

**SWAMI VIVEKANAND SUBHARTI UNIVERSITY,
MEERUT**



**Bachelor of Elementary Education
(B.El.Ed.)**

(From Session 2024-Onwards)

Department of Education
(Faculty of Education)

Programme Structure: B.El.Ed. (Semester-I & II)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
SEMESTER I										
BEIEd-101	Child Development & Pedagogy	Foundation	4	1	2	7	4	30	70	100
BEIEd-102	Nature of Language	Core	3	1	1	5	2	15	35	50
BEIEd-103	Mathematics		3	1	1	5	2	15	35	50
BEIEd-104	Performing Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BEIEd-105	Craft, Participatory Work		3	1	1	5	2	15	35	50
BEIEd-106	Internship	Colloquia	1	2	4	7	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BEIEd-107	Capability Enhancement Work	Optional	1	2	4	7	2	50	-	50
BEIEd-108	Typing Skill									
Total							16	260	140	400
SEMESTER II										
BEIEd-201	Contemporary India	Foundation	5	1	1	7	4	30	70	100
BEIEd-202	Educational Technology		3	1	1	5	2	15	35	50
BEIEd-203	Natural Science	Core	3	1	1	5	2	15	35	50
BEIEd-204	Social Science		3	1	1	5	2	15	35	50
BEIEd-205	Fine Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BEIEd-206	Internship	Colloquia	1	1	4	6	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BEIEd-207	Capability Enhancement Work	Optional	1	3	2	6	2	50	-	50
BEIEd-208	Organization of Educational Activities									
Total							16	190	210	400

Programme Structure: B.El.Ed. (Semester-III)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
SEMESTER III										
BEIEd-301	Cognition & Learning	Foundation	5	1	1	7	4	30	70	100
BEIEd-302	Language Acquisition		3	1	1	5	2	15	35	50
<i>Optional Liberal Course – Any one</i>										
BEIEd-303	English	Liberal	4	1	2	7	2	15	35	50
BEIEd-304	Hindi		4	1	2	7				
BEIEd-305	Mathematics		4	1	2	7				
BEIEd-308	Biology		4	1	2	7				
<i>Optional Liberal Course – Any one</i>										
BEIEd-306	Physics	Liberal	4	1	2	7	2	15	35	50
BEIEd-307	Chemistry		4	1	2	7				
BEIEd-309	History		4	1	2	7				
BEIEd-310	Political Science		4	1	2	7				
BEIEd-311	Geography		4	1	2	7				
BEIEd-312	Economics		4	1	2	7				
BEIEd-313	Physical Education	Theory & Practicum	2	1	4	7	2	15	35	50
BEIEd-314	Internship (Observing Children -Real Teaching Situation)	Colloquia	1	1	4	6	2	50	-	50
<i>Optional (One of the following) Capability/ Skill Enrichment Courses</i>										
BEIEd-315	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BEIEd-316	Sustainable Development Goals									
Total							16	190	210	400

Programme Structure: B.El.Ed. (Semester-IV)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
SEMESTER IV										
BEIEd-401	Human Relations & Communication	Foundation	5	1	1	7	4	30	70	100
BEIEd-402	Language Across Curriculum		3	1	1	5	2	15	35	50
Optional Liberal Course – Any one										
BEIEd-403	English	Liberal	4	1	2	7	2	15	35	50
BEIEd-404	Hindi		4	1	2	7				
BEIEd-405	Mathematics		4	1	2	7				
BEIEd-408	Biology		4	1	2	7				
Optional Liberal Course – Any one										
BEIEd-406	Physics	Liberal	4	1	2	7	2	15	35	50
BEIEd-407	Chemistry		4	1	2	7				
BEIEd-409	History		4	1	2	7				
BEIEd-410	Political Science		4	1	2	7				
BEIEd-411	Geography		4	1	2	7				
BEIEd-412	Economics		4	1	2	7				
BEIEd-413	Self Development Workshop	Practicum	2	1	4	7	2	50	-	50
BEIEd-414	Story Telling (Use 10 Lesson in Classroom)	Colloquia	1	1	4	6	2	50	-	50
Optional-One of the following-Capability/ Skill Enrichment Courses										
BEIEd-415	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BEIEd-416	Career Management & Progression									
Total							16	225	175	400

Programme Structure: B.El.Ed. (Semester-V)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
SEMESTER V										
BEIEd-501	Basic Concept of Education	Foundation	5	1	1	7	4	30	70	100
BEIEd-502	Logic o Mathematics		3	1	1	5	2	15	35	50
Optional Liberal Course – Any one										
BEIEd-503	English	Liberal	4	1	2	7	2	15	35	50
BEIEd-504	Hindi		4	1	2	7				
BEIEd-505	Mathematics		4	1	2	7				
BEIEd-508	Biology		4	1	2	7				
Optional Liberal Course – Any one										
BEIEd-506	Physics	Liberal	4	1	2	7	2	15	35	50
BEIEd-507	Chemistry		4	1	2	7				
BEIEd-509	History		4	1	2	7				
BEIEd-510	Political Science		4	1	2	7				
BEIEd-511	Geography		4	1	2	7				
BEIEd-512	Economics		4	1	2	7				
BEIEd-513	Classroom Management	Theory & Practicum	1	2	3	6	2	15	35	50
BEIEd-514	Teaching Skill Development	Colloquia	1	3	3	7	2	50	-	50
Optional-One of the following-Capability/ Skill Enrichment Courses										
BEIEd-515	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BEIEd-516	E-Content Development (Software)									
Total							16	190	210	400

