| 2       | Teaching Social Science in | Bining, Arthur, C., | 1952          | McGraw, Hill Book                 |



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### B. Ed. Semester-I

|    |                                                       |                                                |      |                                             |
|----|-------------------------------------------------------|------------------------------------------------|------|---------------------------------------------|
|    | Secondary Schools                                     | and Bining, David, H.                          |      | Company, Inc New York                       |
|    | Teaching of Social Science Studies                    | Bais. N.S.                                     | -    | Jain Prakashan Mandir, Jaipur               |
| 3  | Content-cum-Method of Teaching of Social Science      | Dash, B.N.                                     | 2006 | Kalyani Publication, New Delhi              |
| 4  | Teaching Social Science                               | Haroon, S. (Edt.)                              | 2012 | Pearson, New Delhi                          |
| 5  | Handbook for the Teaching of Social Studies. London   | H. D. (ed.)                                    | 1981 | Gareem Helm, UNESCO                         |
| 6  | The use and abuse of Social Sciences                  | Heller, F.                                     | 1986 | Sage Publications, London                   |
| 7  | Methodology of Teaching Social Sciences               | Joshi, D. (Edt.)                               | 2012 | Pearson, New Delhi                          |
| 8  | Teaching of Social Studies                            | Konli, A. S.                                   | 1996 | Anmol Publications Pvt. Ltd., New Delhi     |
| 9  | National Curriculum Frame Work                        | -                                              | 2005 | NCERT, New Delhi                            |
| 10 | NCERT's new textbook initiative                       | -                                              | -    | Sage Publications India Pvt. Ltd. New Delhi |
| 11 | Handbook of Social Science in the Elementary School   | Preston, Ralph C.                              | 1955 | Rhinehart and Company, New York             |
| 12 | Teaching of Social Science                            | Sahu, B.K.                                     | 2007 | Kalyani Publishers, New Delhi               |
| 13 | Teaching of Social Science                            | Taneja, V. K.                                  | 1992 | Vinod Pub, Ludhiana                         |
| 14 | Understanding Social Science                          | Trigg, R.                                      | 1985 | Basics Black Well, New York                 |
| 15 | Teaching of Social Science                            | Singh, Tirath                                  | 2013 | SG Publication, Jalandhar                   |
| 16 | ધોરણ 6 થી 10 નું સામાજિક વિજ્ઞાન પાઠ્યપુસ્તક ગાંધીનગર | ગુજરાત રાજ્ય પાઠ્ય પુસ્તક મંડળ                 | -    | ગુજરાત રાજ્ય પાઠ્ય પુસ્તક મંડળ              |
| 17 | ઇતિહાસ શિક્ષણના આધુનિક વહેણો                          | દેસાઈ, ડી. દેસાઈ                               | 1963 | એ. આર. શેઠની કંપની, અમદાવાદ                 |
| 18 | સમાજ વિદ્યાનું આદર્શ અધ્યાપન                          | પંડ્યા, પી. શાહ. પી. પટેલ, બી... જયસ્વાલ, એન., | 2005 | વારિષેણ પ્રકાશન, અમદાવાદ.                   |



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### B. Ed. Semester-I

|    |                                         |                                                 |      |                                 |
|----|-----------------------------------------|-------------------------------------------------|------|---------------------------------|
| 19 | ઇતિહાસ શિક્ષણની નવી ધરી                 | દેસાઈ, ડી., શેલત,<br>એન., પંડિત, એચ.            | 1973 | એ. આર. શેઠ કંપની,<br>અમદાવાદ    |
| 20 | સામાજિક વિજ્ઞાનના<br>અધ્યાપનનું પરિશીલન | પટેલ, એમ. પટેલ,<br>બી. ચૌહાણ, બી..<br>પટેલ, આર. | 2007 | બી. એસ. શાહ પ્રકાશન,<br>અમદાવાદ |
| 21 | સામાજિક વિજ્ઞાનનું અભિનવ<br>અધ્યાપન.    | પાઠક યુ. સોલંકી, સી.<br>પટેલ કે. પટેલ જે.       | 2007 | નીરવ પ્રકાશન,<br>અમદાવાદ        |
| 22 | ભૂગોળ શિક્ષણના આધુનિક<br>વહેણો          | -                                               | -    | એ. આર. શેઠની કંપની.             |
| 23 | સામાજિકવિજ્ઞાનનું અધ્યાપન               | શાહ, પી. મહિડા, જે.                             | 2011 | અમોલ પ્રકાશન,<br>અમદાવાદ        |

