

# Curriculum Framework

**Bachelor of Education (Two year)**

(Based on NCFTE & NEP 2020)

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शिक्षाज्ञाने समर्पित दशक

**Indian Institute of Teacher Education**

# Curriculum Framework Bachelor of Education (2- Year) From AY 2020-21



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ।

## Indian Institute of Teacher Education

(State Public University established by Govt. of Gujarat)

Curriculum Framework for  
**B.Ed. Course (2-Year)**  
in force from  
Academic Year 2020-21

# Curriculum Framework

Semesters		Sem 1			Sem 2			Sem 3			Sem 4			Total		
NCFTE-2009	Titles of the Paper/Subject	Papers	Credit	Total Cr	Papers	Credit	Total Cr									
<b>Area A: Foundations of Education</b>																
Learner Studies	Psychology of Learner	1	3	3			0			0			0	1	3	3
	Learning & Teaching			0	1	3	3			0			0	1	3	3
Contemporary Studies	Teacher & Learner in Society			0			0			0	1	3	3	1	3	3
	Gender, School and Society			0			0			0	1	3	3	1	3	3
Educational Studies	Perspective in Education	1	3	3			0			0			0	1	3	3
	Developing the Self			0	1	3	3			0			0	1	3	3
<b>Total Area A</b>		<b>2</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>	<b>18</b>
<b>Area B: Curriculum and Pedagogy</b>																
Curriculum Studies	Curriculum Development Principles	1	3	3			0			0			0	1	3	3
	Knowledge and Curriculum			0	1	3	3			0			0	1	3	3
	Inclusive Education			0			0	1	3	3			0	1	3	3
	ICT in Curriculum			0			0	1	3	3			0	1	3	3
Language Proficiency and Curriculum	Gujarati Language	1	3	3			0			0			0	1	3	3
	English Language			0	1	3	3			0			0	1	3	3
	Hindi Language			0			0	1	3	3			0	1	3	3
	Classical Sanskrit			0			0			0	1	3	3	1	3	3
	Language across the curriculum			0			0	1	3	3			0	1	3	3
Pedagogical Studies	General Pedagogy for Maths and Science (O)	1	3	3			0			0			0	1	3	3
	General Pedagogy for Languages, Social Sciences and Commerce (O)	1	3	3			0			0			0	1	3	3
	Pedagogy of Teaching Method 1			0	1	3	3			0			0	1	3	3
	Pedagogy of Teaching Method 2			0	1	3	3			0			0	1	3	3
	Advance Pedagogy			0			0			0	1	3	3	1	3	3
Assessment & Evaluation Studies	Assessment and Evaluation in Learning			0			0	1	3	3			0	1	3	3
Enhancing Professional Capabilities (Tool Courses)	Reflective Reading	1	1	1			0			0			0	1	1	1
	Art in Education	1	1	1			0			0			0	1	1	1
	Environment Education/ Yoga in Education/ Edu. Management			0			0			0	1	1	1	1	1	1
	Educational Statistics / Guidance and Counselling / Value Education			0			0			0	1	1	1	1	1	1
<b>Total Area B</b>		<b>5</b>	<b>11</b>	<b>11</b>	<b>4</b>	<b>12</b>	<b>12</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>18</b>	<b>46</b>	<b>46</b>
<b>Area C: School Internship</b>																
School Internship	Pre-practice Teaching (Micro-Simulation)	1	5	5			0			0			0	1	5	5
	Practice Teaching			0	1	4	4			0			0	1	4	4
	Block Teaching			0			0			0	1	4	4	1	4	4
	Internship			0			0	1	7	7	1	4	4	2	11	11
<b>Total Area C</b>		<b>1</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>24</b>	<b>24</b>
<b>Total</b>		<b>8</b>	<b>22</b>	<b>22</b>	<b>7</b>	<b>22</b>	<b>22</b>	<b>6</b>	<b>22</b>	<b>22</b>	<b>8</b>	<b>22</b>	<b>22</b>	<b>29</b>	<b>88</b>	<b>88</b>