Programme Structure: B.El.Ed. (Semester-VI)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
SEMESTER VI										
BEIEd-601	School Planning & Management	Foundation	5	1	1	7	4	30	70	100
BEIEd-602	Environmental Studies		3	1	1	5	2	15	35	50
Optional Liberal Course – Any One										
BEIEd-603	English	Liberal	4	1	2	7	2	15	35	50
BEIEd-604	Hindi		4	1	2	7				
BEIEd-605	Mathematics		4	1	2	7				
BEIEd-608	Biology		4	1	2	7				
Optional Liberal Course – Any One										
BEIEd-606	Physics	Liberal	4	1	2	7	2	15	35	50
BEIEd-607	Chemistry		4	1	2	7				
BEIEd-609	History		4	1	2	7				
BEIEd-610	Political Science		4	1	2	7				
BEIEd-611	Geography		4	1	2	7				
BEIEd-612	Economics		4	1	2	7				
BEIEd-613	Material Development & Evaluation	Practicum	1	2	3	6	2	50	-	50
BEIEd-614	Internship	Colloquia	1	3	4	8	2	50	-	50
Optional-One of the following-Capability/ Skill Enrichment Courses										
BEIEd-615	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BEIEd-616	Entrepreneurship Development									
Total							16	225	175	400

Programme Structure: B.El.Ed. (Semester-VII & VIII)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
SEMESTER VII										
BEIEd-701	Knowledge & Curriculum Study	Foundation	3	1	1	5	2	15	35	50
BEIEd-702	Gender & Schooling		3	1	1	5	2	15	35	50
BEIEd-703	School Internship	Practicum	-	1	5	6	10	75	175	250
<i>Optional-One of the following-Capability/ Skill Enrichment Courses</i>										
BEIEd-704	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BEIEd-705	NEP 2020: Professional Development Program		1	2	3	6	2	50	-	50
Total							16	155	245	400
SEMESTER VIII										
BEIEd-801	Philosophical & Sociological Base Education	Foundation	3	1	1	5	2	15	35	50
BEIEd-802	Classroom Management & Communication		3	1	1	5	2	15	35	50
<i>Optional A – Pedagogy (One of the following)</i>										
BEIEd-803	Language	Optional A	3	2	1	6	2	15	35	50
BEIEd-804	Mathematics		3	2	1	6				
BEIEd-805	Natural Sciences		3	2	1	6				
BEIEd-806	Social Science		3	2	1	6				
<i>Optional B –One of the following (Select one of the following)</i>										
BEIEd-807	Computer Education	Optional B	3	2	1	6	2	15	35	50
BEIEd-808	Special Education		3	2	1	6				
BEIEd-809	Case Study	Practicum	1	2	4	7	2	50	-	50
BEIEd-810	Action Research	Colloquia	1	2	4	7	2	50	-	50
<i>Optional - C (One of the following) Enrichment/ Capability Development Courses</i>										
BEIEd-811	Capability Enhancement Work	Optional - C	1	3	3	7	4	100	-	100
BEIEd-812	Scout & Guide		1	3	3	7				
Total							16	260	140	400

B.El.Ed. SEMESTER-I

(1st Year)

Programme Structure: B.El.Ed. (Semester-I & II)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
SEMESTER I										
BEIEd-101	Child Development & Pedagogy	Foundation	4	1	2	7	4	30	70	100
BEIEd-102	Nature of Language	Core	3	1	1	5	2	15	35	50
BEIEd-103	Mathematics		3	1	1	5	2	15	35	50
BEIEd-104	Performing Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BEIEd-105	Craft, Participatory Work		3	1	1	5	2	15	35	50
BEIEd-106	Internship	Colloquia	1	2	4	7	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BEIEd-107	Capability Enhancement Work	Optional	1	2	4	7	2	50	-	50
BEIEd-108	Typing Skill									
Total							16	260	140	400

B.El.Ed. SEMESTER-I

(1st Year)

B.El.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Child Development	B.El.Ed. -101	4	100	70	30
Course Objectives:	To enable student teacher to: <ul style="list-style-type: none"> Know the meaning, concept, characteristics, difference, principles, factors affecting growth & development & role of heredity & environment in child development. Apply the knowledge of characteristics & various types of development in infancy, childhood & adolescent stage. Understand the socialization process & need of guidance and counseling for different stages. Apply the knowledge of various theories of child development & learning theories. Apply the knowledge of children with special need. 				
Course Outcomes	After the completion of the course, pupil-teacher will be able to- <ul style="list-style-type: none"> Reproduce the meaning, concept, characteristics, difference, principles, factors affecting growth & development & role of heredity & environment in child development. Use the knowledge of characteristics & various types of development in infancy, childhood & adolescent stage. Explain the socialization process & need of guidance & counseling for different stages. Use the knowledge of various theories of child development & learning theories. Use the knowledge of children with special need. 				
Course Contents:					
Unit-I:	Growth and development <ul style="list-style-type: none"> Meaning, concept and characteristics of growth and development. Difference between growth and development. Principles and factors affecting of growth and development. Role of Heredity and Environment in child development. 				
Unit-II:	Stages of Development <ul style="list-style-type: none"> Characteristics of various stages-Infancy stage, Childhood stage and Adolescence stage Physical, social, mental, language and emotional development in infancy stage, childhood stage and adolescence stage. Socialization process- role of parents, teachers, peers& media neighborhood and community. Need of guidance and counseling for different stages. 				
Unit-III:	Theories of child development <ul style="list-style-type: none"> Meaning & Concept of Cognitive Development, Moral Development, Psycho Sexual Development & Psycho-Social Development. 				
Unit-IV:	Learning theories <ul style="list-style-type: none"> Factors contributing to Learning (Personal and environmental) Motivation and Learning Trial & Error theory of Thorndike Classical conditioning theory of Pavlov Operant conditioning theory of Skinner Insight theory of Kohler 				
Unit-V:	Children with special needs <ul style="list-style-type: none"> Concept of special children- talented, creative, gifted, slow learners, under achievers Emotionally disturbed children Culturally and socially disadvantaged children. 				
Practicum	<ul style="list-style-type: none"> Seminar/ Presentation on educational implications of One Learning theory of child development. Survey report on impact of socioeconomic status of a family on child development. Content Analysis of Media coverage on the following: Child-labour, Gender bias. 				
Suggested Readings:	<ul style="list-style-type: none"> S.K. Mangal “<i>Child Development</i>”, Arya Book Depot, New Dehli S.P Gupta उच्चतर शिक्षा मनोविज्ञान R.N Manav -उच्चतर शिक्षा मनोविज्ञान Malti Saraswati- शिक्षा मनोविज्ञान S.K. Mangal “<i>Educating Exceptional Children</i>”, PHI Learning Private Limited, Delhi. 				

