



# **SDGI GLOBAL UNIVERSITY (SGU)**

{Established Under U.P. Private Universities Act (U.P Act No. 12 of 2019) & Recognised Under Section 2{f} of UGC Act, 1956}

School of Education, Ghaziabad

Evaluation Scheme & Syllabus

For

Bachelor of Education (B.Ed) Program (Program Code-01)

Effective from the Session: 2025-26

# **SDGI GLOBAL UNIVERSITY, GHAZIABAD**

## **Program Curriculum FOR Bachelor of Education (B.Ed.) (Effective from Academic Session 2025-26)**

### **Introduction-**

Bachelor of Education (B.Ed) Program is an undergraduate professional Degree that prepares students to work as teachers in schools. This program is two years with a total of 4 semesters. B.Ed. degree is necessary for teaching at the secondary and higher secondary divisions. The present B.Ed. syllabus has been designed on the current guidelines of NCTE, NCERT and UGC with the view to make the student-teachers reflective practitioners. The program is comprised of four broad inter-related curricular areas -

1. Perspectives in Education (PE)
2. Curriculum and Pedagogy Studies (CPS)
3. Experiences for Enhancing Professional Capacities (EPC)
4. Engagement with the Field/Practicum (EF)

Transaction of the courses is to be done using a variety of approaches, such as tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio cultural environments, etc.

### **Program Educational Objectives (PEOs)**

1. To enable future teachers to comprehend the nature, goal, and philosophy of school education.
2. Capability to acquire the knowledge and skills required for a successful teaching and learning process at the secondary level.
3. Changing behavior, attitude, and values can lead to learners becoming responsible and accountable agents of society.
4. Having the ability to understand that teaching is a noble profession.
5. To educate both students and teachers on a variety of social and educational issues.
6. To familiarize student-teachers with the various teaching methodologies that is widely used in the world.
7. The capacity to utilize natural talent by participating in academic and co-curricular activities.
8. Ability to empower with rational thinking and scientific attitude.

## Program Specific Objectives (PSO's)

1. **Problem-Solving Skills** – Learners will be able to develop reflective and analytical skills and an understanding of critical issues of education.
2. **Professional Skills** – Learners will be able to build skills and abilities in communication, reflection, art, aesthetics, and self-expression.
3. **Successful Career** – Learners will exhibit contemporary knowledge in education and will be competent to work in private and government institutions.
4. **The Teacher and Society**– Learners will be able to develop an understanding of children's pedagogy, school management and community involvement.

## Program Outcomes (POs)

1. Teaching knowledge: To be able to use learner centered teaching methods and to assess children's learning ability using different pathways.
2. Problem analysis: To enable the prospective teachers to deal with both the personal and academic problems of students.
3. Design/ development of solutions: To be able to find and develop the solution of problems of learners related to teaching field.
4. Conduct investigations of complex problems: Being able to understand and investigate complex problems and find out their solutions.
5. Modern tool usage: To be able to adopt modern techniques for teaching skill development.
6. The teacher and society: To be able to engage with self, child, community and school to establish close connections between different curricular areas.
7. Environment and sustainability: To develop the knowledge, skills, values, attitudes and behavior among students to understand and care for their environment.

## Credit System-

The student will be required to earn **122 credits** for the award of the degree. The student will not have the option to drop any course covered in the scheme of the examination. The student will be required to register all the courses listed in the scheme of the examination of the program.

### Credit distribution in each semester

Semester	Credits		
	Theory	Practical	Total
1 <sup>st</sup>	24	6	30
2 <sup>nd</sup>	33	4	37
3 <sup>rd</sup>	00	24	24
4 <sup>th</sup>	27	4	31
<b>Total</b>	<b>84</b>	<b>38</b>	<b>122</b>

**Course Status system:** Every course will be coded (as per NCTE norms) as follows:

Abbreviations	Subject Category/status
PE	<b>Perspectives in Education</b>
CPS	<b>Curriculum and Pedagogic Studies</b>
EPC	<b>Enhancing Professional Capacities</b>
MOOC	<b>Massive Open Online Courses</b>
E F	<b>Engagement with the Field</b>

## Scheme of Examination

1. The Two-year (Four Semester) B.Ed. Program is 122 credits and the student will have to earn 122 credits.
2. The medium of instruction shall be English and Hindi.
3. In a theory course, one credit is equivalent to one hour of teaching.
4. In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.

### **EVALUATION PATTERN**

#### **1. Evaluation Pattern of Theoretical Papers**

- **Internal Assessment in each paper-30 marks**

- Two best of three Sessionals- 15 (7.5 each) marks
- Assignments/ Participation in Seminars/ surprise test(s)/quizzes/ discipline etc- 10 marks
- Regularity and attendance- 5 marks

#### **2. External Assessment in each paper-70 marks**

Semester end examination in each paper- 70 marks

#### **3. Evaluation Pattern of field/practicum**

30% internal assessment shall be done by the teacher concerned deputed for the same on the basis of overall performance of the candidate in different areas. 70% external assessment shall be done by the panel of two external examiners on the basis of record, viva-voice and presentation by the each candidate.