***From the desk of Vice Chancellor .....***

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## Semester wise Distribution of Credits and Marks

	Semester	Hours	Credit	Internal	External	Total
Theory	I	225	15	150	350	500
EPC	I	60	2	30	70	100
SI	I	150	5	200	00	200
		<b>435</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>800</b>
Theory	II	270	18	180	420	600
EPC	II	0	0	0	0	0
SI	II	120	4	100	00	100
		<b>390</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>700</b>
Theory	III	225	15	150	350	500
EPC	III	0	0	0	0	0
SI	III	210	7	200	00	200
		<b>435</b>	<b>22</b>	<b>350</b>	<b>350</b>	<b>700</b>
Theory	IV	180	12	120	280	400
EPC	IV	60	2	30	70	100
SI	IV	240	8	200	100	300
		<b>480</b>	<b>22</b>	<b>350</b>	<b>450</b>	<b>800</b>
	<b>Total</b>	<b>1740</b>	<b>88</b>	<b>1360</b>	<b>1640</b>	<b>3000</b>

AE : Assessment and Evaluation

LS : Learner Studies

ES : Educational Studies

CuS : Curriculum Studies

CoS : Contemporary Studies

LPC : Language Proficiency and Curriculum

PS : Pedagogical Studies

## Semester I

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	60	2	30	70	100
SI	150	5	200	-	200
	<b>435</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>800</b>

S.No.	Code	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	LS 1	Psychology of Learner	T	45	3	30	70	100
2	ES 1	Perspectives in Education	T	45	3	30	70	100
3	CuS 1	Curriculum Development Principles	T	45	3	30	70	100
4	LPC 1	Gujarati Language	T/P	45	3	30	70	100
5	PS 1 - O1/O2	General Pedagogy For Mathematics and Science <b>or</b> General Pedagogy for Languages, Social Sciences and Commerce	T	45	3	30	70	100
6	EPC 1	Reflective Reading	P	30	1	15	35	50
7	EPC 2	Art in Education	P	30	1	15	35	50
8	SI 1	Pre-practice Teaching (Micro-Simulation, School Exposure)	P	150	5	200	-	200
<b>Total</b>				<b>435</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>800</b>

## Semester II

	Hours	Credit	Internal	External	Total
Theory	270	18	180	420	600
EPC	0	0	0	0	0
SI	120	4	100	0	100
	<b>390</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>700</b>

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	LS 2	Learning and Teaching	T	45	3	30	70	100
2	ES 2	Developing the Self	T	45	3	30	70	100
3	CuS 2	Knowledge and Curriculum	T	45	3	30	70	100
4	LPC 2	English Language	T/P	45	3	30	70	100
5		Optional Paper (Two Methods to be selected from the given Subjects)  Pedagogy of Gujarati, Pedagogy of Hindi, Pedagogy of English-L2, Pedagogy of English-L1 , Pedagogy of Sanskrit , Pedagogy of Mathematics, Pedagogy of Science, Pedagogy of Social Science, Pedagogy of Accountancy, Pedagogy of Commerce, Pedagogy of Economics.						
6	PS 2	Pedagogy Teaching Method 1	T	45	3	30	70	100
7	PS 3	Pedagogy Teaching Method 2	T	45	3	30	70	100
8	SI 2	Practice Teaching	P	120	4	100	00	100
		<b>Total</b>		<b>390</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>700</b>

## Semester III

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	0	0	0	0	0
SI	210	7	200	00	200
	<b>435</b>	<b>22</b>	<b>350</b>	<b>350</b>	<b>700</b>

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	CuS 3	Inclusive Education	T	45	3	30	70	100
2	CuS 4	ICT in Curriculum	T	45	3	30	70	100
3	LPC 3	Hindi Language	T/P	45	3	30	70	100
4	LPC 4	Language Across Curriculum	T	45	3	30	70	100
5	AE 1	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	SI 3	Internship	P	210	7	200	00	200
		<b>Total</b>		<b>435</b>	<b>22</b>	<b>350</b>	<b>350</b>	<b>700</b>