B.El.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Nature of Language	B.El.Ed. -102	2	50	35	15
Course Objectives:	To enable student teacher to: <ul style="list-style-type: none"> • Know the meaning, characteristics, importance and functions of language. • Comprehend the aspects of linguistic behavior. • Enhance communication skills • Know the various approaches of language learners. 				
Course Outcomes	After the completion of the course, pupil-teacher will be able to- <ul style="list-style-type: none"> • Reproduce the meaning, characteristics, importance and functions of language. • Explain the concept of the aspects of linguistic behavior. • Enhance the communication skills. • Identify the various approaches of language learners. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Meaning and Definition of Language Characteristics • Characteristics of Language Development Nature and Scope of Language. • Importance of Language in human life. • Functions of Language 				
Unit-II:	Aspects of Linguistic Behavior <ul style="list-style-type: none"> • Verbal and non-verbal communication • Defining feature of human system of communication • Language and mind • Language and society • Language as a rule governed behavior and linguistic variability • Speech and writing 				
Unit-III:	<ul style="list-style-type: none"> • Basic human communication model • Speech Mechanism • Basic Components of speech • Important points in speech training • Qualities of a language teacher • The nature of language learning • Theories of language learning 				
Unit-IV:	Approaches of language learners <ul style="list-style-type: none"> • Structural View approach • Communicative approach • Situational approach • Eclectic approach 				
Suggested Readings:	<ul style="list-style-type: none"> • S.K Pandey: Teaching Communication • H.D. Brown, Principles of Language Learning and Teaching, Englewood Cliffs, NJ: Prentice Hall, 1980. • Verma S.K. & Krishnaswamy 1997: Modern Linguistics (Oxford University Press) • Gillian Lazar 1993: Literature and Language Teaching Cambridge University Press 				

B.El.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Nature of Mathematics	B.El.Ed. -103	2	50	35	15
Course Objectives:	To enable student teacher to: <ul style="list-style-type: none"> • Know the concept meaning & nature of number system. • Understand and apply the number system in their daily working. • Understand and apply the polynomials. • Understand linear equations. • Understand the quadratic equations. 				
Course Outcomes	After the completion of the course, pupil-teacher will be able to- <ul style="list-style-type: none"> • Define and recognize the various types of numbers. • Present and use the number system in their day to day working. • Explain and compute polynomials. • Present linear equations. • Explain and present the quadratic equations and the contribution of Brahma Gupta, Shridharacharya in this field 				
Course Contents:					
Unit-I:	Number System <ul style="list-style-type: none"> • Concept, Meaning & Nature of Number Line, Whole Number, Integers rational numbers, irrational number, real number, terminating and non-terminating decimal etc. • Real Number and their decimal • Representing Real number on the member line • Operational on real numbers • Laws of exponents for real number 				
Unit-II:	Polynomials <ul style="list-style-type: none"> • Concept, Meaning & Nature of addition, subtraction, multiplication and division of algebraic expressions etc. • Polynomial in one variable • Zeroes of a Polynomial 				
Unit-III:	Linear Equations <ul style="list-style-type: none"> • Concept, Meaning & Nature of linear equation of one variable • Linear Equations. • Solution of a linear equation • Graph of a linear equations in two variables • Equations of lines parallel to the X-axis and Y-axis. 				
Unit-IV:	Quadratic Equations <ul style="list-style-type: none"> • Concept, Meaning & Nature of variable and constant. • Contribution of Brahma Gupta, Sridharacharya etc. • Quadratic Equation • Solution of Quadratic Equation • Nature of roots 				
Suggested Readings:	<ul style="list-style-type: none"> • https://www.nios.ac.in/media/documents/dled/Block1_504.pdf • Bolt, Brian, Mathematical Activities, A Resource Book for Teachers, Cambridge University Press: Cambridge., 1982 • IGNOU, AMT. Teaching of Primary School mathematics, IGNOU New Delhi • Tyagi, S.K. (2004); Teaching of Arithmetic; Commonwealth Publications. 				