#### • Online Resources (Open Source)

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



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

Managed by Sardar Patel Education Trust, Anand

(Affiliated to Sardar Patel University, Vallabh Vidyanagar)

(Recognized Under 2(f) & 12(B) of UGC Act & NCTE Recognised) (NAAC Accredited CGPA 2.38 Grade-B (Cycle-III))

### B. Ed. Semester-I

| Course Type | Course Code | Course Title        | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|---------------------|--------------------------|----------------------|----------------|
|             |             |                     | L-P-T                    |                      |                |
| PS-2        | BEDPS109    | Pedagogy of Science | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

- CLO1: Explain the interdisciplinary nature of science and apply the scientific method to investigate and generalize natural phenomena.
- CLO2: Analyse the societal impacts of scientific advancement to global solutions for environmental sustainability, public health, and social equity.
- CLO 3: Evaluate the impact of the landmark contributions of scientists in progress of science
- CLO4: Demonstrate proficiency in core process skills by designing controlled experiments, accurately collecting quantitative data, and formulating evidence-based conclusions.
- CLO5: Design learner-centred lesson plans by integrating Bloom's Taxonomy with teaching maxims to create structured, activity-based science instruction.
- CLO6: Develop appropriate teaching-learning activities and instructional strategies for effective transmission of science contents in Standard-8 textbook.

| Unit     | Course Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Learning Pedagogies*                                                                                    | CLOs                                |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>I</b> | <b>Understanding Science as a Discipline</b> <ul style="list-style-type: none"> <li>A. Nature and Scope of Science                             <ul style="list-style-type: none"> <li>1. Science: Concept, Nature, Interdisciplinary Nature of Science</li> <li>2. Significance of Teaching Science at School Level</li> </ul> </li> <li>B. Science and Society                             <ul style="list-style-type: none"> <li>1. Impact of Science on Society</li> <li>2. Science for Day Today Life / Environment / Health</li> </ul> </li> <li>C. Aims and Objective of Teaching Science                             <ul style="list-style-type: none"> <li>1. General and Specific Objectives of Teaching Science (With Reference to Bloom's Taxonomy)</li> <li>2. Science as Process/Method (Observation, Inquiry, Hypothesis, Experimentation, Data Collection, Generalization)</li> </ul> </li> </ul> | <p>Classroom Lecture</p> <p>Seminars &amp; Symposia</p> <p>Collaborative &amp; Cooperative Learning</p> | <p>CLO1</p> <p>CLO2</p> <p>CLO5</p> |



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### B. Ed. Semester-I

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                            |                                     |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|            | <p>D. Self- Learning</p> <ol style="list-style-type: none"> <li>Contribution of Eminent Scientists: Albert Einstein, Isaac Newton, C.V. Raman, Dr. Vikram Sarabhai, Dr. Homi Bhabha</li> <li>Historical Development of Science</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Experiential Learning                                                                                                      | CLO4                                |
| <b>II</b>  | <p><b>Exploring Learning s and Instructional Planning</b></p> <p>A. Planning of Teaching Science in school</p> <ol style="list-style-type: none"> <li>Micro Teaching: Concept, Importance and various skills</li> <li>Simulation: Concept, Importance and various steps</li> </ol> <p>B. Planning of Teaching Science in school</p> <ol style="list-style-type: none"> <li>Lesson Planning: Concept, Importance and various steps</li> <li>Unit Planning: Concept, Importance and various steps</li> </ol> <p>C. Maxims of teaching science</p> <ol style="list-style-type: none"> <li>Known to Unknown, Concrete to Abstract, General to Specific</li> <li>Improvised Apparatus: Concept, Construction and Importance</li> </ol> <p>D. Self- Learning</p> <ol style="list-style-type: none"> <li>General science laboratory: organization and Importance</li> <li>Science Textbooks: Importance and Characteristics of Ideal Textbook</li> </ol> | <p>Classroom Lecture</p> <p>Seminars &amp; Symposia</p> <p>Collaborative &amp; Cooperative Learning</p> <p>Field Visit</p> | <p>CLO4</p> <p>CLO5</p> <p>CLO6</p> |
| <b>III</b> | <b>Textbook of Class 8 (Gujarat Secondary Education Board)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Self-Directed Learning, Collaborative & Cooperative Learning                                                               | CLO6                                |