## Semester IV

	Hours	Credit	Internal	External	Total
Theory	180	12	120	280	400
EPC	60	2	30	70	100
SI	240	8	200	100	300
	<b>480</b>	<b>22</b>	<b>350</b>	<b>450</b>	<b>800</b>

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Int	Ext	Total
1	CoS 1	Teacher and Learner in Society	T	45	3	30	70	100
2	CoS 2	Gender, School and Society	T	45	3	30	70	100
3	LPC 5	Classical Sanskrit	T/P	45	3	30	70	100
4	PS 4	Advanced Pedagogy	T	45	3	30	70	100
5	EPC 3	Optional Paper (Any one)	P	30	1	15	35	50
		Environment Education						
		Yoga in Education						
		Educational Management						
6	EPC 4	Optional Paper (Any one)	P	30	1	15	35	50
		Educational Statistics						
		Guidance and Counselling						
		Value Education						
7	SI 4	Block Teaching & Internship	P	240	8	200	100	300
		<b>Total</b>		<b>480</b>	<b>22</b>	<b>350</b>	<b>450</b>	<b>800</b>

# Semester I

## Semester I

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	60	2	30	70	100
SI	150	5	200	-	200
	<b>435</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>800</b>

S.No.	Code	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	LS 1	Psychology of Learner	T	45	3	30	70	100
2	ES 1	Perspectives in Education	T	45	3	30	70	100
3	CuS 1	Curriculum Development Principles	T	45	3	30	70	100
4	LPC 1	Gujarati Language	T/P	45	3	30	70	100
5	PS 1 - O1/O2	General Pedagogy For Mathematics and Science <b>or</b> General Pedagogy for Languages, Social Sciences and Commerce	T	45	3	30	70	100
6	EPC 1	Reflective Reading	P	30	1	15	35	50
7	EPC 2	Art in Education	P	30	1	15	35	50
8	SI 1	Pre-practice Teaching (Micro-Simulation, School Exposure)	P	150	5	200	-	200
<b>Total</b>				<b>435</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>800</b>

Sem

I

PS 1 O1 :

## General Pedagogy for Mathematics and Science

Optional

Marks : 70 + 30

### Objectives

#### To enable the prospective teachers:

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

### Unit 1: Values and Corelation of Mathematics and Science

- 1.1 Concept of Faculty and Discipline with Reference to Mathematics and Science
- 1.2 Scope of Science and Mathematics; Values - Disciplinarian, Cultural and Utilitarian
- 1.3 Corelation: i) Mathematics: with its branches and Social Sciences  
ii) Science: with its branches and Social Sciences  
iii) Mathematics and Science
- 1.4 Mathematics and Science in School Curriculum and day to day life: Need and Importance

### Unit 2: Pedagogical Perspectives

- 2.1 Teaching: Concept and Principles
- 2.2 Maxims of Teaching
- 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching
- 2.4 Concept: Aims, Objectives and Learning Outcomes in Mathematics and Science

### Unit 3: Methods of Teaching Mathematics and Science

- 3.1 Inductive - Deductive, Demonstration
- 3.2 Comparison, Logical Approach
- 3.3 Analysis -Synthesis, Experiment Method
- 3.4 Project, Exhibition

### Unit 4: Microteaching, Simulation

- 4.1 Microteaching: Concept, Steps, and Merits
- 4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example,
- 4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids
- 4.4 Simulation: Concept, and Characteristics and Steps

Sem  
I

PS1 O2 :

