

## Galgotias University Vision

To be known globally for value-based education, research, creativity and innovation"

## Galgotias University Mission

1. Establish state-of-the-art facilities for world class education and research.
2. Collaborate with industry and society to align the curriculum,
3. Involve in societal outreach programs to identify concerns and provide sustainable ethical solutions.
4. Encourage life-long learning and team-based problem solving through an enabling environment.

  
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School of Education  
Galgotias University, Uttar Pradesh



## Vision, Mission, Program Educational Objectives, Program Specific Outcomes and Program Outcomes of School of Education

### Vision Statement of the School of Education

To be known globally as one of the School of Education in nurturing aspiring students in to S.M.A.R.T.\* teachers and teacher educators for teaching generation next with Innovative Pedagogies, Research and Development.

\*S- specific, M- measurable, A- attainable, R- relevant, T- time frame

### Mission Statements of the School of Education

- 1- Nurture core values of the educators and researchers through enabling environment and Education 4.0.
- 2- Collaborate with the stakeholders to align the curriculum for future need and gaining facilities for internship, field experience, research and development.
- 3- Contributing to society, educators and researchers passionate for modern teaching technology, tools and outreach activities.
- 4- Evolution of innovative pedagogies and assessment strategies.

### Bachelor of Education (B.Ed.) program

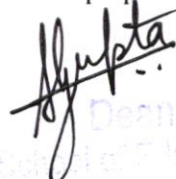
#### Program Educational Objectives (PEOs)

The Galgotias University School of Education (GSOE) faculty have formulated the following Program Educational Objectives (PEOs) that are broad statements that describe the career and professional accomplishments that the program is preparing its graduates/student teachers to achieve in two years subsequent to receiving the degree. The PEOs of the Bachelor of Education (B.Ed.) program are as follows:

- PEO-1:** Graduates of B.Ed. shall take up successful career as school teacher and be leaders in their organisation.
- PEO-2:** Graduates of B.Ed. shall design and practice modern tools for effective teaching-learning process.
- PEO-3:** Graduates of B.Ed. shall enrich their own stature by engaging themselves in higher education and as a researcher in multidisciplinary fields.

#### Program Outcomes (POs)

Program Outcomes are attributes of the graduates/student-teachers from the program that are indicative of the student-teachers' ability and competence to work as a professional teacher upon graduation. Program Outcomes (POs) are statements that describe what prospective teachers are expected to know or be able to do by the time of graduation. They must relate to knowledge and skills that the students acquire from the program. The achievement of all outcomes indicates that the student teacher is well prepared to achieve the program

  
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educational objectives down the road. The following Program Outcomes (POs) have been chosen by the B.Ed. faculty of Galgotias University. The B.Ed. curriculum has been designed to allow student-teachers to achieve the following outcomes prior to graduation:

- PO-1: Education Knowledge:** The student-teacher acquires the central concepts, tools of inquiry, and structure of the discipline and can create learning experiences that make these aspects of subject matter meaningful.
- PO-2: Learning Approaches & Strategies:** The student-teacher develops an understanding of how children grow, develop and learn; how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
- PO-3: Pedagogical Knowledge:** The student-teacher develops the skills for using innovative pedagogies and learning experiences that are based on learner's existing knowledge, proficiency, interests, experiences including misconceptions and errors.
- PO-4: Assessment Strategies:** The student-teacher uses innovative formal and informal and direct and in-direct assessment strategies to evaluate the learning and ensure the continuous scholastic, intellectual, social and physical development of the learner.
- PO-5: Self Identity as a Teacher:** The student-teacher develops self-identity as a 'teacher' through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
- PO-6: Contemporary Issues of Education:** The student-teacher develops an understanding of the nature, purpose and philosophy of secondary and senior secondary education in India in the context of contemporary related issues and problems.
- PO-7: Communication Strategies:** The student-teacher uses modern teaching technology tools, information communication techniques (ICTs), to foster verbal and non-verbal communication, active inquiry, collaboration, and supportive interaction in the classroom.
- PO-8: National and International Education Systems:** The student-teacher develops the capabilities for inculcating national values, goals as mentioned in the constitution of India, social cohesion and understanding of national and international education systems.
- PO-9: The Teacher and Society:** The student-teacher develops an understanding of the close relationship between the society and the school, factors and forces (within the school and outside) affecting educational system and classroom situation and acts as an agent of modernization and social change.
- PO-10: Teaching Ethics:** The student-teacher develops an understanding of a teacher's professional responsibilities, competencies, commitments and performances in the Indian context.



