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										
BElEd-101	Child Development & Pedagogy	Foundation	4	1	2	7	4	30	70	100
BElEd-102	Nature of Language	Core	3	1	1	5	2	15	35	50
BElEd-103	Mathematics		3	1	1	5	2	15	35	50
BElEd-104	Performing Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BElEd-105	Craft, Participatory Work		3	1	1	5	2	15	35	50
BElEd-106	Internship	Colloquia	1	2	4	7	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BElEd-107	Capability Enhancement Work	Optional	1	2	4	7	2	50	-	50
BElEd-108	Typing Skill									
	Total						**16**	**260**	**140**	**400**
SEMESTER II										
BElEd-201	Contemporary India	Foundation	5	1	1	7	4	30	70	100
BElEd-202	Educational Technology		3	1	1	5	2	15	35	50
BElEd-203	Natural Science	Core	3	1	1	5	2	15	35	50
BElEd-204	Social Science		3	1	1	5	2	15	35	50
BElEd-205	Fine Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BElEd-206	Internship	Colloquia	1	1	4	6	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BElEd-207	Capability Enhancement Work	Optional	1	3	2	6	2	50	-	50
BElEd-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										
BElEd-301	Cognition & Learning	Foundation	5	1	1	7	4	30	70	100
BElEd-302	Language Acquisition		3	1	1	5	2	15	35	50
Optional Liberal Course – Any one										
BElEd-303	English	Liberal	4	1	2	7	2	15	35	50
BElEd-304	Hindi		4	1	2	7				
BElEd-305	Mathematics		4	1	2	7				
BElEd-308	Biology		4	1	2	7				
Optional Liberal Course – Any one										
BElEd-306	Physics	Liberal	4	1	2	7	2	15	35	50
BElEd-307	Chemistry		4	1	2	7				
BElEd-309	History		4	1	2	7				
BElEd-310	Political Science		4	1	2	7				
BElEd-311	Geography		4	1	2	7				
BElEd-312	Economics		4	1	2	7				
BElEd-313	Physical Education	Theory & Practicum	2	1	4	7	2	15	35	50
BElEd-314	Internship (Observing Children -Real Teaching Situation)	Colloquia	1	1	4	6	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BElEd-315	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BElEd-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										
BElEd-401	Human Relations & Communication	Foundation	5	1	1	7	4	30	70	100
BElEd-402	Language Across Curriculum		3	1	1	5	2	15	35	50
Optional Liberal Course – Any one										
BElEd-403	English	Liberal	4	1	2	7	2	15	35	50
BElEd-404	Hindi		4	1	2	7				
BElEd-405	Mathematics		4	1	2	7				
BElEd-408	Biology		4	1	2	7				
Optional Liberal Course – Any one										
BElEd-406	Physics	Liberal	4	1	2	7	2	15	35	50
BElEd-407	Chemistry		4	1	2	7				
BElEd-409	History		4	1	2	7				
BElEd-410	Political Science		4	1	2	7				
BElEd-411	Geography		4	1	2	7				
BElEd-412	Economics		4	1	2	7				
BElEd-413	Self Development Workshop	Practicum	2	1	4	7	2	50	-	50
BElEd-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										
BElEd-415	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BElEd-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										
BElEd-501	Basic Concept of Education	Foundation	5	1	1	7	4	30	70	100
BElEd-502	Logic o Mathematics		3	1	1	5	2	15	35	50
Optional Liberal Course – Any one										
BElEd-503	English	Liberal	4	1	2	7	2	15	35	50
BElEd-504	Hindi		4	1	2	7				
BElEd-505	Mathematics		4	1	2	7				
BElEd-508	Biology		4	1	2	7				
Optional Liberal Course – Any one										
BElEd-506	Physics	Liberal	4	1	2	7	2	15	35	50
BElEd-507	Chemistry		4	1	2	7				
BElEd-509	History		4	1	2	7				
BElEd-510	Political Science		4	1	2	7				
BElEd-511	Geography		4	1	2	7				
BElEd-512	Economics		4	1	2	7				
BElEd-513	Classroom Management	Theory & Practicum	1	2	3	6	2	15	35	50
BElEd-514	Teaching Skill Development	Colloquia	1	3	3	7	2	50	-	50
Optional-One of the following-Capability/ Skill Enrichment Courses										
BElEd-515	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BElEd-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										
BElEd-601	School Planning & Management	Foundation	5	1	1	7	4	30	70	100
BElEd-602	Environmental Studies		3	1	1	5	2	15	35	50
Optional Liberal Course – Any One										
BElEd-603	English	Liberal	4	1	2	7	2	15	35	50
BElEd-604	Hindi		4	1	2	7				
BElEd-605	Mathematics		4	1	2	7				
BElEd-608	Biology		4	1	2	7				
Optional Liberal Course – Any One										
BElEd-606	Physics	Liberal	4	1	2	7	2	15	35	50
BElEd-607	Chemistry		4	1	2	7				
BElEd-609	History		4	1	2	7				
BElEd-610	Political Science		4	1	2	7				
BElEd-611	Geography		4	1	2	7				
BElEd-612	Economics		4	1	2	7				
BElEd-613	Material Development & Evaluation	Practicum	1	2	3	6	2	50	-	50
BElEd-614	Internship	Colloquia	1	3	4	8	2	50	-	50
Optional-One of the following-Capability/ Skill Enrichment Courses										
BElEd-615	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BElEd-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										
BElEd-701	Knowledge & Curriculum Study	Foundation	3	1	1	5	2	15	35	50
BElEd-702	Gender & Schooling		3	1	1	5	2	15	35	50
BElEd-703	School Internship	Practicum	-	1	5	6	10	75	175	250
Optional-One of the following-Capability/ Skill Enrichment Courses										
BElEd-704	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BElEd-705	NEP 2020: Professional Development Program									
	Total						**16**	**155**	**245**	**400**
SEMESTER VIII										
BElEd-801	Philosophical & Sociological Base Education	Foundation	3	1	1	5	2	15	35	50
BElEd-802	Classroom Management & Communication		3	1	1	5	2	15	35	50
Optional A – Pedagogy (One of the following)										