#### • Assessment Methodologies/Tools

##### (A) Formative assessment (Assessment for Learning)

| Particular                  | Marks |
|-----------------------------|-------|
| Workshop on Lesson Planning | 10    |
| CCE (Unit Test)             | 5     |

##### (B) Summative Assessment (Assessment of Learning)

Mid-term Test (25 Marks Converted into) = 10 Marks



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### B. Ed. Semester-I

#### (C) Term End Exam : 25 Marks

| Unit | Aligned COs            | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|------------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                        |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2, CLO4, CLO5 | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO4, CLO5, CLO6       | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO6                   | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                        | <b>60</b>            | <b>7</b>                                              | <b>9</b>          | <b>9</b>            | <b>25</b>   |

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |



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### B. Ed. Semester-I

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                                                                   | Author(s)                                        | Edition/ Year | Publisher                                                 |
|---------|-----------------------------------------------------------------------------------------|--------------------------------------------------|---------------|-----------------------------------------------------------|
| 1       | Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II               | NCERT                                            | 2013          | NCERT, New Delhi, India                                   |
| 2       | Cultural aspects of learning science. Part one                                          | Aikenhead, W. W. (Ed. B. F. Tobin)               | 1998          | Kluwer Academic Publishers, Netherlands                   |
| 3       | Science in Multi-Cultural Classroom: A guide to Teaching and Learning                   | Barba, H.R.                                      | 1997          | Allyn and Bacon (Pearson), USA                            |
| 4       | Science Education and Culture: The Contribution of History and Philosophy of Science    | Bevilacqua F, Giannetto E, & Mathews M.R. (Eds.) | 2001          | Springer / Kluwer Academic Publishers, Netherlands        |
| 5       | Socio-Cultural Perspectives on Science Education                                        | Cobern, W. W.                                    | 1998          | Springer / Kluwer Academic Publishers, London/Netherlands |
| 6       | General Article: Nurturing Science Talent in Villages                                   | Deo, M.G. & Pawar, P.V.                          | 2011          | Current Science Association, Bangalore                    |
| 7       | Multicultural science Education: Theory, Practice, and Promise                          | Hines, S. M. (Ed.)                               | 2005          | Peter Lang, New York, USA                                 |
| 8       | Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge | Lee, E. & Luft, J.                               | 2008          | Routledge (Taylor & Francis), UK                          |
| 9       | Equity for Linguistically and Culturally Diverse Students in Science Education          | Lee, O.                                          | 2003          | Teachers College Record (Columbia University), USA        |
| 10      | Equity and Science Education Reform                                                     | Lynch, S. J.                                     | 2000          | Lawrence Erlbaum Associates (Routledge), New York, USA    |
| 11      | National Curriculum Framework for Teacher Education                                     | NCERT                                            | 2009-10       | NCERT, New Delhi, India                                   |
| 12      | National Curriculum                                                                     | NCERT                                            | 2005          | NCERT, New Delhi,                                         |