The requirement of passing marks in a theory & field/practicum course	
CIE	Minimum 40%
ESE	Minimum 40%
CIE+ESE	Minimum 40%

The student will be required to earn **122 credits** for the award of the degree. The student will not have the option to drop any course covered in the scheme of the examination. The student will be required to register all the courses listed in the scheme of the examination of the program.



# SDGI GLOBAL UNIVERSITY, GHAZIABAD

## SCHOOL OF EDUCATION

### SCHEME OF STUDIES AND EVALUATION FOR BACHELOR OF EDUCATION (B.Ed.)

Academic Year -2025-26

Semester-First

Academic Batch – 2025-27

S. No.	Status	Paper Code	Subject Name	Study Scheme lecture/Week			Hours	Credits	CIE	ESE	Total	Pass Marks
				L	T	P						
1	PE	B090125101	Childhood and Growing up	5	0	0	5	5	30	70	100	40
2	PE	B090125102	Philosophical Foundations of Education	5	0	0	5	5	30	70	100	40
3	PE	B090125103	Contemporary perspectives in Education	5	0	0	5	5	30	70	100	40
4	PE	B090125104	School Organization and Management	5	0	0	5	5	30	70	100	40
5	CPS	B090125111	Computer Education	4	0	0	4	4	30	70	100	40
6	EPC	B090125131	Reading and Reflecting on Texts	0	0	4	4	2	15	35	50	20
7	EPC	B090125132	Drama and Art in Education	0	0	4	4	2	15	35	50	20
8	EF	B090125141	Preliminary School Engagement-I	0	0	1 week	0	2	15	35	50	20
<b>Total</b>				24	00	8	32	30	195	455	650	260



**SDGI GLOBAL UNIVERSITY, GHAZIABAD**

**SCHOOL OF EDUCATION**

**SCHEME OF STUDIES AND EVALUATION FOR BACHELOR OF EDUCATION (B.Ed.)**

Academic Year -2025-26

Semester- Second

Academic Batch – 2025-27

S. No.	Status	Paper Code	Subjects	Study Scheme			Hours	Credits	CIE	ESE	Total	Pass Marks
				lecture/Week	L	T						
1	PE	B090125201	Teacher, Teaching & Technology	5	0	0	5	5	30	70	100	40
2	PE	B090125202	Assessment of Learning	5	0	0	5	5	30	70	100	40
3	PE	B090125203	Language Across the Curriculum	5	0	0	5	5	30	70	100	40
4	CPS	B090125211- B090125220	Pedagogy of School Subject-1	5	0	0	5	5	30	70	100	40
5	CPS	B090125211- B090125220	Pedagogy of School Subject-2	5	0	0	5	5	30	70	100	40
6	CPS	B090125221	Educational Vocational Guidance	4	0	0	4	4	30	70	100	40
7	CPS	B090125222	Human Rights and Value Education	4	0	0	4	4	30	70	100	40
8	EPC	B090125231	Understanding of ICT	0	0	4	4	2	15	35	50	20
9	EF	B090125241	Preliminary School Engagement-II	0	0	2 Weeks	0	2	30	70	100	40
<b>Total</b>				35	00	4	37	37	255	595	850	340



## SDGI GLOBAL UNIVERSITY, GHAZIABAD

### SCHOOL OF EDUCATION

#### SCHEME OF STUDIES AND EVALUATION FOR BACHELOR OF EDUCATION (B.Ed)

Academic Year -2025-26

Semester-Third

Academic Batch – 2025-27

S. No.	Status	Paper Code	Subjects	Study Scheme lecture/Week			Hours	Credits	CIE	ESE	Total	Pass Marks
				L	T	P						
1	EPC	B090125331	MOOC*	0	0	4	4	2	00	50	50	20
2	EPC	B090125332	MOOC*	0	0	4	4	2	00	50	50	20
3	EF	B090125341	School Internship	36	00	0	36	20	60	140	200	80
<b>Total</b>				36	00	8	44	24	60	240	300	120

**CIE- Continuous Internal Evaluation**

**ESE- End Semester Examination**

**MOOC\*-A list of MOOCs will be provided by the School of Education, SGU. Students are required to successfully complete two of such prescribed MOOCs in order to get requisite number of credits and marks.**