BElEd-803	Language	Optional A	3	2	1	6	2	15	35	50
BElEd-804	Mathematics		3	2	1	6				
BElEd-805	Natural Sciences		3	2	1	6				
BElEd-806	Social Science		3	2	1	6				
Optional B –One of the following (Select one of the following)										
BElEd-807	Computer Education	Optional B	3	2	1	6	2	15	35	50
BElEd-808	Special Education		3	2	1	6				
BElEd-809	Case Study	Practicum	1	2	4	7	2	50	-	50
BElEd-810	Action Research	Colloquia	1	2	4	7	2	50	-	50
Optional - C (One of the following) Enrichment/ Capability Development Courses										
BElEd-811	Capability Enhancement Work	Optional - C	1	3	3	7	4	100	-	100
BElEd 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										
BElEd-101	Child Development & Pedagogy	Foundation	4	1	2	7	4	30	70	100
BElEd-102	Nature of Language	Core	3	1	1	5	2	15	35	50
BElEd-103	Mathematics		3	1	1	5	2	15	35	50
BElEd-104	Performing Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BElEd-105	Craft, Participatory Work		3	1	1	5	2	15	35	50
BElEd-106	Internship	Colloquia	1	2	4	7	2	50	-	50
Optional	***(One of the following)*** Capability/ Skill Enrichment Courses									
BElEd-107	Capability Enhancement Work	Optional	1	2	4	7	2	50	-	50
BElEd-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: • 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- • 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** • 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** • 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** • Meaning & Concept of Cognitive Development, Moral Development, Psycho Sexual Development & Psycho-Social Development.
Unit-IV:	**Learning theories** • 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** • Concept of special children- talented, creative, gifted, slow learners, under achievers • Emotionally disturbed children • Culturally and socially disadvantaged children.
Practicum	• 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:	• S.K. Mangal "*Child Development"*, Arya Book Depot, New Dehli • S.P Gupta mPprjf k{kk euksfoKku • R.N Manav -mPprjf k{kk euksfoKku • Malti Saraswati-f k{kk euksfoKku • S.K. Mangal "*Educating Exceptional Children*", 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: • 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- • 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:	• 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** • 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:	• 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** • Structural View approach • Communicative approach • Situational approach • Eclectic approach
Suggested Readings:	• S.K Pandey: Teaching Communication • H.D. Brown, Principles of Language Learning and Teaching, Englewood Cliffs, NJ: Prentice Hall, 1980. • Verma S.K. &Krishnaswamy1997: 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: • 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- • 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** • 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** • 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** • 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** • Concept, Meaning & Nature of variable and constant. • Contribution of Brahma Gupta, Sridharacharya etc. • Quadratic Equation • Solution of Quadratic Equation • Nature of roots
Suggested Readings:	• 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: • 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- • 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:	• 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:	• 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:	• General introduction to seven classical dances • Bharatnatyam, Kuchipudi, Odissi, Kathak, Manipuri, Kathakali, Mohini Attam.
Unit-IV:	• Concept of Natya shastra, • Origen, aims and nature of Sanskrit Natyam • Forms, elements, types and various style of drama.
Practicum**:**	• 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:	• 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	• 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:	• Definition and meaning of Craft • Types of Craft • History & Development of Craft. • Importance of Craft Work.
Unit-II:	• 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:	• Various type of participatory work as drama, seminar, assignment, • Projects, cultural activities, quiz. • Importance of participatory work.
Practicum**:**	• 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:	• 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	• 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	• Teaching Behaviour-- Definition, Meaning, Concept • Observation- Definition, Meaning, Concept • Structure of Observation • Rules of Observation
Unit-2	• 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:** • 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 - • 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	• 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:-** • 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 - • 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** • 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** • 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:	1. Learn Touch Typing in a Week" by R. Benjamin. 2. "Typing for Beginners" by Betty Owen 3. 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