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### B. Ed. Semester-I

|    | Framework                                                                 |                                                  |      | India                                                            |
|----|---------------------------------------------------------------------------|--------------------------------------------------|------|------------------------------------------------------------------|
| 13 | Examining Pedagogical Content Knowledge                                   | Newsome, J. G. & Lederman, N. G. (Eds.)          | 1999 | Kluwer Academic Publishers, Dordrecht, Netherlands               |
| 14 | Reflective Teaching of Science 11-18: Continuum Studies                   | Parkinson, J.                                    | 2002 | Continuum International Publishing, London/New York              |
| 15 | Globalization and Science Education                                       | Quigley, C.                                      | 2009 | Canadian Center of Science and Education, Canada                 |
| 16 | Rashtriya Madhyamik Shiksha Abhiyaan                                      | MHRD                                             | 2005 | MHRD, Government of India, New Delhi                             |
| 17 | Contextualizing Instruction: Leveraging Students' Prior Knowledge         | Rivet, A.E. & Krajick, J.S.                      | 2008 | Wiley-Blackwell (Journal of Research in Science Teaching), USA   |
| 19 | The Practice of Constructivism Science Education                          | Tobin, K. (Ed.)                                  | 1993 | Lawrence Erlbaum Associates, Hillsdale, NJ, USA                  |
| 18 | Issues in Science Teaching                                                | Sears, J. and Sorensen, P. (Eds.)                | 2000 | Routledge Falmer, London/Netherlands                             |
| 20 | Professional Development and Reform in Science Education                  | Van Driel, J.H.V. et al.                         | 2001 | John Wiley & Sons (Journal of Research in Science Teaching), USA |
| 21 | Dilemmas of Science Teaching: Perspectives on Problems of Practice        | Wallace J. and Loudon W. (Eds.)                  | 2002 | Routledge Falmer, London, UK                                     |
| 22 | History, Philosophy and Sociology of Science in Science Education (TIMSS) | Wang, H. A and Schmidt, W. H.                    | 2001 | Kluwer Academic Publishers, Netherlands                          |
| 23 | વિજ્ઞાન અધ્યાપનનું પરિશીલન (ત્રીજી આવૃત્તિ)                               | જોશી એચ, લીખીયા, કે, શાહ, બી, શાહ, એચ. ભરૂયા, એન | 2004 | અમદાવાદ : બી.એસ. શાહ પ્રકાશન                                     |
| 24 | વિજ્ઞાન શિક્ષણનો નૂતન અભિગમ (પ્રથમ આવૃત્તિ).                              | પટેલ. વી. જી.                                    | 1993 | સુરત : સાહિત્ય સંકુલ.                                            |
| 25 | વિજ્ઞાન શિક્ષણ                                                            | પાંડે, શશિકિરણ.                                  | -    | નई दिल्ली: वाणी प्रकाशन दरीयागंज.                                |
| 26 | વિજ્ઞાન શિક્ષણ (છઠા સંસ્કરણ)                                              | રાવત, ડી.કે.એસ.                                  | 1971 | आगरा: विनोद बुक मंदिर                                            |



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(Recognized Under 2(f) & 12(B) of UGC Act & NCTE Recognised) (NAAC Accredited CGPA 2.38 Grade-B (Cycle-III))

### B. Ed. Semester-I

#### • Online Resources (Open Source)

| Sr. No. | Description of Resource(s)                               | Weblink                                                                                                                                                                                             |
|---------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Pedagogy of Science: Physical Science Part I             | <a href="https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf">https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf</a>                                                                                       |
| 2       | Pedagogy of Science: Physical Science Part II            | <a href="https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf">https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf</a>                                                                                     |
| 3       | Innovative Science Teaching Methods and Strategies       | <a href="https://www.edsys.in/innovative-science-teaching-methods/">https://www.edsys.in/innovative-science-teaching-methods/</a>                                                                   |
| 4       | Arvind Gupta Toys: Hands-on Science Activities and Books | <a href="https://www.arvindguptatoys.com">https://www.arvindguptatoys.com</a>                                                                                                                       |
| 5       | Comprehensive Guide to Pedagogy of Science               | <a href="https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html">https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html</a>                                         |
| 6       | Teaching of Science: B.Ed. Course Material (BDU)         | <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf</a>                                       |
| 7       | Pedagogy and Practice: Teaching and Learning Study Guide | <a href="https://www.pdfdrive.com/pedagogy-and-practice-teaching-and-learning-d17464309.html">https://www.pdfdrive.com/pedagogy-and-practice-teaching-and-learning-d17464309.html</a>               |
| 8       | SWAYAM: Online Course for Pedagogy of Science            | <a href="https://onlinecourses.swayam2.ac.in/nou20_ed04/preview">https://onlinecourses.swayam2.ac.in/nou20_ed04/preview</a>                                                                         |
| 9       | NCERT Module 11: Pedagogy of Science                     | <a href="https://itpd.ncert.gov.in/mss/course_content/Module%2011%20-%20Padagogy%20of%20Science.pdf">https://itpd.ncert.gov.in/mss/course_content/Module%2011%20-%20Padagogy%20of%20Science.pdf</a> |
| 10      | Pedagogy of Science for Teachers and Trainees            | <a href="https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html">https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html</a>                                         |
| 11      | IGNOU eGyanKosh: Pedagogy of Science (BES-141)           | <a href="http://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf">http://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf</a>                                                   |
| 12      | M.A. Education: Pedagogy of Science Study Material       | <a href="https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf">https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf</a>                               |