# SDGI GLOBAL UNIVERSITY, GHAZIABAD

## SCHOOL OF EDUCATION

### SCHEME OF STUDIES AND EVALUATION FOR BACHELOR OF EDUCATION (B.Ed)

Academic Year -2025-26

Semester-Fourth  
27

Academic Batch – 2025-

S. No.	Status	Paper Code	Subjects	Study Scheme lecture/Week			Hours	Credits	CIE	ESE	Total	Pass Marks
				L	T	P						
1	PE	B090125401	Creating an Inclusive School	5	0	0	5	5	30	70	100	40
2	PE	B090125402	Gender, School and Society	5	0	0	5	5	30	70	100	40
3	PE	B090125403	Knowledge and Curriculum: Perspectives in Education	5	0	0	5	5	30	70	100	40
4	CPS	B090125411	Environmental Education	4	0	0	4	4	30	70	100	40
5	CPS	B090125412	Health & Physical Education	4	0	0	4	4	30	70	100	40
6	CPS	B090125413	Peace Education	4	0	0	4	4	30	70	100	40
7	EPC	B090125431	Scouting & Guiding	0	0	4	4	2	15	35	50	20
8	EPC	B090125432	Working with Community	0	0	4	4	2	15	35	50	20
<b>Total</b>				27	0	8	35	31	210	490	700	280

**CIE- Continuous Internal Evaluation**

**ESE- End Semester Examination**

**Group A: Perspectives in Education (PE)**

<b>S.No</b>	<b>Subject Name</b>	<b>Subject Code</b>	<b>Credits</b>
<b>1</b>	Childhood and Growing up	<b>B090125101</b>	<b>5</b>
<b>2</b>	Philosophical Foundations of Education	<b>B090125102</b>	<b>5</b>
<b>3</b>	Contemporary perspectives in Education	<b>B090125103</b>	<b>5</b>
<b>4</b>	School Organization and Management	<b>B090125104</b>	<b>5</b>
<b>5</b>	Teacher, Teaching & Technology	<b>B090125201</b>	<b>5</b>
<b>6</b>	Assessment of Learning	<b>B090125202</b>	<b>5</b>
<b>7</b>	Language Across the Curriculum	<b>B090125203</b>	<b>5</b>
<b>8</b>	Creating an Inclusive School	<b>B090125401</b>	<b>5</b>
<b>9</b>	Gender, School and Society	<b>B090125402</b>	<b>5</b>
<b>10</b>	Knowledge and Curriculum: Perspectives in Education	<b>B090125403</b>	<b>5</b>

### Group B: Curriculum and Pedagogic Studies (CPS)

S. No.	Pedagogy Subject Name	Subject Code	Credits
1	Computer Education	B090125111	4
2	Educational Vocational Guidance	B090125221	4
3	Human Rights and Value Education	B090125222	4
4	Environmental Education	B090125411	4
5	Health & Physical Education	B090125412	4
6	Peace Education	B090125413	4
<b>Pedagogy of School Subject- 1 &amp; 2</b>			
1	Pedagogy of Hindi	B090125211	5
2	Pedagogy of Sanskrit	B090125212	5
3	Pedagogy of English	B090125213	5
4	Pedagogy of Social Science	B090125214	5
5	Pedagogy of Mathematics	B090125215	5
6	Pedagogy of Physical Science	B090125216	5
7	Pedagogy of Biological Science	B090125217	5
8	Pedagogy of Home Science	B090125218	5
9	Pedagogy of Computer Science	B090125219	5
10	Pedagogy of Commerce	B090125220	5

### **Group C: Enhancing Professional Capacities**

S. No.	Subject Name	Code	Credits
1	Reading and Reflecting on Texts	B090125131	2
2	Drama and Art in Education	B090125132	2
3	Understanding of ICT	B090125231	2
4	MOOC	B090125331	2
5	MOOC	B090125332	2
6	Scouting & Guiding	B090125431	2
7	Working with Community	B090125432	2

### **Group D: Engagement with the Field/Practicum**

S. No.	Subject Name	Code	Credits
1	Preliminary School Engagement-I	B090125141	2
2	Preliminary School Engagement-II	B090125241	2
3	School Internship	B090125341	20

### **Semester Wise Credits and Marking Distribution**

	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>	<b>Total</b>
<b>Courses</b>	<b>8</b>	<b>9</b>	<b>3</b>	<b>8</b>	<b>28</b>
<b>Credits</b>	<b>30</b>	<b>37</b>	<b>24</b>	<b>31</b>	<b>122</b>
<b>Marks</b>	<b>650</b>	<b>850</b>	<b>300</b>	<b>700</b>	<b>2500</b>