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**PO-11: Teacher Sensitization:** The student-teacher gets sensitized about emerging educational and social issues, such as environment, population, gender equality, educational & legal literacy, protection of human rights, and rights of the child, health, sports and yoga education, outreach activities etc.

**PO-12: Life Long Learning:** The student-teacher develops an understanding of the importance of the life-long learning and need of the professional development for a teacher in the broadest context of rapidly changing educational technology and school environment.

### Program Specific Outcomes (PSOs)

**PSO-1:** B.Ed. Students at the time of graduation shall be able to use Education 4.0 in their pedagogical analysis.

**PSO-2:** B.Ed. Students at the time of graduation shall be able to groom their personality as a S.M.A.R.T. teacher through internship.

### Mapping of B.Ed. Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs)

PEOs, POs and PSOs Mapping (S/M/L indicates strength of correlation) S- Strong, M- Medium, L- Low														
Program Educational Objectives (PEOs)	Programme Outcomes (POs)												PSOs	
	Education Knowledge	Learning Approaches & Strategies	Pedagogical Knowledge	Assessment Strategies	Self Identity as a Teacher	Contemporary Issues of Education	Communication Strategies	National and International Education Systems	The Teacher and Society	Teaching Ethics	Teacher Sensitization	Life Long Learning		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
PEO-1	S	S	S	S	S	M	S	L	M	S	M	M	S	S
PEO-2	S	S	S	S	S	S	S	S	S	M	S	S	S	S
PEO-3	S	S	S	S	S	S	M	S	S	S	S	S	S	S



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BEDU1001	Basics in Education	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

## COURSE OBJECTIVES

1. To analyze the relevance of Education in relation to individual, social and national development.
2. To identify different facets of knowledge and explain the process of developing curriculum, syllabi, and textbooks in the country.
3. To examine the influence of policy decisions on education.
4. To differentiate between the nature of learner and teacher autonomy and analyze the factors affecting teacher and learner autonomy.
5. To analyze the importance of education, value and society.
6. To elucidate the role of education in transforming values.

## COURSE OUTCOMES

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

1. Analyze the relevance of Education in relation to individual, social and national development. (K4)
2. Identify different facets of knowledge and explain the process of developing curriculum, syllabi, and textbooks in the country. (K4)
3. Examine the influence of policy decisions on education. (K4)
4. Differentiate between the nature of learner and teacher autonomy and analyze the factors affecting teacher and learner autonomy. (K3)
5. Analyze the importance of education, value and society. (K4)
6. Formulate values among school children. (K6)

## TEXT BOOKS

1. Rao, M.P, et.al (2014). Basics in Education, New Delhi: NCERT.
2. Ravi, S. Samuel (2015). A Comprehensive Study of Education. Delhi: PHI Learning Private Limited.
3. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.

## REFERENCE BOOKS

1. Anand, C.L, et.al (1993). Teacher and Education in Emerging Indian Society, New Delhi: NCERT.
2. Clarke, P. (2001). Teaching and Learning: The Culture of Pedagogy, New Delhi: Sage Publication.
3. Thapan, m. 2006. Life at School:An Ethnographic Study. Oxford University Press, New Delhi.