B.El.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Performing Arts	B.El.Ed. -104	2	50	35	15
Course Objectives:	To enable student teacher to: <ul style="list-style-type: none"> • Understand meaning, characteristics, history, principles forms and general and specific qualities of performing art teacher. • Know the brief history and importance various Indian music & dance. • Apply aims, objectives, importance and place of music as a subject in school curriculum. • Understand the various classical dances. • Understand the concept of Natya Shastra and origin, forms style, aims and nature of Sanskrit Natyam and drama. • Apply the various tools, notes, songs, dance, prayers and dramatic presentation of any epic episode and social problem. 				
Course Outcomes	After the completion of the course, pupil-teacher will be able to- <ul style="list-style-type: none"> • Explain the meaning, characteristics, history, principles forms and general and specific qualities of performing art teacher. • Define and recall the brief history and importance various Indian music & dance. • Access and use the aims, objectives, importance and place of music as a subject in school curriculum. • Present the various classical dances. • Explain recall and recognize the concept of Natya Shastra and origin, forms style, aims and nature of Sanskrit Natyam and drama. • Demonstrate the various tools, notes, songs, dance, prayers and dramatic presentation of any epic episode and social problem. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Meaning and characteristics and brief history performing arts • General principles of performing arts. • Various forms of performing art. • General and specific qualities of performing art teacher 				
Unit-II:	<ul style="list-style-type: none"> • A brief history of Indian music & Dance • Aims, objective, importance and place of music as a subject in school curriculum. • Importance of classical music & Dance 				
Unit-III:	<ul style="list-style-type: none"> • General introduction to seven classical dances • Bharatnatyam, Kuchipudi, Odissi, Kathak, Manipuri, Kathakali, Mohini Attam. 				
Unit-IV:	<ul style="list-style-type: none"> • Concept of Natya shastra, • Origen, aims and nature of Sanskrit Natyam • Forms, elements, types and various style of drama. 				
Practicum:	<ul style="list-style-type: none"> • Presentation of Taal (Dadra, Kaharwa, Jhaptaal, Teentaal • Seven notes of Musical Rhythm, Vandna, Patriotic Song, one classical and one folk Dance, Dramatic presentation of any epic episode, or any social problem. • State, Peter, An Introduction to Child Drama, University of London Press: London 1958. • Dodd, Nigel and Winifred Hickson, Drama and Theatre in Education, Heinemann: Lon 1971/1980. • McCaslin, Nellie, Creative Drama in the Primary Grades, Vol I and In the Intermediate Gr. Vol II, Longman: New York/London, 1987. 				

B.El.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Craft & Participatory Work	B.El.Ed. -105	2	50	35	15
Course Objectives:	<ul style="list-style-type: none"> • Understand meaning, characteristics, , forms and general and specific qualities of Craft & Participatory Work • Know the brief history and importance various Indian Craft Work.. • Understand the various participatory work • Understand the concept of Methodology to prepare clay items. • Apply the various type of participatory work as drama, seminar, assignment, 				
Course Outcomes	<ul style="list-style-type: none"> • Explain the meaning, characteristics, general and specific qualities of Craft & Participatory Work • Define and recall the brief history and importance various Indian Craft Work. • Present the various participatory work • Explain recall and recognize the concept of Methodology to prepare clay items. • Demonstrate the various type of participatory work as drama, seminar, assignment, 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Definition and meaning of Craft • Types of Craft • History & Development of Craft. • Importance of Craft Work. 				
Unit-II:	<ul style="list-style-type: none"> • A brief introduction of participatory method. • Craft education in the form of self-dependent education. • Methodology to prepare the various craft material- poser making, candle making, Rangoli Making, Flowers Making, Paper Meshing. • Methodology to prepare clay items. 				
Unit-III:	<ul style="list-style-type: none"> • Various type of participatory work as drama, seminar, assignment, • Projects, cultural activities, quiz. • Importance of participatory work. 				
Practicum:	<ul style="list-style-type: none"> • Clay modeling, paper cutting and paper folding, wall hanging, • Indoor games carom, chess, ludo envelops, soft toys, pot decoration. 				

B.El.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Internship	B.El.Ed. -106	2	50	-	50
Course Objectives:	<ul style="list-style-type: none"> • Understand the teaching behaviour • Apply the concept of Observation • Conduct meaningful group and individual activities with children. • Apply the concept of Flander's Theory. • Apply the concept of Classroom interaction. 				
Course Outcomes	<ul style="list-style-type: none"> • Comprehend the teaching behaviour • Apply the concept of Observation • Apply the concept of Flander's Theory. • Apply the concept of Classroom interaction. 				
Course Content (School Contact Programme and observation of 05 Primary Schools)					
Unit-1	<ul style="list-style-type: none"> • Teaching Behaviour-- Definition, Meaning, Concept • Observation- Definition, Meaning, Concept • Structure of Observation • Rules of Observation 				
Unit-2	<ul style="list-style-type: none"> • Flander's Theory- Meaning, Concept, Characteristics and Categories • Classroom interaction- Verbal & Non-verbal 				
Evaluation Scheme					
1	Observation Report of Infrastructure of each school				-10
2	Observation of teaching learning environment of each school				-10
3	Class room activities (15 lessons) of each school				-10
4	Viva-Voce and File Presentation				-20

B.El.Ed.(Semester-1)

Course Title	Course Code	Credit 2	Max Marks
Capability Enhancement work	B.El.Ed. -107	2	50
Objectives:	To enable student teacher to: <ul style="list-style-type: none"> • To know and understand the concepts related to child development & pedagogy ,nature of language, mathematics, performing arts and craft, participatory work • Conduct meaningful group and individual activities. · • Engage all children in activities and to ensure active participation and free expression. · • To improve the ability to reflect on various themes and interact· • Improve the capability and confidence in expression of thoughts. 		
Course Outcomes	After the completion of the course, pupil-teacher will be able to - <ul style="list-style-type: none"> • Explain the concepts related to child development & pedagogy, nature of language, mathematics, performing arts and craft, participatory work. • Carryout meaningful group and individual activities. • Actively participate in curricular group activities • Reflect on various themes and interact· • Express the thoughts confidently· 		
Course Content			
1	Assignment from core course		
2	Project /Work shop related to core courses		
3	Seminar Presentation (report)		
Evaluation Scheme	<ul style="list-style-type: none"> • Assignment of core course :10 • Project /Work shop: 15 • Seminar: 10 • Comprehensive viva-Voce: 15 		