**General Pedagogy for Languages,  
Social Sciences & Commerce**

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

**Unit 1: Values and Corelation among Languages, Social Sciences and Commerce**

- 1.1 Concept of faculty and discipline with reference to Languages, Social Sciences and Commerce
- 1.2 Scope of Languages, Social Sciences and Commerce, Values - Aesthetic, Cultural and Utilitarian
- 1.3 Correlation among Languages, Social Sciences, Commerce, Mathematics and Science
- 1.4 Languages, Social Sciences and Commerce in school curriculum and day to day life: Need and Importance

**Unit 2: Pedagogical Perspectives**

- 2.1 Teaching: Concept and Principles
- 2.2 Maxims of Teaching
- 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching
- 2.4 Concept: Aims, Objectives and Learning Outcomes in languages, Social Science and Commerce

**Unit 3: Methods of Teaching Languages, Social Science and Commerce**

- 3.1 Inductive-Deductive, Comparison
- 3.2 Translation, Story Telling
- 3.3 Narration cum disCuSsion, Demonstration, Project
- 3.4 Analysis-Synthesis, Source Method (Aadhar)

**Unit 4: Microteaching, Simulation**

- 4.1 Microteaching: Concept, Steps, and Merits
- 4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example,
- 4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids
- 4.4 Simulation: Concept, and Characteristics and Steps



**List of Microteaching Skills (Any six skills should be selected out of the following skills.)**

- |                              |                             |
|------------------------------|-----------------------------|
| 1. Fluency in Questioning    | 7. Set Induction            |
| 2. Explanation               | 8. Reinforcement            |
| 3. Illustration with Example | 9. Stimulus Variation       |
| 4. Probing Questions         | 10. Use of Teaching Aids    |
| 5. Board work                | 11. Skill of Nonverbal cues |
| 6. Skill of assessment       |                             |

**List of Simulation Methods (Any six Methods should be selected out of the following Methods.)**

- |                        |                               |
|------------------------|-------------------------------|
| 1. Inductive Deductive | 11. Analysis Synthesis        |
| 2. Demonstration       | 12. Logical Approach          |
| 3. Experiment          | 13. Comparative               |
| 4. Story Telling       | 14. Narration cum Discussion  |
| 5. Structural Approach | 15. Bilingual                 |
| 6. Direct              | 16. Paraphrasing (Khandanvya) |
| 7. CLT Approach        | 17. Regional Method           |
| 8. Source Method       | 18. Questioning Method        |
| 9. Translation         | 19. Exhibition                |
| 10. Project            |                               |

**Minimum Two different Apps should be used by the trainee for Online Simulation Lessons**

1. Zoom App
2. Microsoft Team
3. Google Meet
4. Cisco WebEx
5. Any other Online Platform

**Minimum One Educational Movie should be selected for Film review**

- |                              |                         |                        |
|------------------------------|-------------------------|------------------------|
| 1. Not one less              | 14. Three Idiots        | 27. Hicchki            |
| 2. Chalk and Duster          | 15. Hindi Medium        | 28. Nil Battey sanatta |
| 3. English Vinglish          | 16. Lage raho munnabhai | 29. I am Kalam         |
| 4. Bhaag Milkha Bhaag        | 17. Drishyam            | 30. Chak De India      |
| 5. Social Network            | 18. BubbleGum           | 31. Blue Umbrella      |
| 6. Mohenjo Daro              | 19. Chillar Party       | 32. Mission Mangal     |
| 7. 127 Hours                 | 20. The Ultimate Gift   | 33. Bhul Bhulaiya      |
| 8. Aankhon Dekhi             | 21. Roll No. 21         | 34. Ship of Theseus    |
| 9. Madam Geeta Rani          | 22. Angrezi Medium      | 35. Lilkee             |
| 10. Sur                      | 23. Dangal              | 36. The Karate Kid     |
| 11. Queen                    | 24. Mary kom            | 37. Faltu              |
| 12. Zindagi Na Milegi Dobara | 25. Rock On!!           | 38. Black              |
| 13. Bumm Bumm Bole           | 26. Iqbal               | 39. Pathshala          |