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## **COURSE CONTENT**

### **Unit I: Education Nature and Purpose**

**10 Lecture hours**

Meaning and Nature of Education: Meaning of education, concept and meaning of education according to Indian thinkers; Western views on education; Analytical concept of education; Education: Natural or social process, intentional or unintentional, does education occur only in educational institutions and other sources of education? Aims of Education: Bases, Nature, Functions and aims of education in India, Factors influencing aims of education, Changing aims of Education in the context of globalization; Processes and Modes of Education: Education as an activity, Education as a process, Processes of education, Different modes of Education: Informal Education, Formal Education, Non-Formal Education, and Inclusiveness of school education and need of schooling for all children

### **Unit II: Knowledge and its Organization in Schools**

**8 Lecture hours**

Meaning of knowledge and knowing, ways of knowing and forms of knowledge; Knowledge: Characteristics, facets of knowledge, difference from information, belief and truth; Knowing Process: Ways of knowing; Different facets of knowledge and relationship; The role of culture in knowing; Meaning of knowledge organization; Forms of knowledge included in school education; Agencies for selection and organization of categories of knowledge in schools; Process for developing curricula, syllabi and textbooks; Characteristics of a good syllabus

### **Unit III: Education Policy Imperatives**

**8 Lecture hours**

Education policy as a major concern of public policy: relevance and essentiality; Constitutional Provisions on Education for making education fundamental rights and duties; National Policy on Education, 1986 and its revised version (1992); Implementations of Educational Policy Recommendation: problems and strategies; RTE Act, 2009

### **Unit IV: Autonomy of Teacher and Learner**

**8 Lecture hours**

Autonomy: Meaning, difference between autonomy and freedom; Teacher Autonomy: Characteristics of teacher autonomy, domains of teacher autonomy, factors affecting teacher autonomy, ways to develop teacher autonomy; How does teacher autonomy help in enriching learning situations? Meaning, types and functions of accountability; Autonomy of Learner: Meaning, development of learner autonomy, curriculum, textbooks, instructions and discipline in learner autonomy, school and developing learner autonomy.

### **Unit V: Education and Values**

**4 Lecture hours**

Values: Meaning, concept, types of values, absolute or relative, creation of values, What values should be followed in life? Can humans be free of values? Challenges to education for values, integrated approach to education for values, developing values consensus, role of curriculum developers, role of teachers



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## Unit VI: Values in the Emerging Social Context

4 Lecture hours

Objectives and Perspectives on Values, The Emerging Social Context in India, Some Important Values, Value Conflicts in Schools, Education and Values, Transforming Values through Education, The Curriculum, The School and Classroom Environment, The Teaching-Learning Process, Evaluation/Assessment, Peace for All

### PRACTICUM

1. Analysis of the impact of modernization in the transformation of the local community.
2. Analysis of the effect of education in improving weaker sections of the society.
3. Prepare a list of values and classify them.
4. Write a status report of autonomy of any secondary and senior secondary school.

### MODE OF EVALUATION

The performance of students is evaluated as follows:

#### Course Outcomes (COs) and Program Outcomes Mapping

CO/PO Mapping															
(S/M/L indicates strength of correlation) S- Strong, M- Medium, L- Low															
Course Outcomes (COs)	Knowledge Level of the CO	Programme Outcomes (POs)													
		Education Knowledge	Learning Approaches & Strategies	Pedagogical Knowledge	Assessment Strategies	Self Identity as a Teacher	Contemporary Issues of Education	Communication Strategies	National and International Education Systems	The Teacher and Society	Teaching Ethics	Teacher Sensitization	Life Long Learning	Education 4.0	Internship
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	K6	S	M			M	L		L	S	M	L	L		
CO2	K5	S	M			M	L		L	S	M	L	L		
CO3	K5	S	M			M	L		L	S	M	L	L		
CO4	K4	S	M			M	L		L	S	M	L	L		
CO5	K4	S	M			M	L		L	S	M	L	L		
CO6	K6	S	M			M	L		L	S	M	L	L		