B.El.Ed. SEMESTER-II
(1st Year)

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

SEMESTER II										
BElEd-201	Contemporary India	Foundation	5	1	1	7	4	30	70	100
BElEd - 202	Educational Technology		3	1	1	5	2	15	35	50
BElEd - 203	Natural Science	Core	3	1	1	5	2	15	35	50
BElEd - 204	Social Science		3	1	1	5	2	15	35	50
BElEd - 205	Fine Arts	Theory & Practicum	2	1	2	5	2	15	35	50
BElEd-206	Internship	Colloquia	1	1	4	6	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BElEd-207	Capability Enhancement Work	Optional	1	3	2	6	2	50	-	50
BElEd-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: • 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- • 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 • Vedic Education System • Buddhist Education System • Medieval Education System • Modern Education System
Unit-II:	Education Policies • National Policy of Education- 1968 & 1986 • National Education Policy- 2020 • NCRF-2023
Unit-III:	Sociological & Economical Aspects of Education • 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:	Indian Constitutional Provisions for Education • 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:	• 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	• 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:	• 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-I1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Educational Technology – Foundation	**B.El.Ed. -202**	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • 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	After the completion of the course, pupil-teacher will be able to- • 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** • 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** • 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:	• Development of computer aided materials/ slides/ Power Points.
Suggested Readings:	• 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: • 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; heal and temperature; • Understand the states of matter; properties of magnets; electricity; refraction and dispersion. • Analysis the physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides, acids; basses 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- • Define and recognize the concept, relation, classification, property, law of natural phenomenon. • Compute length, mass and time, density, pressure, work and energy; weight; gravitation; heal 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; basses and salts; air and combustion; water hard & soft.
	• 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	• 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:	• Classification, property, concept, relation, law.
Unit-II:	• 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:	• 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:	• 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:	• 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	• 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	**Not more than one project from each area:** • P1 – Natural Phenomena • P2 – Environment and Adaption • P3 – Technology • P4 – Health

Annexure	**P1**	**1.** Why is the sky blue? **2.** Why does it rain? **3.** Why do stars twinkle? **4.** How many colors are there in a rainbow?
	P2	**1.** Why don't lizards fall from ceilings? **2.** Why does a dog go round in a circle before its sits down? **3.** How do fish survive without air? **4.** Can human beings live on grass? **5.** Why does a cat produce kittens and not baby camels?
	P3	**1.** Why don't lizards fall from ceilings? **2.** Why does a dog go round in a circle before its sits down? **3.** How do fish survive without air? **4.** Can human beings live on grass? **5.** Why does a cat produce kittens and not baby camels?
	P4	**1.** Why do teeth decay? **2.** Why does hair fall? **3.** 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: • 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- • 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:	• **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:	• **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:	• **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:	• **Study of the relationships and interactions of people in groups:** Culture, social stratification and social change. Or • **Project Work:** Interconnections are to be drawn between the various disciplines that fall within social sciences through project work, e.g. a) 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 from 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:	• 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-I1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Fine Arts	**B.El.Ed. -205**	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • 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	After the completion of the course, pupil-teacher will be able to- • 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:	**Origin of Art, meaning and concept of art** • Scope & importance of art, • Relationship between art and national unity • Various forms of art.
Unit-II:	• 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:	• Elements of art • Line, color shape, form, value, space and texture- their meaning type, planning, basic rules.
Unit-IV:	• Concept and characteristics of handicrafts • Concept of Kolaj formation and its process • Meaning, concept and process of 3 D artificial work.
Practicum:	• 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:	• 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. • 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