<b>School Name</b> -School of Education			
<b>Program</b> -Bachelor of Education (B.Ed)			<b>Semester</b> -1 <sup>st</sup>
<b>Course Name</b> - Childhood and Growing Up			
<b>A.Y.- 2025-26</b>	<b>Course Code</b> - B090125101	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-76</b>		<b>Total Credits-5</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory + Assignment</b>			<b>Total Marks- 100 (MM)</b>
<b>Course Objective/Course Description</b> <ul style="list-style-type: none"> <li>To understand the nature and stages of Growth and Development.</li> <li>To reflect upon issues and concerns of childhood and Adolescence.</li> <li>To expand awareness with respect to the role of different agencies in the healthy development of children.</li> <li>To understand socio-political realities constructing and defining different childhoods.</li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01</b>  <b>Growth and Development</b>	1. Meaning of Growth, Development and Maturation.		<b>5</b>
	2. Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics.		<b>5</b>
	3. Factors affecting Growth and Development		<b>5</b>
	4. Principles of Development.		<b>2</b>
<b>Unit-02</b>  <b>Developmental Aspects/Domains</b>	1. Physical- Motor Development, Development of Gross and Fine Motor Skills Play: Concept, Types, Importance in Physical Development		<b>5</b>
	2. Cognitive Development: Concepts & Development of thinking & Problem Solving, (Piaget's and Vygotsky)		<b>5</b>
	3. Social, Emotional and Moral Development		<b>3</b>
	4. Erickson's theory of Psycho Social Development of Kohlberg's Theory of Moral Development.		<b>3</b>

<b>Unit-03</b> <b>Socialization Agencies and the Child</b>	1. The Family-Meaning, function of the family, family as a social system, different styles of child rearing, Socioeconomic and Ethnic variation in Child Rearing, Cultural Influences of family.	<b>7</b>
	2. School –Meaning and Function of school, school transition in childhood and adolescence, helping adolescence in school adjustment. Teacher student interaction, peer relation and its importance, Cultural value of peer groups.	<b>8</b>
	3. Community- Meaning and Function of Community, case study of a community-linked programme at local/national/international level.	<b>5</b>
<b>Unit-04</b> <b>Childhood &amp; Adolescence: Issues and Concerns.</b>	1. Childhood Issues and Concerns <ul style="list-style-type: none"> <li>a. Separation/ Loss of Parents, Working Parents, Trauma Survivors</li> <li>b. Child Abuse: Issues and Problems and Awareness about Rights of the Child</li> <li>c. Role of Media in dealing with Issues, Concerns &amp; Problems of Child Abuse</li> <li>d. Child Obesity: Causes and Remedies</li> <li>e. Juvenile Delinquency</li> </ul>	<b>9</b>
	2. Adolescence Issues: Behavioral Problems of Adolescents, Substance misuse and Drug Addiction.	<b>3</b>
	3. Adolescence Concerns: Role of Teachers, Parents and Peers	<b>3</b>
	4. Protection of Child Rights: Role and Contribution of UNICEF, WHO, National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs.	<b>5</b>
<b>Task and Assignments (any one)</b>	<ul style="list-style-type: none"> <li>• Case profile of a child or adolescent with behaviour difficulties.</li> <li>• Interview with children/parent/community (any one)</li> <li>• Visit and survey of delinquent Centre (Bal Sudhar Ghar)</li> <li>• Assessing media (Electronic &amp; Print) influence on adolescent lives.</li> </ul>	<b>3</b>
<b>Course Outcomes</b> After completing the course students will be able to: <p>CO1: discuss the concept of human growth and development in terms of principles and factors affecting growth and development.</p> <p>CO2: explain the different developmental domains in view of physical, cognitive and social theories of development.</p>		

CO3: discover the similarities and diversities within childhood stage within the different social, educational, political and cultural context of India.

CO4: analyse the role of various agencies in a child's overall development as well as the techniques used to cope up with stress.

### **Recommended Books**

1. Berk, L. E. (2011). Child development. (8th ed.). New Delhi: Pearson Prentice Hall.
2. Shanker, S. (2018). Female juvenile delinquency. Jaipur: Rawat Publications.
3. Woolfolk, A. (2014). Educational psychology. (12th ed.). New Delhi: Pearson Education.  
Ranganathan, N. (2017) Primary School Child: Development and Education, New Delhi Orient Black swan; Third reprint.
4. Ranganathan, N. and Wadhwa, T. (2017) Guidance and Counselling for Children and Adolescents; New Delhi; Sage Publications.
5. Ranganathan, N. (ed) 2020. Understanding Childhood and Adolescence; New Delhi; Sage Publications.
6. Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
7. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications.