B.El.Ed.(Semester-I)

Course Title	Course Code	Credit	Max Marks (Internal)
Typing Skill	B.El.Ed. - 108	2	50
Objectives:	To enable student teacher to:- <ul style="list-style-type: none"> To build an expertise in English Typing Basics. To provide students with a Home Row Keys Practice. To familiarizes students with current use of Shift Keys + Bottom-Row Keys Practice To conduct meaningful group and individual activities for Paragraph writing, Application / Letters Writing. 		
Outcomes:	After the completion of the course, pupil-teacher will be able to - <ul style="list-style-type: none"> Explain the expertise in English Typing Basics. Carryout the students with a students with a Home Row Keys Practice. Actively participate in the use of use of Shift Keys + Bottom-Row Keys Practice Reflect on various themes and interact related to group and individual activities for Paragraph writing, Application / Letters Writing. Express the capability and confidence in expression of thoughts confidently. 		
Course Contents:			
Unit-I:	Typing Basics I <ul style="list-style-type: none"> English Typing Basics Home Row Keys Practice Basic Shortcut Keys Upper Row Keys Practice Simple Word Practice By Home And Upper Row Keys 		
Unit-II:	Typing Basics II <ul style="list-style-type: none"> Shift Keys + Bottom-Row Keys Practice Fourth Row Number and Symbol Keys Shift Key + Fourth Row Number and Symbol Keys Paragraph Practice Application / Letters Writing 		
Suggested Readings:	<ol style="list-style-type: none"> Learn Touch Typing in a Week" by R. Benjamin. "Typing for Beginners" by Betty Owen Typing Mastery: Learn to Type Fast in Just a Few Hours!" by William R. Stanek. 		
Evaluation Scheme	Typing Skill -20 Marks Assignment On Typing Skill -05 Marks Project/Workshop-10 Marks Viva-Voce -10 Marks Attendance: 05 Marks		

Programme Structure: B.El.Ed. (Semester-II)

SEMESTER II										
BEIEd-201	Contemporary India	Foundation	5	1	1	7	4	30	70	100
BEIEd-202	Educational Technology		3	1	1	5	2	15	35	50
BEIEd-203	Natural Science	Core	3	1	1	5	2	15	35	50
BEIEd-204	Social Science		3	1	1	5	2	15	35	50
BEIEd-205	Fine Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BEIEd-206	Internship	Colloquia	1	1	4	6	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BEIEd-207	Capability Enhancement Work	Optional	1	3	2	6	2	50	-	50
BEIEd-208	Organization of Educational Activities									
Total							16	190	210	400

B.El.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
Contemporary India and Education- Foundation	B.El.Ed. -201	4	100	70	30
Course Objectives:	To enable student teacher to: <ul style="list-style-type: none"> Know the meaning of society; civilization, nation state and the emergence of India as a nation state. Understand the constitution and its various policies. Understand the various Economic issues of Indian Economy. Understand the political issues features and systems of Government of India. Understand various social and cultural issues and characteristic of Indian societies. Understand the major issues in contemporary India. 				
Course Outcomes	After the completion of the course, pupil-teacher will be able to- <ul style="list-style-type: none"> Define the meaning of society; civilization, nation state and the emergence of India as a nation state. Describe the constitution and its various policies. Explain the various Economic issues of Indian Economy. Explain the various economic issues of Indian Economy. Explain and judge the various social and cultural issues and characteristics of Indian societies. Illustrate and compare the major issues in contemporary India. 				
Course Contents:					
Unit-I:	Indian Education System <ul style="list-style-type: none"> Vedic Education System Buddhist Education System Medieval Education System Modern Education System 				
Unit-II:	Education Policies <ul style="list-style-type: none"> National Policy of Education- 1968 & 1986 National Education Policy- 2020 NCRF-2023 				

Unit-III:	<p>Sociological & Economical Aspects of Education</p> <ul style="list-style-type: none"> • India as ‘Society’; ‘civilization’; ‘nation-state’; India’s emergence from the freedom struggle as a nation-state. • Reservation as egalitarian policy; Social Conflict. • Economic Issues: Poverty and inequality; employment; private and public sector; new economic policy. • Major issues in Contemporary India (to be studied by class-room and individual projects): childhood in India; environment and development;
Unit-IV:	<p>Indian Constitutional Provisions for Education</p> <ul style="list-style-type: none"> • The Constitution: its framework and scope; major social policies enshrined in the Constitution; • Provision related to Childhood and Education, Concurrent Status of Education.
Unit-V:	<ul style="list-style-type: none"> • Social and Cultural Issues: major characteristics of India’s pluralist make-up; • Reservation as egalitarian policy; Social Conflict. (To be studied with the help of a project based on locally done field work.)
Unit-VI	<ul style="list-style-type: none"> • Major issues in Contemporary India (to be studied by class-room and individual projects): childhood in India; environment and development; reservation as an egalitarian policy; social conflict.
Suggested Readings:	<ul style="list-style-type: none"> • Bhaduri, Amit and Deepak Nayyar, The Intelligent Person's Guide to Liberalization, Penguin Books India: New Delhi, 1996. • Dubey, S.C. Indian Society, National Book Trust: New Delhi; 2001 (Reprint). • Shah, A.M. Family in India: Critical Essays, Orient Longman: New Delhi, 1988. • www.contemporaryindiansociety.com.