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:- • 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 :- • 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:-** • 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· • Improve the capability and confidence in expression of thoughts.
Course Outcomes	After the completion of the course, pupil-teacher will be able to - • 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.	• Capability Enhancement Work
1	• Assignment form core course
2	• Project /Work shop related to core courses
3	• Seminar Presentation (report)
Evaluation Scheme	• 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:	To enable student teacher to:- • 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. • to conduct meaningful group and individual activities. ·

Outcomes:	After the completion of the course, pupil-teacher will be able to - • 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:	**Organization of Projects** • Project planning, scheduling, and resource allocation. • Team dynamics, leadership, conflict resolution. • Documentation of Projects **Field Trips** • 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:	**Science Clubs** • Purpose and benefits of science clubs, starting a science club. • iscussion on science club activities, guest speaker. • Workshop on activity planning, brainstorming sessions. • Documentations and Maintenance
Suggested Readings:	• 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	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

B.El.Ed. SEMESTER-III
(2nd Year)

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										
BElEd-301	Cognition & Learning	Foundation	5	1	1	7	4	30	70	100
BElEd-302	Language Acquisition		3	1	1	5	2	15	35	50
Optional Liberal Course – Any one										
BElEd-303	English	Liberal	4	1	2	7	2	15	35	50
BElEd-304	Hindi		4	1	2	7				
BElEd-305	Mathematics		4	1	2	7				
BElEd-308	Biology		4	1	2	7				
Optional Liberal Course – Any one										
BElEd-306	Physics	Liberal	4	1	2	7	2	15	35	50
BElEd-307	Chemistry		4	1	2	7				
BElEd-309	History		4	1	2	7				
BElEd-310	Political Science		4	1	2	7				
BElEd-311	Geography		4	1	2	7				
BElEd-312	Economics		4	1	2	7				
BElEd-313	Physical Education	Theory & Practicum	2	1	4	7	2	15	35	50
BElEd-314	Internship (Observing Children -Real Teaching Situation)	Colloquia	1	1	4	6	2	50	-	50
Optional (One of the following) Capability/ Skill Enrichment Courses										
BElEd-315	Capability Enhancement Work	Optional	1	2	3	6	2	50	-	50
BElEd-316	Sustainable Development Goals									
	Total						**16**	**190**	**210**	**400**

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Cognition & Learning – Foundation	BElEd-301	**4**	**100**	**70**	**30**

Course Objectives:	To enable pupil teacher to: • Apply the knowledge of meaning, nature, characteristics, factors, levels & transfer of learning. • Apply the knowledge of meaning, relationship of cognition & learning process of knowledge acquisition & cognitive process of learning. • Analyze various aspects of memory, imagination, perception & concept formation, thinking & reasoning, problem solving and decision making. • Evaluate the cognition theories of learning & stages of cognitive development.
Course Outcomes	After the completion of the course, the pupil-teacher will be able to- • Use the knowledge of meaning, nature, characteristics, factors, levels & transfer of learning. . • Use the knowledge of meaning, relationship of cognition & learning process of knowledge acquisition & cognitive process of learning. • Compare various aspects of memory, imagination, perception & concept formation, thinking & reasoning, problem solving and decision making. • Judge the role of cognitive theories of learning & stages of cognitive development.
Course Contents:	
Unit-I:	• Meaning, nature and characteristics of learning. • Factors affecting Learning. • Levels of Learning. • Transfer of Learning-concept & types
Unit-II:	• Meaning of cognition and cognitive learning. • Relationship between cognition and learning • Process of knowledge acquisition. • Cognitive process of learning.
Unit-III:	• Memory – concept characteristics & types. • Imagination – concept characteristics & types. • Perception & concept formation. • Thinking & reasoning • Problem solving & decision making.
Unit-IV:	• Cognitive theories of learning. ➢ Kohlar's insight theory. ➢ Vyogtsky's constructivism ➢ Tolman's sign theory. ➢ Levin's field theory. ➢ Stages of cognitive development (Piaget & Bruner)
practicum	• Seminar/ Presentation on learning theories.
Suggested Readings:	• Aaron, P.G. (1991). Can identify the disabilities be diagnosed without using intelligence tests? Journal of Learning Disabilities. 24, 178-186. • Adams, M.J. and Bruck, M. (1993). Word recognition: The interface of educational Policies and scientific research. Reading and Writing: An interdisciplinary Journal, 5, 113-139. • Anderson, R. C., Hiebert, E. H., Scott, J., and Wilkinson, (1985) Becoming a Nation of Readers. Washington, DC: National Institute of Education