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-1<sup>st</sup></b>
<b>Course Name- Philosophical Perspectives of Education</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125102</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-76</b>		<b>Total Credits-5</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory + Assignment</b>			<b>Total Marks- 100 (MM)</b>
<b>Course Objective/Course Description</b> <ul style="list-style-type: none"> <li>To gain of the concept, an understanding meaning and aims of education and the inter-relation of education and philosophy.</li> <li>To criticize the schools of philosophy that influence on education.</li> <li>To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.</li> <li>To build up their capacity to be able to formulate their response to the concerns in education.</li> <li></li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01 Education and Knowledge</b>	1. Education: Meaning, Nature, Scope and Aim of Education		<b>4</b>
	2. Modes of Education- Formal Education, Informal Education, & Non Formal Education.		<b>1</b>
	3. Education as a liberal discipline and its Interdisciplinary nature.		<b>2</b>
	4. Knowledge: Meaning of Knowledge, Reason, Belief		<b>3</b>
	5. Sources of Knowledge: Empirical Knowledge, Rational Knowledge, Authentication of Knowledge, Experience, Values and Ideals		<b>4</b>
	6. Validation of knowledge: <b>Indian perspective:</b> Pratyaksha, Praman, Anuman,Upman and Shabad		<b>11</b>

	<b>Western Perspective:</b> perception, inference, comparison and testing	
<b>Unit-02</b> <b>Philosophy of Education</b>	1. Philosophy: Meaning, Nature and Aims of Philosophy	<b>4</b>
	2. Branches of Philosophy- Metaphysics, Epistemology and Axiology	<b>2</b>
	3. Relationship of Philosophy and Education.	<b>2</b>
	4. Philosophy of Education- Meaning and significance in the context of aims of education, curriculum, methods of teaching and discipline.	<b>4</b>
<b>Unit-03</b> <b>Schools of Philosophy</b>	1. Schools of Western Philosophy: Essential features of Idealism, Naturalism, Realism, Pragmatism and Humanism thoughts and their impact on Education.	<b>7</b>
	2. Schools of Indian Philosophy: Indian Philosophy and its Contribution to Educational Practices- Sankhya Philosophy, Yoga Philosophy, Advaita Philosophy.	<b>8</b>
<b>Unit-04</b> <b>Philosophers and Their Influence on the Development of Human Thinking</b>	Relevance of educational thoughts of Indian to the present education system. <b>Indian Thinkers:</b> M.K.Gandhi, Aurobindo, Vivekanand, Rabindranath Tagore, Jiddu Krishnamurti, Giju Bhai, DR. Ambedkar.	<b>11</b>
	Relevance of educational thoughts of Western thinkers to the present education system. <b>Western Thinkers:</b> Aristotle, Socrates, Plato, J.J. Rousseau, John Dewey, Paulo Frère, Froebal, Montessori.	<b>10</b>
<b>Task and Assignments (any one)</b>	<ul style="list-style-type: none"> <li>• To compare the educational thoughts and ideas of any two philosopher.</li> <li>• Analysis and study of values of school students.</li> <li>• To prepare a report on any one school based on specific ideology.</li> <li>• Critical analysis of any theme of the course content in about eight to ten pages.</li> <li>•</li> </ul>	<b>3</b>
<b>Course Outcomes:</b> After completing the course students will be able to:  CO1: discuss the epistemological basis of education.		

CO2: establish the interrelationship between meaning and functions of education and philosophy.

CO3: analyse the philosophical perspective of various schools of thought viz. idealism, realism, naturalism, pragmatism and Humanism, Sankhya, Yoga, Advaita.

CO4: analyse the educational thoughts of Indian and western thinkers in education system.

### **Recommended Books**

- Bailey, R. (2013). The SAGE handbook of philosophy of education. London: SAGE.
- Dewey, J. (2019). Democracy and education: An introduction to the philosophy of education. Monrovia, IN: Bumpershoot Books.
- Dewey, J. (1967). The school and the society: Rev. ed. Chicago: University of Chicago Press.
- Freire, P. (1972). Pedagogy of the oppressed. Place of publication not identified: Penguin Education
- Krishnamurti, J. (2003). Krishnamurti on education. Chennai: Krishnamurti Foundation India.
- Rousseau, E. (1821). Emile. Paris: E.A. Lequien.
- Sharma, Sanjay (2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Sykes, M. (2009). The story of NaiTalim: Fifty years of education at Sevagram, India, 1937-1987. New Delhi: National Council of Educational Research and Training.
- <https://ncte.gov.in/Website/OER.aspx>

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-1<sup>st</sup></b>
<b>Course Name- Contemporary Perspectives in Education</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125103</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-76</b>		<b>Total Credits-5</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory + Assignment</b>			<b>Total Marks- 100 (MM)</b>
<b>Course Objective/Course Description</b>			
<ul style="list-style-type: none"> <li>To understand the contemporary development of Indian Education.</li> <li>To learn about the characteristics of Indian education during the pre-independence, medieval, and ancient eras, as well as its advantages and disadvantages.</li> <li>To comprehend the role played by the many education-related committees and commissions that have been established periodically in India's economic development</li> <li>To become familiar with the programs of the Indian government</li> <li>To develop understanding of the issues, and challenges faced by Indian contemporary Society.</li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01 India's education system</b>	1. Vedic Period		<b>5</b>
	2. Buddhist Period		<b>5</b>
	3. Medieval Period.		<b>5</b>
<b>Unit-02 Policy Framework for Development of Education in India</b>	<b>1. Overview of educational reform in the Pre-independence period</b> Macaulay' minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education		<b>10</b>
	<b>2. Education in Post-Independence Period:</b> Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986 and its modified version 1992; Knowledge Commission;		<b>11</b>
	<b>3. National Education Policy 2020;</b> Aims & Objectives of National Policy on Education(2020);Stated and goals contemporary issues in Indian Education Context and Challenges in Implementation		<b>5</b>