## N. H. PATEL COLLEGE OF EDUCATION (AUTONOMOUS), ANAND

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### B. Ed. Semester-I

| Course Type | Course Code | Course Title                        | Teaching-Learning Scheme | Total Notional Hours | Course credits |
|-------------|-------------|-------------------------------------|--------------------------|----------------------|----------------|
|             |             |                                     | L-P-T                    |                      |                |
| PS-2        | BEDPS110    | Pedagogy of Elements of Accountancy | 2-0-0                    | 60                   | 02             |

#### • Course Learning Outcomes (CLOs)

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

CLO-1. Understand the Meaning, Importance, Scope, aims and the objectives of teaching of Accountancy at Higher Secondary Level

CLO-2. Understand and compare Correlation of Accountancy with other subjects

CLO-3. Evaluate relation of ancient accounting system with Indian knowledge system

CLO-4. Understand and implement Micro Teaching, Simulation, Lesson Planning and Unit Planning

CLO-5. Devise the skill of using various methods of teaching Accountancy

CLO-6. Understand and evaluate the curriculum and text book prescribes for Higher Secondary Level and analyse the current of Accountancy subject on the basis of certain Parameters.

| Unit     | Course Content                                                                                                                               | Learning Pedagogies*   | CLOs |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------|
| <b>I</b> | <b>Correlation</b>                                                                                                                           |                        |      |
|          | A. Accountancy<br>1. Scope<br>2. Concept and Importance                                                                                      | Classroom Lecture      | CLO1 |
|          | B. Teaching Accountancy<br>1. General and Specific Objectives of Teaching<br>2. Importance of Teaching Accountancy at Higher Secondary Level | Inquiry-Based Learning | CLO2 |
|          | C. Correlation<br>1. Meaning and Importance<br>2. Correlation of Accountancy with Commerce Accountancy, and Mathematics                      | Seminars & Symposia    | CLO3 |
|          | D. Self-Learning<br>1. Relation of ancient accounting system with Indian knowledge system<br>2. Correlation of Accountancy with Statistics   |                        |      |





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### B. Ed. Semester-I

#### (C) Term End Exam : 25 Marks

| Unit | Aligned CLOs      | Total Learning Hours | Approximate weightage (Marks) to Learning levels (BT) |                   |                     | Total Marks |
|------|-------------------|----------------------|-------------------------------------------------------|-------------------|---------------------|-------------|
|      |                   |                      | Remember (R)                                          | Understanding (U) | Analyse & above (A) |             |
| I    | CLO1, CLO2, CLO3, | 20                   | 3                                                     | 3                 | 2                   | 8           |
| II   | CLO4, CLO5, CLO6, | 24                   | 2                                                     | 3                 | 4                   | 9           |
| III  | CLO6              | 16                   | 2                                                     | 3                 | 3                   | 8           |
|      |                   | 60                   | 7                                                     | 9                 | 9                   | 25          |

#### • CLOs – PLOs Matrix

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

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

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

#### • Assessment and Evaluation

| Sr. No. | Assessment/ Evaluation         | Component                          | Weightage (%) |
|---------|--------------------------------|------------------------------------|---------------|
| 1       | Continuous Internal Evaluation | Submissions & Internal Examination | 50 %          |
| 2       | End-Semester Examination       | External Written Exam              | 50 %          |