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Language Acquisition – Foundation	BElEd-302	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Apply the knowledge of concept, history, general approaches & models of language acquisition. • Apply the knowledge of theories of language Acquisition • Understand language Acquisition according to age & stages of language Acquisition. • Apply the knowledge of language Acquisition & linguistic environment, language Acquisition & cognition, Bi/Multilingualism & second language Acquisition.
Course Outcomes	After the completion of the course, the pupil-teacher will be able to- • Apply the knowledge of concept, history, general approaches & models of language acquisition. • Use the knowledge of theories of language Acquisition • Identify language Acquisition according to age & stages of language Acquisition. • Use the knowledge of language Acquisition & linguistic environment, language Acquisition & cognition, Bi/Multilingualism & second language Acquisition.
Course Contents:	
Unit-I:	• Concept to language acquisition. • A brief history of language acquisition. • General approaches of language acquisition. • Models of language acquisition
Unit-II:	**Theories of language acquisition** • Behaviorist theory of Skinner. • Chomsky' Theory of language. • Acquisition Social interactions / cultural theory of Vygotsky • Innateness theory
Unit-III:	• Language acquisition according to age • Stages of language acquisition one ward stage. &two ward stage.
Unit-IV:	• Language acquisition and the linguistic environment • Language acquisition and cognition: Information processing, skill acquisition theory, memory & attention. • Bi/multilingualism and second language acquisition.
Suggested Readings:	• S.K. Mangal "Child Development", Arya Book Depot, New Dehli • S.P Gupta- Higher Education Psychology, Arya Book Depot, New Dehli • Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi.

B.El.Ed. (Semester-III)

Course Title English – Liberal	Course Code	Credit	Max Marks	External	Internal
	BElEd-303	**2**	**50**	**35**	**15**

Course Objectives	To enable the pupil teacher to: • Précising the paragraph by using one word substitution for enhancing writing skill. • Understand the comprehension • Translate the passage from Hindi & English to Hindi in Vise-Versa Language. • Understand an Idea. • Know the basic parts of the sentences and to use them in narrative expressions. • Understand the principles and the rules to convert the form of sentence in various other forms.
Course Outcomes	After the completion of the course, the pupil-teacher will be able to- • Acquire the skills of writing & understanding the comprehension in their own by accessing the gist of the paragraph. • Translate the passage from Hindi to English & English to Hindi by making clear the rules of translation. • Explain an idea in their own words by citing examples in its support. • Define & to select the various parts of sentences for using them in narrative expressions. • Formulate and classify the various principles of grammar for converting sentences into its various forms.
Course Contents:	
Unit-I:	• Rule for Précis writing. • Passage for Précis writing/comprehension • Importance of Teaching English at National and International Scenario. • Methods and Approaches of Teaching: Direct, Bilingual, Translation cum Grammar Method & Interactive Communicative, Structural Approach and Co Operative Learning Approach.
Unit-II:	• Translation Rule and Interpretation • Features of English Pronunciation: Stress, Jesture, Rythem, Pause & Intonation. • Co-Curricular Activities in English Classroom: Language Games, Quiz, Debates, Gropu Discussion & Self Presentation.
Unit-III:	• The Table's Turned By Willium Wordsworth • The Canonization By John Donne • Active and Passive • Transformation of sentences
Unit-IV:	• **Techniques of Grammar :** • Use of Tenses • Gerund, Participle, Infinitive • Conditional Sentences • Use of Article • Use of Preposition
Suggested Readings:	• R.K Sharma: Problems and Solutions of Teaching English • A.David: Teaching English in Elementary Schools • Sheila Singh: Teacher's Handbook of Practical English • Agnihotri, R.K. and Khanna A.L. (eds) English Grammar in Context, Ratnasagar: Delhi, 1996. • https://www.peppercontent.io/blog/basic-rules-of-translation-and-interpreters-2/