<b>Unit-03</b> <b>The Government's Initiatives</b>	1. SarvaShikshaAbhiyan (SSA)	<b>4</b>
	2. Minimum level of learning (MLL)	<b>3</b>
	3. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	<b>4</b>
	4. Review of Mid-day Meal Programme	<b>3</b>
	5. RTE (2009)	<b>4</b>
	6. Schemes for girls, SC, ST and Marginalised Group	<b>4</b>
<b>Unit-04</b> <b>Contemporary Indian Education: Concerns and Issues</b>	1. Autonomy of Universities	<b>2</b>
	2. Privatization of Education	<b>3</b>
	3. Commercialisation of Education	<b>3</b>
	4. Vocational Education	<b>2</b>
<b>Task and Assignments (any one)</b>	<ul style="list-style-type: none"> <li>• Review of Sarva Shiksha Abhiyan (SSA) and Operation blackboard</li> <li>• Review of Mid-day Meal Programme</li> <li>• Comparative study between New education policy 1986 and NEP 2020</li> </ul>	<b>3</b>
<p><b>Course Outcomes:</b> After completing the course students will be able to:</p> <p><b>CO1:</b> evaluate the policy measures implemented for education reform in India Pre and post-Independence.</p> <p><b>CO2:</b> analyse various global issues of education and role of agencies of Indian Education</p> <p><b>CO3:</b> create awareness and resolve social issues through education.</p> <p><b>CO4:</b> evaluate the role of education in socio-cultural context as well as value inculcation in schools.</p>		

### Recommended Books

- NEP 2020, MHRD (Now MOE), Government of India.
- Sharma, Sanjay(2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Agarwal J. C. ;(2012), Philosophical and Sociological Perspective of Education, Shipra Publication New Delhi.
- <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>.
- Aggarwal,J. C, (2003). Modern Indian Education. Delhi: Shipra Publications

<b>School Name</b> -School of Education			
<b>Program</b> -Bachelor of Education (B.Ed)			<b>Semester-1<sup>st</sup></b>
<b>Course Name</b> - School Organization and Management			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125104</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-76</b>		<b>Total Credits-5</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory + Assignment</b>			<b>Total Marks- 100 (MM)</b>
<b>Course Objective/Course Description</b>			
<ul style="list-style-type: none"> <li>• To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.</li> <li>• To develop an understanding about various components of school Administration</li> <li>• To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.</li> <li>• To orient students with the concept of supervision and decision making</li> <li>• To acquaint the students with specific problems of school management.</li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01</b> <b>Administration of Schools</b>	1. Meaning, Concept, Scope and Functions of Educational Administration		<b>4</b>
	2. Principles of Educational Administration		<b>2</b>
	3. Educational Administration and their Advantages and Disadvantages		<b>3</b>
	4. Role of a Head in a School as a Transformative Leader: Analysis of Need and Relevance of any Change before institutionalizing the same, Taking the Team On-board		<b>4</b>
	5. Organizational Culture in a School to foster a Stress-free Work Environment for the Head, Teachers, Staff and Students		<b>4</b>
<b>Unit-02</b> <b>School as an Organization</b>	1. The School - its functions and relationship with the society		<b>4</b>
	2. School building: Design and Components (including Hostels)		<b>4</b>
	3. School Personnel-Roles and Responsibilities: Headmaster, Teachers, Non-Teaching Staff		<b>4</b>
	4. School finance - Sources of Income and Items of Expenditure ,School Budget		<b>4</b>
<b>Unit-03</b> <b>Dynamics of Supervision</b>	1. Supervision : Concept, Need, Functions and Scope		<b>3</b>
	2. Role of the Head and Teachers of the Institution in Supervision		<b>4</b>