B.El.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
Educational Technology – Foundation	B.El.Ed. -202	2	50	35	15
Course Objectives:	<p>To enable student teacher to:</p> <ul style="list-style-type: none"> • Know the concept, nature, scope, need types of educational technology, teaching machines, language laboratory. • Understand programme learning and steps to prepare a programmed instructional material. • Know the concept of teaching levels strategies, models, micro teaching, Flander’s interaction analysis and simulation teaching. • Develop the knowledge regarding media in teaching communication and working of various hardware. 				
Course Outcomes	<p>After the completion of the course, pupil-teacher will be able to-</p> <ul style="list-style-type: none"> • Define concept, nature and scope, types of educational technology and language laboratory and teaching machine. • Explain programmed learning and steps to prepare programmed instructional material. • Recall and define the concept of teaching level, types of teaching level, strategies models of teaching, micro teaching, Flander’s introduction analyze and simulations teaching. • Write the importance of media in teaching. • Recall and write the process of communication and working of various hardware in teaching. 				
Course Contents:					

Unit-I:	Educational Technology <ul style="list-style-type: none"> • Meaning and definition • Forms of Educational Technology • Approaches of Educational Technology • Psychological Bases for the use of Hardware and software technologies- Edgar Dale's cone of experience, multisensory instruction
Unit-II:	Education Technology in operation <ul style="list-style-type: none"> • Computer Assisted Instructions • e-Learning • Virtual Classrooms • Language Laboratory Programmed Learning or Instruction
Unit-III:	Media in Teaching and Communication: Types and Importance Types: ETV, Information and Communication Technology (ICT) – Concept and role of ICT in Education, Role of CIET, UGC and IGNOU in production of Educational Television programmes and software.
Unit-IV:	Knowledge regarding working of various Hardware's: Slide Projector, Film Projector, Computer, OHP, CCTV, LCD Projector, Smart Board Multimedia approach: - Concept, role of teleconferencing and computer networking.
Practicum:	<ul style="list-style-type: none"> • Development of computer aided materials/ slides/ Power Points.
Suggested Readings:	<ul style="list-style-type: none"> • Davies, I.K.: The Management of Learning • Dececco & Crawford: The Psychology of learning instruction • Merit: Educational Technology • Smith & Moore: Programmed Learning • Taber & Glaser: Learning & programmed instruction.

B.El.Ed.(Semester-I1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Natural Science – Core	B.El.Ed. -203	2	50	35	15
Course Objectives:	To enable student teacher to: <ul style="list-style-type: none"> • Know the concept, relation, classification, property, law of natural phenomenon. • Apply the understanding of length, mass and time, density, pressure, work and energy; weight; gravitation; heat and temperature; • Understand the states of matter; properties of magnets; electricity; refraction and dispersion. • Analyse the physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides, acids; bases and salts; air and combustion; water hard & soft. • Understand living and non-living; classification of living world; germination of seeds; life processes of various phenomenon of nature, as respiration, digestion, reproduction, photosynthesis, transportation and interdependence of plants and animals. • Understand and enhance skill by performing various activities and project work. 				
Course Outcomes	After the completion of the course, pupil-teacher will be able to- <ul style="list-style-type: none"> • Define and recognize the concept, relation, classification, property, law of natural phenomenon. • Compute length, mass and time, density, pressure, work and energy; weight; gravitation; heat and temperature; • Explain the states of matter; properties of magnets; electricity; refraction and dispersion. • Divide and compare the physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides, acids; bases and salts; air and combustion; water hard & soft. 				

	<ul style="list-style-type: none"> Classify and explain living and non-living; classification of living world; germination of seeds; life processes of various phenomenon of nature, as respiration, digestion, reproduction, photosynthesis, transportation and interdependence of plants and animals. Construct and enhance skill by performing various activities and project work.
Course Contents:	
Part – I	<ul style="list-style-type: none"> It is envisaged that most of the content will be transacted using the discovery approach, through simple observations and experiments, followed by discussion. Wherever necessary, additional information may be supplied by the teacher at the end of each activity.
Unit-I:	<ul style="list-style-type: none"> Classification, property, concept, relation, law.
Unit-II:	<ul style="list-style-type: none"> Measurement of length, mass and time; density; pressure; work and energy; weight; falling of bodies; gravitation; heat and temperature; states of matter; properties of magnets; electricity; refraction and dispersion.
Unit-III:	<ul style="list-style-type: none"> Physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides; acids; bases and salts; air and combustion; water–hard and soft.
Unit-IV:	<ul style="list-style-type: none"> Living and non-living; classification of living world; germination of seeds; life processes e.g.respiration, digestion, reproduction, photosynthesis, transportation, phenomena, interdependence of plants and animals.
Suggested Readings:	<ul style="list-style-type: none"> RAWAT, D.S.: Vigyan Shikshan, Agrawal Publication Agra. Kulsreshta, S.P.: Teaching of Biology, Loyal Book Depot, Meerut. DJ Taylor: Biological Science V Singh: A Text Book of Botany
Part – II	<ul style="list-style-type: none"> It is expected that investigative projects will involve some or all of the following elements – laboratory work, library reference, field-survey, group discussion, seeking expert opinion.
3 Projects	<p>Not more than one project from each area:</p> <ul style="list-style-type: none"> P1 – Natural Phenomena P2 – Environment and Adaption P3 – Technology P4 – Health
Annexure	<p>P1</p> <ol style="list-style-type: none"> Why is the sky blue? Why does it rain? Why do stars twinkle? How many colors are there in a rainbow? <p>P2</p> <ol style="list-style-type: none"> Why don't lizards fall from ceilings? Why does a dog go round in a circle before its sits down? How do fish survive without air? Can human beings live on grass? Why does a cat produce kittens and not baby camels? <p>P3</p> <ol style="list-style-type: none"> Why don't lizards fall from ceilings? Why does a dog go round in a circle before its sits down? How do fish survive without air? Can human beings live on grass? Why does a cat produce kittens and not baby camels? <p>P4</p> <ol style="list-style-type: none"> Why do teeth decay? Why does hair fall? Does bad blood cause pimples?

