



SARDAR PATEL UNIVERSITY

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

Vallabh Vidyanagar

Gujarat

Academic Program Structure

&

Curriculum

(Aligned with NEP-2020)

Bachelor of Education (2 Years)

NHEQF Level: 5.5

Entry NHEQF Level	:	5.5
Duration	:	Two Years (Four Semesters)
Total Courses	:	50
Total Learning Hours	:	2520
Total Credits	:	84
Total Marks	:	2100



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Graduate Attributes (GAs)

Upon successful completion of the B.Ed. programme, graduates are expected to attain the following Graduate Attributes:

GA1: Disciplinary Knowledge

Demonstrate a comprehensive understanding of philosophical, psychological, sociological, and pedagogical foundations of education essential for professional teaching practice.

GA2: Critical Thinking and Problem Solving

Apply analytical, critical, and reflective thinking to examine complex educational challenges and devise effective, evidence-based solutions in diverse classroom contexts.

GA3: Communication Skills

Communicate effectively in oral, written, and digital modes across multilingual and multicultural classroom settings, fostering inclusive and meaningful learning interactions.

GA4: Ethical and Value-based Orientation

Uphold constitutional values, professional ethics, social justice, gender sensitivity, and democratic principles in all dimensions of educational practice and community engagement.

GA5: Digital and ICT Competence

Integrate digital technologies, e-learning platforms, ICT tools, and Open Educational Resources (OER) effectively to enhance the quality and reach of teaching-learning processes.

GA6: Reflective Practice and Lifelong Learning

Engage in continuous professional self-reflection, critical inquiry, and self-directed learning to remain current with evolving educational knowledge, policies, and classroom realities.

GA7: Pedagogical Competence

Plan, deliver, and evaluate instruction using subject-specific, learner-centred, and research-informed pedagogical approaches, models of teaching, and innovative instructional strategies.

GA8: Social Responsibility and Inclusion

Demonstrate sensitivity towards learners with diverse needs, promote inclusive education practices, and contribute to the social, ecological, and community well-being of the nation.

GA9: Research Aptitude and Inquiry

Conduct systematic classroom-based action research, interpret findings of action research critically, and apply insights to improve education system in general and teaching-learning in particular.



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GA10: Collaboration and Leadership

Work constructively in collaborative professional environments, demonstrate team leadership, and contribute effectively to school improvement, community partnerships, and institutional development.

GA11: Assessment Literacy

Design and employ diverse formative and summative assessment strategies to monitor and support student learning, interpret results meaningfully, and inform instructional decisions.

GA12: Cultural Sensitivity and National Consciousness

Appreciate various Indian knowledge systems, multilingual diversity, and constitutional commitments, and integrate this awareness meaningfully into classroom and community engagement.

GA13: Global Competence and Sustainability

Analyse global educational trends, Sustainable Development Goals (SDGs), and 21st-century competencies, and apply this understanding to nurture future-ready, responsible, and environmentally conscious school citizens.

Programme Educational Objectives (PEOs):

Within 3-5 years of completing the B.Ed. programme, graduates will be able to:

PEO1: Serve as effective, reflective, and ethically grounded classroom teachers in upper primary, secondary and higher secondary schools, seamlessly integrating content knowledge with contemporary and innovative pedagogical practices.

PEO2: 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.

PEO3: Pursue higher education, research, and lifelong professional development in the fields of education, educational management, educational technology, educational psychology, and allied social sciences.

PEO4: 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.

PEO5: Engage constructively with policy makers, community stakeholders, parents, and institutional bodies to contribute meaningfully to educational equity, quality assurance, and the national development agenda.

PEO6: Adopt, adapt and promote the purposeful integration of digital tools, ICT, and emerging educational technologies into teaching-learning, school management, and professional development processes.



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Program Learning Outcomes (PLOs):

Upon successful completion of the B.Ed. programme, learners will be able to:

- PLO1:** Comprehend, interpret, and apply philosophical, psychological, and sociological foundations of education to analyse and address real-world teaching and learning challenges in diverse school contexts.
- PLO2:** Integrate Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK) effectively for designing competent, contextually relevant, and inspiring TPACK-based teaching-learning at the upper primary and secondary school level.
- PLO3:** Design and implement learner-centred lesson plans, unit plans, and instructional materials using a diverse and advanced repertoire of teaching theories, approaches, methods, models, and instructional strategies.
- PLO4:** Construct, administer, and interpret diverse formative and summative assessment tools aligned with learning objectives, and use assessment data systematically to guide instructional improvement.
- PLO5:** Demonstrate proficient communication and language facilitation skills across multilingual and multicultural classroom environments, enabling equitable access to learning for all students.
- PLO6:** Utilise digital technologies, ICT tools, OER, and e-learning platforms purposefully to enhance the quality, accessibility, and engagement of teaching-learning processes.
- PLO7:** 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 educational practice.
- PLO8:** Apply a sound understanding of child and adolescent development, learning theories, individual differences, and foundational Guidance and Counseling theories to differentiate instruction and provide inclusive, supportive learning environments for all learners.
- PLO9:** Integrate arts, drama, physical activities, and life skills meaningfully into curriculum delivery to nurture the aesthetic, emotional, physical, and holistic development of school students.
- PLO10:** Demonstrate informed awareness of various educational policies in general, NEP-2020 in particular, NCERT, National Curriculum Framework (NCF), constitutional values, and IKS, and apply this understanding in professional decision-making.
- PLO11:** Engage proactively in school internship and extended field-based experiences with professional competence, ethical conduct, and a self-directed learning orientation, demonstrating readiness for independent and collaborative classroom practice.