	3. Role of School Management Committees(SMCs), Mother Teacher Associations(MTAs), Parent Teacher Associations (PTAs) in School Development	<b>5</b>
	4. Democratic Decision Making :Concept and Procedure with respect to functioning of a School	<b>4</b>
<b>Unit-04 Elements of School Management</b>	1. School Climate: Meaning and Types	<b>3</b>
	2. Timetable - Principles and Techniques of Time -table preparation	<b>3</b>
	3. Preparation of a Calendar of Activities of Co-curricular Activities	<b>4</b>
	4. School Discipline: Concept and Approaches, Self-Discipline: Concept and Relevance in a School	<b>5</b>
	5. Problems Faced in School Management :Issues of Security and Disaster Management	<b>5</b>
	6. Juvenile Delinquency: Concept and Steps to Deal Effectively in a School	<b>4</b>
<b>Task and Assignments (any one)</b>	<ul style="list-style-type: none"> <li>• The students to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school: Attendance Registers, Marks Registers, Cumulative Records of CCE(Continuous Comprehensive Evaluation) in particular.( Also to include the role of ICT as an Assistive Technology in the same).</li> <li>• A meeting of student -teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.</li> <li>• The students to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time table preparation.</li> <li>• Draw the latest chart of the structure of the Directorate of Education including the personnel at the district and zonal level, right up to the school functionaries. Write the functions of each category of personnel</li> </ul>	<b>3</b>

	shown in the chart.	
<p><b>Course Outcomes:</b>  After completing the course students will be able to:</p> <p>CO1: Understand the role of school as an organization in terms of infrastructure, maintenance and budget allocation.  CO2: identify different facets of school administration in building a positive organizational culture  CO3: recognize the similarities and differences between the ideas and program between the school management committee, parents and teachers association.  CO4: list the requirements of quality management in schools to foster a stress- free work environment.</p>		

### Recommended Books

- Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi,
- Bhatia,S.K. and Ahuja, A.(2021) : A Text Book of School Organisation and Management.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Kimbrough, R.B. and Nunnery, M.Y. (1983): Educational Administration: An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Owens, Robert G. (1970).: Organizational Behavior in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Safaya, R.N. and Shaida, B.D.(2000): School Administration and Organization. DhanpatRai and Sons, Delhi o Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-1<sup>st</sup></b>
<b>Course Name- Computer Education</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125111</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-64</b>		<b>Total Credits-4</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory + Assignment</b>			<b>Total Marks- 100 (MM)</b>
<b>Course Objective/Course Description</b>			
<ul style="list-style-type: none"> <li>• To acquire knowledge of computers, its accessories and software.</li> <li>• To acquire the skills of operating a computer in multifarious activities pertaining to teaching.</li> <li>• To understand features of MS Office and their operations.</li> <li>• To develop skill in using MS-Word, Power points and Spread sheets.</li> <li>• To apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.</li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01 Meaning, Definition and Historical Perspectives of Computer</b>	1. Meaning and Definition of computer.		<b>2</b>
	2. Historical perspective.		<b>2</b>
	3. Computer Generations and its classification.		<b>3</b>
	4. Block diagram of a computer Peripherals, and working of a computer.		<b>3</b>
<b>Unit-02 Computer Hardware</b>	1. Input devices: Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.		<b>4</b>
	2. Output devices: Monitor, printers (line, serial, dot matrix, inkjet, and laser).		<b>5</b>
	3. Primary storage devices: RAM, ROM and its types.		<b>3</b>
	4. Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB).		<b>3</b>
<b>Unit-03 Computer Program</b>	1. MS-WINDOWS		<b>4</b>
	2. MS-WORD		<b>6</b>
	3. SPREAD SHEET		<b>6</b>
	4. POWER POINT		<b>6</b>
	5. INTERNET		<b>4</b>

<b>Unit-04 Computers in Education</b>	1. Computer application in educational institutions in- <ul style="list-style-type: none"> <li>- Academic activities</li> <li>- Administrative activities</li> <li>- Co-curricular activities</li> <li>-</li> </ul>	<b>5</b>
	2. Examination Work <ul style="list-style-type: none"> <li>- Research activities</li> <li>- Library</li> <li>- Class room Teaching</li> </ul>	<b>5</b>
<b>Task and Assignments (any one)</b>	<ul style="list-style-type: none"> <li>• Develop Computer Based Learning Packages in Science/Mathematics/Social Science/Language.</li> <li>• Survey /Project on any related problem.</li> <li>• Critical analysis of any theme of the course content in about eight to ten pages</li> </ul>	<b>3</b>

**Course Outcomes:**

After completing the course students will be able to:

CO1: Demonstrate comprehensive knowledge of computers and their components, including understanding hardware, accessories, and software used in teaching environments.

CO2: Operate computers proficiently across various tasks and teaching-related activities, applying acquired skills to facilitate classroom learning.

CO3: Understand and effectively utilize the features of MS Office applications, such as MS Word, PowerPoint, and Excel, to enhance teaching and administrative tasks.

CO4: Develop practical proficiency in creating and editing documents in MS Word, designing PowerPoint presentations, and managing data in spreadsheets to support academic and instructional needs.