4. Why do ears run?

B.El.Ed.(Semester-I1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Social Science – Core	B.El.Ed. -204	2	50	35	15
Course Objectives:	To enable student teacher to: <ul style="list-style-type: none"> Understand nature of Social Science, relations with other subjects and role and significance of Social Science in the learner's development. Understand the concept of monarchy, aristocracy imperialism, fascism, nationalism, democracy and citizenship. Understand the relationship between human life, space and resources in the Indian context. Understand the relationship and interactions of people in groups. Understand the significance and organization of protect work in Social Science. 				
Course Outcomes	After the completion of the course, pupil-teacher will be able to- <ul style="list-style-type: none"> Explain the nature of Social Science, relations with other subjects and role and significance of Social Science in the learner's development. Explain the concept of monarchy, aristocracy imperialism, fascism, nationalism, democracy and citizenship. Classify the relationship between human life, space and resources in the Indian context. Judge the relationship and interactions of people in groups. Explain the significance and organization of protect work in Social Science. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> Nature of Social Science: Data, method and evidence to be discussed in the context of history, geography, civics, sociology and economics. Role of social science discipline in the learner's development. Significance of perspective and context in the study of social science. (Exemplars: 1857, Secularism/ Communalism) 				
Unit-II:	<ul style="list-style-type: none"> Relationship between human experience and the growth of instructions (to be studied in the context of the following concepts): Monarchy, aristocracy, imperialism, fascism, nationalism, democracy and citizenship. (These concepts could be taught with examples from a content area which may be thought fit-the emphasis however, should be on the teaching of concepts). 				
Unit-III:	<ul style="list-style-type: none"> Relationship between human life, space and resources (to be studied in the context of the following): Movement from a subsistent economy to a surplus economy; demography and the distribution of wealth in society; spatial interaction (to be taught in the Indian context). 				
Unit-IV:	<ul style="list-style-type: none"> Study of the relationships and interactions of people in groups: Culture, social stratification and social change. <u>Or</u> Project Work: Interconnections are to be drawn between the various disciplines that fall within social sciences through project work, e.g. <ol style="list-style-type: none"> Study of a slum setting in terms of economics, subsistence, politics, historical memories. Take two products available to you as a consumer. Try and trace the process by which it is made available to you from its raw form to a finished product. Study the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another. 				
Suggested Readings:	<ul style="list-style-type: none"> Tyagi, Gurusharan: Teaching of Civics, Vinod Pustak Mandir, Agra, 2013. Singh, H.N., Geography Teaching, Vinod Pustak Mandir Agra, 1985. Ellis, Arthur K. Teaching and Learning Elementary Social Studies, Allyn and Bacon: Boston, 				

1991.

B.El.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
Fine Arts	B.El.Ed. -205	2	50	35	15
Course Objectives:	<p>To enable student teacher to:</p> <ul style="list-style-type: none"> • Understand the origin, meaning and concept art. • Understand the scope importance, relationship national unity and various form of art. • Understand the concept, history of visual art importance of free expression and concept of aesthetic sense in art. • Know the elements of art. • Understand the concept and characteristics of handicraft, Kolaj formation and concept and process of 3D artificial work. • Develop skill of preparing 3 dimensional models, Kolaj, Clay pot, Paper meshing and forming of waste material product. 				
Course Outcomes	<p>After the completion of the course, pupil-teacher will be able to-</p> <ul style="list-style-type: none"> • Explain the origin, meaning and concept art. • Describe the scope importance, relationship national unity and various form of art. • Describe concept history of visual art importance of free expression and concept of aesthetic sense in art. • Define and recognize the elements of art. • Explain and illustrate the concept and characteristics of handicraft, Kolaj formation and concept and process of 3D artificial work. • Enhance the skill of preparing 3 dimensional models, Kolaj, Clay pot, Paper meshing and forming of waste material product. 				
Course Contents:					
Unit-I:	<p>Origin of Art, meaning and concept of art</p> <ul style="list-style-type: none"> • Scope & importance of art, • Relationship between art and national unity • Various forms of art. 				
Unit-II:	<ul style="list-style-type: none"> • Visual art –Meaning, concept and history of visual art • Importance of free expression in relation to art • Meaning and concept of aesthetic sense in art 				
Unit-III:	<ul style="list-style-type: none"> • Elements of art • Line, color shape, form, value, space and texture- their meaning type, planning, basic rules. 				
Unit-IV:	<ul style="list-style-type: none"> • Concept and characteristics of handicrafts • Concept of Kolaj formation and its process • Meaning, concept and process of 3 D artificial work. 				
Practicum:	<ul style="list-style-type: none"> • Kolaj Making, 3-dimensional model, Decoration of clay pots, paper meshing and forming of waste material product, To prepare charts and posters, follower making with papers, to prepare envelops & bags, • To make Rangoli &Alpana, 				
Suggested Readings:	<ul style="list-style-type: none"> • Aires, Philippe, Centuries of Childhood: a Sociology of Family Life, Knops: New York, 1967. • Dodd, Nigel and Winifred Hickson, Drama and Theatre in Education, Heinemann: Lon 1971/1980. 				