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Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme		Credits	Assessment Scheme & Marks				
			L-P-T	Total Notional Hours		Internal Assessment			External Assessment	Total Marks
						FA*	SA	Total		
DSC	U2E01NCBED01	EPC-1: Reading and Reflecting on Texts	2-0-0	60	2	10	15	25	25	50
DSC	U2E01NCBED02	PE-1: Childhood and Growing Up	4-0-0	120	4	20	30	50	50	100
DSC	U2E01NCBED03	PE-2: Contemporary India and Education	4-0-0	120	4	20	30	50	50	100
DSC	U2E01NCBED04	CPS-1: Language across the Curriculum	2-0-0	60	2	10	15	25	25	50
DSE (Any One)	Understanding Discipline and Subject cum Pedagogy–I									
	U2E01NEBED01	CPS-2: Pedagogy of Gujarati	2-0-0	60	2	10	15	25	25	50
	U2E01NEBED02	CPS-2: Pedagogy of English								
	U2E01NEBED03	CPS-2: Pedagogy of Mathematics								
	U2E01NEBED04	CPS-2: Pedagogy of Economics								
	U2E01NEBED05	CPS-2: Pedagogy of Organisation of Commerce and Management								



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DSE (Any One)	Understanding Discipline and Subject cum Pedagogy–II									
	U2E01NEBED06	CPS-3: Pedagogy of Hindi	2-0-0	60	2	10	15	25	25	50
	U2E01NEBED07	CPS-3: Pedagogy of Sanskrit								
	U2E01NEBED08	CPS-3: Pedagogy of Social Science								
	U2E01NEBED09	CPS-3: Pedagogy of Science								
	U2E01NEBED10	CPS-3: Pedagogy of Elements of Accounts								
DSS	U2E01NSBED01	Practice Teaching (Tutorial)								
		• Micro Lesson—6 to 8 & Peer Observation—6 to 8	0-3-3	180	6	150	-	150	-	150
		• Simulation—2 to 4 & Peer Observation—2 to 4								
		• Stray Lesson in School—5 to 7 & Peer Observation—5 to 7								
		Total = • Lessons (Micro + Simu.+ Stray) = 15; • Peer Observations = 15								
			16-3-3	660	22	230	120	350	200	550

Note: - *A detailed description of the Formative Assessment (FA) is attached herewith in a separate sheet.

DSC: Discipline Specific Core **DSE:** Discipline Specific Elective **DSS:** Discipline Specific Skill **L:** Lecture **P:** Practical **T:** Tutorial

FA: Formative Assessment **SA:** Summative Assessment



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B.Ed. Semester-I: Course-wise Submission List for Formative Assessment (FA)

Course Type	Subjects / Curriculum Components	FA	
		Practicum – Submission: Assignment / Task / Practical Work Title	Marks
DSC	EPC-1: Reading and Reflecting on Texts	Book Review (Any one text studied during the course)	10
DSC	PE-1: Childhood and Growing Up	Understanding the Learners (Observation and Interview-based Report of 5 students – Assignment to be submitted as a written Report)	20
DSC	PE-2: Contemporary India and Education	Tutorial / Survey / Seminar	20
DSC	CPS-1: Language across the Curriculum	Content Analysis and Framing Comprehension Questions (Any one unit from CPS-2 / CPS-3)	10
DSE (Any One)	CPS-2: Understanding Discipline and Subject cum Pedagogy–I* (Any one: Gujarati / English / Mathematics / Economics / Organisation of Commerce and Management)	Workshop on Lesson Planning	10
DSE (Any One)	CPS-3: Understanding Discipline and Subject cum Pedagogy–II* (Any one: Hindi / Sanskrit / Social Science / Science / Elements of Accounts)	Workshop on Lesson Planning	10



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DSS	Practice Teaching (Tutorial): • Micro Lesson—6 to 8 & Peer Observation—6 to 8, • Simulation—2 to 4 & Peer Observation—2 to 4, • Stray Lesson in School—5 to 7 & Peer Observation—5 to 7. Total = • Lessons (Micro + Simulation + Stray) = 15** & • Peer Observations = 15***	Performance of 15 Lessons (Micro, Simulation, Stray) <i>(The prescribed practice teaching lessons would be fully supervised by the Teacher-Educators. Both oral and written feedbacks are to be provided to the students immediately. A record of lesson planning, teaching and supervision would be maintained.)</i>	150
Total		—	230

- Note:**
- *Subjects chosen in CPS-2 and CPS-3 must be continued in CPS-5 and CPS-6 respectively.
 - **The total number of lessons in Semester-I for CPS-2 and CPS-3 should not be less than 7.
 - **10 marks for each lesson.
 - ***There will be no separate marks for Peer Observations.
 - All submissions, lessons, and peer observations are compulsory.