# Semester II

## Semester II

	Hours	Credit	Internal	External	Total
Theory	270	18	180	420	600
EPC	0	0	0	0	0
SI	120	4	100	0	100
	<b>390</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>700</b>

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	LS 2	Learning and Teaching	T	45	3	30	70	100
2	ES 2	Developing the Self	T	45	3	30	70	100
3	CuS 2	Knowledge and Curriculum	T	45	3	30	70	100
4	LPC 2	English Language	T/P	45	3	30	70	100
5		Optional Paper (Two Methods to be selected from the given Subjects)  Pedagogy of Gujarati, Pedagogy of Hindi, Pedagogy of English-L2, Pedagogy of English-L1 , Pedagogy of Sanskrit , Pedagogy of Mathematics, Pedagogy of Science, Pedagogy of Social Science, Pedagogy of Accountancy, Pedagogy of Commerce, Pedagogy of Economics.						
6	PS 2	Pedagogy Teaching Method 1	T	45	3	30	70	100
7	PS 3	Pedagogy Teaching Method 2	T	45	3	30	70	100
8	SI 2	Practice Teaching	P	120	4	100	00	100
		<b>Total</b>		<b>390</b>	<b>22</b>	<b>380</b>	<b>420</b>	<b>700</b>

# School Internship

## School Internship

### Practice Teaching and Internship

The practice teaching and internship component aims at concretizing the experience of the trainee to be an effective teacher. The theory course provided the necessary knowledge which forms the basis for developing professional skills and competencies in teaching and learning. Next few pages present the practical components and activities that are to be performed during the course of 2 years.

The major objectives of practice teaching and internship components will be to develop:

1. A better understanding of the theoretical concepts, principles and their applications.
2. Competencies for undertaking multiple role of a teacher and develop understanding of the school system.
3. Professional skills and competencies for effective teaching and learning.
4. An understanding of the real life work atmosphere and the challenges therein.
5. A positive attitude towards teaching profession with an inclination towards innovations.
6. Ability to reflect upon the school experiences and foster self-development.

Student teacher is given first exposure of school environment in 1<sup>st</sup> semester and various types of learning experiences continues till 4<sup>th</sup> semester. During the course of practice teaching the student teacher will be gradually exposed to school environment followed by exposure to various microteaching skills, simulation, stray lessons, finally leading to a whole school experience.

### School Internship Overview

Semester	Title	Code
I	Pre practice Teaching (School Observation, Microteaching and Simulation)	SI 01
II	Practice Teaching (Stray Lessons)	S1 02
III	Internship ( 10-12 Weeks at Upper Primary School)	SI 03
IV	Block Teaching & Internship ( 4 -6 Weeks at Secondary School)	SI 04

Semester wise Distribution of Credits and Marks				
Semester	Credit	Internal	External	Total Marks
I	4	200		200
II	4	100		100
III	7	200		200
IV	8	200		200
Annual Lesson			100	100
<b>Total</b>	<b>23</b>	<b>700</b>	<b>100</b>	<b>800</b>

Sem

I

## SI 1 : Pre Practice Teaching

Compulsory

Marks : 200

**Objectives****To enable the prospective teachers:**

- to understand the concept of microteaching skills and simulation
- to develop the proficiency in application of microteaching skills
- to develop the proficiency in delivering simulation lessons
- to develop the ability to use online medium and give lessons through online mode.
- to be exposed to school environment and gain multiple experiences

Type of Activity	Credit	Hrs.	Lessons		Total	Marks			
			M 1	M 2		Int.	Ext.	Total	
Micro Lesson	1.5	45	3	3	6	60	-	100	
Observation			6	6	12				
Simulation (Face to Face)	2.5	75	3	3	6	60	-		
Observation			3	3	6				
Simulation (Digital)			2	2	4	40	-		
Observation			2	2	4				
School Exposure	1.0	30	Report writing & Reflective journal			20	-		40
			Film Review and Reflective writing			20	-		
	<b>5.0</b>	<b>150</b>	<b>Total</b>			<b>200</b>	<b>-</b>		<b>200</b>