CO5: Apply computer skills to manage and process student data, including grades and attendance, and to conduct simple financial transactions related to school libraries or other academic departments.

**Recommended Books**

- Ahmad, J., Ahmad, M.S. and Khan, A. (2012), Computer Applications in Education, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7
- Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
- Gordon B. Davis (1982). Introduction to computers. New Delhi: Tata McGraw- Hill
- Harold F.O' Neli. (1981). Computer – based instruction. Academic Press.
- Kraynak, Joe & Harbraken, Jow. (1997). Internet 6 – in – 1. New Delhi: Prentice Hall of India
- Karl Schwartz. (2000). Training Guide-Microsoft Windows 2000. DDC Publishing Inc.

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-1<sup>st</sup></b>
<b>Course Name- Reading and Reflecting on Texts</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125131</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 15 (MM)</b>
<b>Total Teaching Hours-30</b>		<b>Total Credits-2</b>	<b>ESE Marks- 35 (MM)</b>
<b>Type of Course- Practical</b>			<b>Total Marks- 50 (MM)</b>
<b>Course Objective/Course Description</b>			
<ul style="list-style-type: none"> <li>To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.</li> <li>To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.</li> <li>To enhance their capacities as readers and writers by becoming participants in the process of reading.</li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01</b>	<p><b>Activities:</b> Students-teachers are expected to sit in the library regularly and at least 10-books of different categories in about 500 words each. These may be as follows:</p> <ol style="list-style-type: none"> <li>Review of text books related to Perspectives in Education.</li> <li>Review of reference books related to Perspectives in Education.</li> <li>Review of text books related to pedagogy courses.</li> <li>Review of reference books related to pedagogy courses.</li> <li>Review of National Education Policy 2020 (NEP 2020).</li> <li>Review of National Curriculum Framework for Early Childhood Care and Education (NCFECCE).</li> <li>Review of National Curriculum Framework for School Education (NCFSE).</li> </ol>		<b>30</b>

	<ol style="list-style-type: none"><li>8. Review of National Curriculum Framework for Teacher Education (NCFTE).</li><li>9. Review of National Curriculum Framework for Adult Education (NCFAE).</li><li>10. Review of Autobiography and other Educational Miscellaneous books.</li></ol>	
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**Course Outcomes:**  
After completing the course students will be able to:

- CO1 use the reading comprehension strategies to improve learners' skills
- CO2 plan activities for lessons that help learners reflect on what they have read.
- CO3 apply strategies to build the reading habit in the learners.

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-1<sup>st</sup></b>
<b>Course Name- Drama and Art in Education</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode- B090125132</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 15 (MM)</b>
<b>Total Teaching Hours-30</b>		<b>Total Credits-2</b>	<b>ESE Marks- 35 (MM)</b>
<b>Type of Course- Practical</b>			<b>Total Marks- 50 (MM)</b>
<b>Course Objective/Course Description</b>			
<ul style="list-style-type: none"> <li>• To Organize exhibitions of different Art forms.</li> <li>• To develop basic understanding of different Art forms – impact of Art forms on the human mind.</li> <li>• To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.</li> <li>• To develop skills for integrating different Art forms across school curriculum at secondary level.</li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01</b>	<b>Workshops:</b>  Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.		<b>30</b>
<b>Course Outcomes:</b>			
After completing the course students will be able to:			

CO1: develop sensibility and aesthetic appreciation in visual arts and crafts  
CO2: identify various classical and regional performing art forms of India  
CO3: apply concepts in aesthetics in various domains such as visual art, theatre and India's heritage crafts  
CO4: integrate drama, art and craft in curricular areas for learners at school.

**Task and Assignments (any one)**

- Developing a script on any social issue for a street play.
- Dramatize any topic for classroom presentation

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-1<sup>st</sup></b>
<b>Course Name- Preliminary School Engagement-I</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode- B090125141</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 15 (MM)</b>
<b>Total Teaching Hours-30</b>		<b>Total Credits-2</b>	<b>ESE Marks- 35 (MM)</b>
<b>Type of Course- Practical</b>			<b>Total Marks- 50 (MM)</b>
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-01</b>	<ul style="list-style-type: none"> <li>• Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers.</li> <li>• Reflection on roles and responsibilities of different school staff (viz. Managerial, Teaching and Non-teaching Staff) and Critical study of the infrastructural facilities, namely Library, Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc. which are available in the school.</li> <li>• The student- teacher shall also undertake the field activities pertaining to the practical's during this period.</li> </ul>		<b>30</b>

**Course Outcomes:**

After completing the course students will be able to:

CO1: Recognize school functioning in terms of teaching-learning process & related tasks.

CO2: Observe classroom teaching undertaken by school teacher.

CO3: Enlist various types of records maintained in the school.

CO4: Describe the roles & responsibilities of administrative school staff.