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### B. Ed. Semester-I

#### • Suggested Learning Materials Books:

| Sr. No. | Title                                                     | Author(s)                                      | Edition/ Year | Publisher                                      |
|---------|-----------------------------------------------------------|------------------------------------------------|---------------|------------------------------------------------|
| 1       | Methods of Teaching Book Keeping.                         | Boynlon, L. O.                                 | 1995          | South Western Publication Company              |
| 2       | Method of Teaching Accountancy                            | Verman, M. M                                   | 1979          | New York: McGraw Hill                          |
| 3       | Teaching of commerce                                      | Singh, Y.K.                                    | 2013          | A.P.H. Publishing Corporation.                 |
| 4       | The Principles and Methods of Teaching                    | Bhatia and Bhatia                              | 2024          | DOABA Publications                             |
| 5       | Methods and Techniques of Teaching                        | Kochhar, S. K.                                 | 1992          | New Delhi: Sterling Publishers Private Limited |
| 6       | Teaching of Commerce and Accountancy Education (Volume 1) | Babu Muthuja , R. Usharani & Kiran Bala Prasad | 2011          | Centrum Press                                  |
| 7       | નામાનાં મૂળતત્વો                                          | Mistri M.R.                                    | 2010          | Nirav Prakashan                                |
| 8       | નામાનાં મૂળતત્વોના અધ્યાપનનું પરિશીલન                     | Dr. Bhagwanbhai S. Patel and et.al.            | 2010          | B.S.Shah prakashan                             |
| 9       | નામાનાં મૂળતત્વો- વિષય પદ્ધતિ                             | R. K. Pandya & Bhavik shah                     | 2009          | Akshar Publication, Ahmedabad                  |
| 10      | નામાનાં મૂળતત્વોનું અભિનવ અધ્યાપન                         | પટેલ,બી.એસ.                                    | ૨૦૦૭          | અમદાવાદ: નીરવ પ્રકાશન.                         |

#### • Online Resources (Open Source)

| Sr. No. | Description of Resource(s)                                                              | Weblink                                                                                                                                                                                                       |
|---------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.      | Disciplines of Accounting in Modern Society, Puneet. (n.d.). Business Management Ideas. | <a href="https://www.yourarticlelibrary.com/accounting/disciplines-of-accounting-in-modern-society/49979">https://www.yourarticlelibrary.com/accounting/disciplines-of-accounting-in-modern-society/49979</a> |
| 2.      | Pedagogy of Accountancy, YouTube Channel: Being a Best Teacher                          | <a href="https://www.youtube.com/playlist?list=PLIOUm6ZOMJ-qZIOo4I3IoMSGy_B5mGIVj">https://www.youtube.com/playlist?list=PLIOUm6ZOMJ-qZIOo4I3IoMSGy_B5mGIVj</a>                                               |



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### B. Ed. Semester-I

|    |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Pedagogy: How we approach our teaching makes all the difference to the student experience. Accounting Café, A worldwide community for accounting educators and learners                                             | <a href="https://accountingcafe.org/category/pedagogy/">https://accountingcafe.org/category/pedagogy/</a>                                                                                                                         |
| 4. | 10 Pedagogical Teaching Tips for High School Accounting Teachers. Joe McClary CAE, (Monday, May 22, 2023). NBEA Business Education Blog                                                                             | <a href="https://nbea.org/blogpost/1901181/489194/10-Pedagogical-Teaching-Tips-for-High-School-Accounting-Teachers">https://nbea.org/blogpost/1901181/489194/10-Pedagogical-Teaching-Tips-for-High-School-Accounting-Teachers</a> |
| 5. | Assessing pedagogies for teaching and learning of accounting in senior high schools. Paul Tongkomah Saayir & Enoch King Mensah (2023). In International Journal of Education and Research, Vol. 11 No. 7 July 2023. | <a href="https://www.ijern.com/journal/2023/July-2023/07.pdf">https://www.ijern.com/journal/2023/July-2023/07.pdf</a>                                                                                                             |
| 6. | HANDBOOK FOR MICRO-TEACHING, SIMULATION AND SCHOOL INTERNSHIP                                                                                                                                                       | <a href="https://gctedharamshala.ac.in/sites/default/files/2022-08/Training%20Manual.pdf">https://gctedharamshala.ac.in/sites/default/files/2022-08/Training%20Manual.pdf</a>                                                     |