Sem

II

## SI:2 Practice Teaching

Compulsory

Marks : 100

**Objectives:****To enable the prospective teachers:**

- To understand the concept of stray lessons.
- To develop the proficiency in delivering stray lessons.
- To develop the ability to reflect on the lessons delivered by them.
- To develop skills for preparing TLM.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Stray Lessons	3	90	3	3	6	60	-	60
Observation			6	6	12			
Submissions	1	30	Reflective Journal for Stray Lessons			20	-	20
			Preparation of TLM in First Method			20	-	20
			<b>Total</b>			<b>100</b>	-	<b>100</b>

Sem

III

## SI: 3 Internship

Compulsory

Marks : 200

**Objectives****To enable the prospective teachers:**

- To develop ability to handle school activities independently.
- To develop the proficiency in imparting lessons.
- To develop the proficiency in conducting curricular and co-curricular activities.
- To develop the ability to analyze and review books and literary texts.
- To develop skills for identifying problem and conducting action research.
- To develop the ability to report the administrative and management system of school.
- To develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Lessons	5	150	4	4	8	80		80
Curricular and Co-Curricular Activities			Participation in school activities and completing all work assigned by Intern school			20		20
Submissions	2	60	Book Review			20		20
			Action Research in Intern School			20		20
			Case Study			20		20
			Report on Administration and Management of School			20		20
			Reflective Journal			20		20
<b>Total</b>						<b>200</b>		<b>200</b>

Sem  
IV

## SI 4 : Block Teaching and Internship

Compulsory  
Marks : 200**Objectives****To enable the prospective teachers:**

- To develop ability to handle school activities independently.
- To develop the proficiency in imparting lessons.
- To develop the proficiency in preparing blueprint.
- To develop the ability to administer psychological test.
- To develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
<b>Block Teaching</b>	4	120			10			
Lessons			4	4		100		100
Test			1	1				
Observation			5	5				
			Test Result Analysis and Remedial Lesson Planning (1+1)					10

Type of Activity	Credit	Hrs.	Activity	Marks			
				Int.	Ext.	Total	
<b>Internship</b>	4	120					
Internship			Internship Lessons and activities assigned by school. Submission of Internship report with reflective Journal+ Observation of lessons of School teachers and peers		20		20
Submissions			Blue Print in each method of 50 marks		30		30
			Science Practical/ / Map Reading/ Literary Activity/ Math Puzzle/ Budget Analysis /any other related activity to the subject		10		10
			Psychological Test		20		20
			Institutional Visit		10		10
	<b>Total</b>		<b>200</b>	--	<b>200</b>		

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
<b>Annual Lesson</b>	-	-	1	1	2	-	100	100

## Evaluation Pattern

Type of Paper	Internal			External			Total Marks
	Particulars	Marks	Total Marks	Particulars	Marks	Total Marks	
Theory	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	70	70	100
	Attendance	5					
	CCE	5					
	From Prelim Exam	15					
Theory/ Practical*	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	35	70	100
	Attendance	5		Oral Activities	10		
	CCE	5		Written Activities	10		
	From Prelim Exam	15		Viva-voce	15		
EPC**	Performance Based Assessment: <b>Section A</b>	7.5	15	Submission on <b>Section A</b>	10	35	50
				Submission on <b>Section B</b>	10		
	Performance Based Assessment: <b>Section B</b>	7.5		Viva voce	15		

**\*Theory/Practical Papers\*:** Gujarati/Hindi/Classical Sanskrit and English

**\*\*EPC:** Art in Education, Reflective Reading, Environment Education, Yoga in Education, Educational Management, Educational Statistics, Guidance and Counseling, Value Education

**\*\*\*Preliminary Examination:** One Exam of 35/70 Marks to be taken on the pattern of Annual Exam. It is to be converted to 15 Marks. Converted from Preliminary Exam

**CCE (Continuous Comprehensive Evaluation):** Two CCE of 25 Marks each to be taken .  
Average of two CCE to be converted to 5 Marks.  
CCE I- Unit 1 & 2 , CCE 2- Unit 3 & 4

## Format of Question Paper

### General Instructions:

1. All questions are compulsory, options are internal.
2. Digits marked at the end of questions shows total marks of that questions.
3. Answer briefly and to the point.