	<ul style="list-style-type: none"> • McCaslin, Nellie, Creative Drama in the Primary Grades, Vol I and In the Intermediate Gr. Vol II, Longman: New York/London, 1987. 5. State, Peter, An Introduction to Child Drama, University of London Press: London 1958
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B.El.Ed.(Semester-I1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Observe Real Teacher Class (15-Lesson)	B.El.Ed. -206	2	50	-	50
Course Objectives:	To enable student teacher to:- <ul style="list-style-type: none"> • Develop the ability to observe real class room teaching • Identify the strong and weak points of the teacher in the process of real class room teaching • Learn from the strong and weak points of the teacher in the process of real class room teaching • Enhance the ability to carry out class room teaching 				
Course Outcomes	After the completion of the course , pupil -teacher will be able to :- <ul style="list-style-type: none"> • Observe real class room teaching • Identify the strong and weak points of the teacher in the process of real class room teaching • Learn from the strong and weak points of the teacher in the process of real class room teaching • Enhance the ability to carry out class room teaching • Observe real class room teaching 				
Course Content & Evaluation					
1	Observation Report		-	10	
2	Observation Report of School		-	10	
3	Class room activities of each school		-	10	
4	Viva-Voce and File Presentation		-	20	

B.Ed. (Semester-1)

Course Title	Course Code	Credit 2	Max Marks
Capability Enhancement work,	B.El.Ed. -207	2	50
Objectives:	To enable student teacher to:- <ul style="list-style-type: none"> • To know and understand the concepts related to Contemporary India, Educational Technology, Natural Science, Social Science and Fine arts. • Conduct meaningful group and individual activities. · • Engage all children in activities and to ensure active participation and free expression. · • To improve the ability to reflect on various themes and interact· 		

	<ul style="list-style-type: none"> • Improve the capability and confidence in expression of thoughts.
Course Outcomes	<p>After the completion of the course, pupil-teacher will be able to -</p> <ul style="list-style-type: none"> • Explain the concepts related to Contemporary India, Educational Technology, Natural Science, Social Science and Fine arts. • Carryout meaningful group and individual activities. • Actively participate in curricular group activities • Reflect on various themes and interact • Express the thoughts confidently
S. No.	<ul style="list-style-type: none"> • Capability Enhancement Work
1	<ul style="list-style-type: none"> • Assignment form core course
2	<ul style="list-style-type: none"> • Project /Work shop related to core courses
3	<ul style="list-style-type: none"> • Seminar Presentation (report)
Evaluation Scheme	<ul style="list-style-type: none"> • Assignment of core course :10 • Project /Work shop: 15 • Seminar: 10 • Comprehensive viva-Voce: 15

B.El.Ed. (Semester-II)

Course Title	Course Code	Credit	Max Marks
Organization of Educational Activities	B.El.Ed. -208	2	50
Objectives:	<p>To enable student teacher to:-</p> <ul style="list-style-type: none"> • to build an inter-disciplinary perspective on understanding sustainable development concerns and challenges. • to provide students with a general introduction to the basic core competencies and practical skills. • to familiarizes students with current debates and perspectives in analyzing constraints and opportunities for sustainable development. 		

	<ul style="list-style-type: none"> • to conduct meaningful group and individual activities. .
Outcomes:	<p>After the completion of the course, pupil-teacher will be able to -</p> <ul style="list-style-type: none"> • Explain the expertise in building the to build an inter-disciplinary perspective on understanding sustainable development concerns and challenges. • Carryout the students with a general introduction to the basic core competencies and practical skills. • Actively participate in the organization of Projects, Field Trip & Science Club. • Reflect on various themes and interact related to group and individual activities.
Course Contents:	
Unit-I:	<p>Organization of Projects</p> <ul style="list-style-type: none"> • Project planning, scheduling, and resource allocation. • Team dynamics, leadership, conflict resolution. • Documentation of Projects <p>Field Trips</p> <ul style="list-style-type: none"> • Logistics, safety, and risk management for field trips. • Educational benefits of field trips, types of field trips. • Discussion on past field trips, brainstorming session. • Structure of Report Writing
Unit-II:	<p>Science Clubs</p> <ul style="list-style-type: none"> • Purpose and benefits of science clubs, starting a science club. • Discussion on science club activities, guest speaker. • Workshop on activity planning, brainstorming sessions. • Documentations and Maintenance
Suggested Readings:	<ul style="list-style-type: none"> • Dr. T.K.Mathew & Dr. T.M.Molykutty (2010)Science education, Rasinbow books Publishers, Page 233-235, 237-239. • www.eduplace.com/science/pro • extbooks on project management and educational trip planning. • Articles and case studies on successful science clubs. • Access to project management software (e.g., Trello, Asana). • Guest speakers and experts in relevant fields.
Evaluation Scheme	<p>Organization of Projects, Field Trip& Science Club -20 Marks Assignment on Organization of Projects, Field Trip& Science Club -05 Marks Project/Workshop-05 Marks Seminar Certificate- 05 Marks Viva-Voce-10 Marks Attendance: 05 Marks</p>