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BEDU1072	Pedagogical Basis of Social Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

## COURSE OBJECTIVES

1. To differentiate Social Science and Social Studies and critical examine the present status of Social Science in secondary school curriculum.
2. To analyze the content of Social Science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Social Science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Social Science.
5. To develop the competencies required for professional development as per the demand of Social Science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

## COURSE OUTCOMES

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

1. Differentiate Social Science and Social Studies and critical examine the present status of Social Science in secondary school curriculum. (K4)
2. Analyze the content of Social Science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Social Science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Social Science. (K4)
5. Develop the competencies required for professional development as per the demand of Social Science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

## TEXT BOOKS

1. Mangal, S. K. (2015). Teaching of Social Studies. New Delhi: PHI Learning Private Limited.
2. Pandey, S (2014). Teaching of Social Studies. Agra: Agrawal Publications.
3. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
4. Kochhar, S.K. (1983). Teaching of Social Studies. New Delhi: Sterling Publications.

## REFERENCE BOOKS

1. Mittal, H.C., Teaching of Social Studies. New Delhi: Dhanpat Rai & Chandna R.N. Sons.
2. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
3. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publication.



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## **COURSE CONTENT**

### **Unit I: Nature and Importance of Social Science**

**8 Lecture hours**

Meaning, nature, scope and concept of Social Sciences; Difference between Social Sciences and Social Studies; Course subjects of Social Sciences- History, Civics, Geography and Economics, inter-relationship between them; Rational for including these areas in school curriculum; Place of Social Sciences in Secondary School curriculum and its critical appraisal; Goals and objectives of teaching social science at Secondary stage

### **Unit II: Content Analysis of Some Topics of Social Science**

**6 Lecture hours**

Environment and its components; Salient feature of Indian Constitution; Fundamental Rights; Legislative Assembly and its functions; Power of Prime Minister, Power of President; Function of Parliament; High Court and Supreme Court; Latitudes & longitudes; Rotation & revolution of earth; Issues of poverty; globalization; Unemployment

### **Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Social Science**

**6 Lecture hours**

Aims and Objectives of teaching of social science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT social science syllabus of secondary and senior secondary classes

### **Unit IV: Curriculum and Textbooks in Social Science**

**8 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective social science curriculum; critical study of present social science curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in social science, procedure of textbook selection

### **Unit V: Professional Development of a Social Science Teacher**

**8 Lecture hours**

Social Science Room or Laboratory: Objectives, importance, characteristics, design, competencies associated with laboratory techniques; Social Science Teacher: Qualifications and competencies required; Professional Development of a Social Science Teacher: Need, significance of participation in seminar, symposia, conference, panel discussion, workshop, etc., membership of professional organisations; Field visits to institutions/organisations such as other schools, museums, parks, research organisations etc. in reference to need and relevance and professional development; Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the teachers in the classroom

### **Unit VI: Preparing Teachers for Modern Technical era**

**6 Lecture hours**



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Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

**PRACTICUM**

- 1- Solve two question papers of classes 6-8 prepared from NCERT books.
- 2- Content analysis of a given topic from class 6-10 and present it in a seminar.
- 3- Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

**Course Outcomes (COs) and Program Outcomes Mapping**

CO/PO Mapping															
(S/M/L indicates strength of correlation) S- Strong, M- Medium, L- Low															
Course Outcomes (COs)	Knowledge Level of the CO	Programme Outcomes (POs)													
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		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	K6	S	S	M		S	M			M		L	L		
CO2	K5	S	S	S	M	S	M			M		L	L		
CO3	K5	S	S	S		S	M			M	L	M	L		
CO4	K4	S	S	M		S	M	M	M	M	L	L	L		
CO5	K4	S	S	M		S	M	M		M	M	L	L		
CO6	K6	S	S	M		S	M	M		M	M	L	L		

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