**For 70 Marks: (Time 3 Hours)**

Question 1 Answer following questions as directed: (From Unit 1)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 2 Answer following questions as directed: (From Unit 2)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 3 Answer following questions as directed: (From Unit 3)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 4 Answer following questions as directed: (From Unit 4)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 5: Answer any 7 out of 10 questions: (From All four Units)	14 Marks

**For 35 Marks:(Time 2 Hours)**

Question 1 Answer following questions as directed: (From Unit 1 & 2)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 2 Answer following questions as directed: (From Unit 3 & 4)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 3: Answer any 7 out of 10 questions (From All four Units)	07 Marks

શાળાનું નામ : gqra English medium school તારીખ : 21/1/2020

વિષય : economics વિષયાંગ : classification of Market ધોરણ : X<sup>th</sup>

પાઠ ક્રમાંક : 9 તાસ : 3<sup>rd</sup>

અધ્યાપનના મુદ્દા : classification of Market

અધ્યાપન પદ્ધતિ : 1) supervised study Method  
2) discussion Method

અપેક્ષિત પુર્વજ્ઞાન : students have a general knowledge of classification of Market.

શૈક્ષણિક સામગ્રી : learning - Materials

સંદર્ભ સાહિત્ય :

અનુ. નં.	લેખક	પુસ્તક / સામયિક / વર્તમાનપત્રનું નામ	પ્રકાશક	આવૃત્તિ	પાના નં.
1.	Dr. pinky J. Desai	economics	Gujarat state Board of School Textbooks	31/3/2016	65

शाळा/संस्था नाम : National High School

तारीख : 7/1/2020

विषय : Accountancy

विषयानुसार : Methods of valuation of goodwill.

धोरण : XII<sup>th</sup> Commerce

पाठ क्रमांक : 5

तास : 4<sup>th</sup>

अध्यापना मुद्दा : Methods of valuation of goodwill - Average profit Method

अध्यापन पद्धति : Lecture Method  
Productive Method

अपेक्षित पूर्वज्ञान : students have a general knowledge of Methods of valuation of goodwill.

शैक्षणिक सामग्री : chart - calculate goodwill by average profit method)

संदर्भ साहित्य : CBSE (Accountancy - Neesha Gupta)

क्र. नं.	लेखक	पुस्तक / सामयिक / वर्तमानपत्र नं. नाम	प्रकाशक	आवृत्ति	पाना नं.
1.	Dr. H. C Sardar	Elementary of Accountancy	Gujarat State Board of School Textbooks	29/3/19	90

शाळाचे नाम : Iqra English medium school

तारीख : 20/1/2020

विषय : Accountancy

विषयांग : Subsidiary books

धोरण : XI<sup>th</sup>

पाठ क्रमांक : 8

तास : 3<sup>rd</sup>

अध्यापना मुद्दा :  
- meaning of subsidiary books  
- types of subsidiary books

अध्यापन पद्धति :  
Lecture method  
Discussion Method

अपेक्षित पूर्वज्ञान : students have a general knowledge about subsidiary books.

शैक्षणिक सामग्री : types of subsidiary books (chart)

संदर्भ साहित्य : class XI - Accountancy CBSE curriculum - Divya sharma

क्र. नं.	लेखक	पुस्तक / सामयिक / वर्तमानपत्र नं. नाम	प्रकाशक	आवृत्ति	पाना नं.
	Dr. H. C. Sardar	Elementary of Accountancy	Gujarat State Board of School Textbooks	29/3/19	126