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Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme		Credits	Assessment Scheme & Marks				
			L-P-T	Total Notional Hours		Internal Assessment			External Assessment	Total Marks
						FA*	SA	Total		
DSC	U2E02NCBED01	EPC-2: Drama and Art in Education	2-0-0	60	2	10	15	25	25	50
DSC	U2E02NCBED02	PE-3: Learning and Teaching	4-0-0	120	4	20	30	50	50	100
DSC	U2E02NCBED03	PE-4: Knowledge and Curriculum - Part I	2-0-0	60	2	10	15	25	25	50
DSC	U2E02NCBED04	CPS-4: Assessment for Learning	4-0-0	120	4	20	30	50	50	100
DSE (Any One)	Understanding Discipline and Subject cum Pedagogy–I									
	U2E02NEBED01	CPS-5: Pedagogy of Gujarati	2-0-0	60	2	10	15	25	25	50
	U2E02NEBED02	CPS-5: Pedagogy of English								
	U2E02NEBED03	CPS-5: Pedagogy of Mathematics								
	U2E02NEBED04	CPS-5: Pedagogy of Economics								
	U2E02NEBED05	CPS-5: Pedagogy of Organisation of Commerce and Management								



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DSE (Any One)	Understanding Discipline and Subject cum Pedagogy–II									
	U2E02NEBED06	CPS-6: Pedagogy of Hindi	2-0-0	60	2	10	15	25	25	50
	U2E02NEBED07	CPS-6: Pedagogy of Sanskrit								
	U2E02NEBED08	CPS-6: Pedagogy of Social Science								
	U2E02NEBED09	CPS-6: Pedagogy of Science								
	U2E02NEBED10	CPS-6: Pedagogy of Elements of Accounts								
DSS	U2E02NSBED01	Practice Teaching (Tutorial)								
		Block Teaching in School— Total Lessons = 10 & Peer Observations = 10	0-3-3	180	6	150	-	150	-	150
		Teacher Observation in School— Total Teacher Observations = 5								
		Total = Lessons +Teacher Observations = 15; Peer Observations = 10								
			16-3-3	660	22	230	120	350	200	550

Note: - *A detailed description of the Formative Assessment (FA) is attached herewith in a separate sheet.

DSC: Discipline Specific Core **DSE:** Discipline Specific Elective **DSS:** Discipline Specific Skill **L:** Lecture **P:** Practical **T:** Tutorial

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B.Ed. Semester-II: Course-wise Submission List for Formative Assessment (FA)

Course Type	Subjects / Curriculum Components	FA	
		Practicum – Submission: Assignment / Task / Practical Work Title	Marks
DSC	EPC-2: Drama and Art in Education	Preparation of Script (for Drama / Play / Street Theatre / Mono Acting / Anchoring) (Any one from CPS 5 / CPS 6)	10
DSC	PE-3: Learning and Teaching	Preparation of Instructional Material / Unit Planning (Any one from CPS 5 / CPS 6)	20
DSC	PE-4: Knowledge and Curriculum - Part I	Analysis of NCF-SE 2023	10
DSC	CPS-4: Assessment for Learning	Blueprint (Any one from CPS 5 / CPS 6)	20
DSE (Any One)	CPS-5: Understanding Discipline and Subject cum Pedagogy–I* (Any one: Gujarati / English / Mathematics / Economics / Organisation of Commerce and Management)	Construction of Test Items / Teaching Aids	10
DSE (Any One)	CPS-6: Understanding Discipline and Subject cum Pedagogy–II* (Any one: Hindi / Sanskrit / Social Science / Science / Elements of Accounts)	Construction of Test Items / Teaching Aids	10



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DSS	Practice Teaching (Tutorial): - Block Teaching in School— Total Lessons = 10**& Peer Observations = 10 - Teacher Observation in School— Total Teacher Observations = 5*** Total = - Lessons + Teacher Observations = 15 & - Peer Observations = 10*****	Performance of 10 Lessons (Block), and 5 Teacher Observations of Regular / Subject Teachers <i>(Of the prescribed practice teaching lessons, at least 50% would be fully supervised by the Teacher-Educators. Both oral and written feedbacks are to be provided to the students immediately. A record of lesson planning, teaching and supervision would be maintained.)</i>	150
Total		—	230

- Note:**
- *Subjects chosen in CPS-2 and CPS-3 must be continued in CPS-5 and CPS-6 respectively.
 - **The total number of lessons in both pedagogic subjects in Semester-II should be equal.
 - **10 marks for each lesson, and ***10 marks for each teacher observation.
 - ****There will be no separate marks for Peer Observations.
 - All submissions, lessons, peer observations, and teacher observations are compulsory.