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Hindi– Liberal	BElEd-304	**2**	**50**	**35**	**15**

पाठ्यक्रम के उद्देश्य:	पाठ्यक्रम प्रारम्भ पर छात्र इन योग्यताओं को विकसित कर सकेंगे। • छात्र हिन्दी से निकली अन्य उपभाषाओं की जानकारी प्राप्त कर सकेंगे। • छात्र पुरानी हिन्दी उसके अपभ्रंश शब्दों को समझ सकेंगे। • छात्र भाषा के विभिन्न रूपों को समझ सकेंगे। • छात्र काव्य भाषा के रूप में हिन्दी के विकास को समझ सकेंगे। • छात्र राष्ट्र भाषा के रूप में हिन्दी भाषा का विकास एवं विकास में आने वाली समस्याओं को समझ सकेंगे एवं इसका प्रयोग कर सकेंगे।
पाठ्यक्रम परिणाम	पाठ्यक्रम पूर्ण करने के पश्चात छात्र निम्न योग्यताओं को विकसित करेंगे- • छात्र हिन्दी भाषा से विकसित अन्य उपभाषाओं की जानकारी प्राप्त करेंगे। • छात्र हिन्दी भाषा के प्राचीनतम स्वरूप एवं उसमें प्रयुक्त अपभ्रंश शब्दों की व्याख्या करेंगें। • छात्र भाषा के विभिन्न स्वरूपों की व्याख्या करेंगे। • छात्र हिन्दी काव्य भाषा के विकास की विवेचना करेंगे। • छात्र राष्ट्रभाषा के रूप में हिन्दी के विकास में आने वाली विभिन्न समस्याओं की व्याख्या एवं तुलना करेंगे।?
Course Contents:	
Unit-I:	• अपभ्रंश और पुरानी हिन्दी का सम्बन्ध। • हिन्दी की उपभाषाओं का सामान्य परिचय। • काव्य भाषा के रूप में हिन्दी का विकास – • अवधी का विकास • ब्रज का विकास • खडी बोली का विकास
Unit-II:	• राष्ट्रभाषा के रूप में हिन्दी का विकास • खडी बोली का सम्पर्क भाषा के रूप में विकास • राजभाषा: तात्पर्य एवं महत्व • राष्ट्रभाषा हिन्दी की समस्याएं • देवनागरी लिपि • संक्षिप्त इतिहास
Unit-III:	• हिन्दी ध्वनियों का स्वरूप • स्वर और व्यंजन • संज्ञा, सर्वनाम, क्रिया व विशेषण • वाक्य संरचना
Unit-IV:	• हिन्दी शब्द संरचना- • पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द समूहार्थक शब्दों के प्रयोग, निकटार्थी शब्दों के सूक्ष्म अर्थ-भेद, समानार्थक शब्दों के भेद।
Suggested Readings:	संध्या मिश्रा हिंदी शिक्षणए आर0 ए0 शर्मा हिंदी शिक्षण शिखा चतुर्वेदी हिंदी शिक्षणए एम०एल० मित्तल हिंदी शिक्षण

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Mathematics – Liberal	BElEd-305	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Apply the knowledge of Matrices. • Apply the knowledge of Differential Calculus. • Apply the knowledge of Vector Calculus. • Apply the knowledge of Statistics I
Course Outcomes	After the completion of the course, pupil-teacher will be able to- • Use the knowledge of Matrices. • Use the knowledge of Differential Calculus. • Use the knowledge of Vector Calculus. • Use the knowledge of Statistics I.
Course Contents:	
Unit-I:	**Matrices** • Symmetric, Skew symmetric and orthogonal matrices, Elementary Transformation, Inverse and rank of a matrix, consistency and solution of a system of linear equations, Deign values and vectors of a square matrix, clayey Hamilton theorem (only statement) and its application.
Unit-II:	**Differential Calculus** • Successive differentiation, Leibnitz theorem, Partial derivatives, Total derivatives, Euler's theorem for homogeneous functions, Taylor's and maculation's expansions of one variable, Jacobeans.
Unit-III:	**Vector Calculus** • Gradient curl and divergence, • directional derivatives, • work done by a force.
Unit-IV:	**Statistics-I** • Classification, Frequency distribution, bar-diagram, pie-diagram, histogram, frequency polygon, frequency curve, orgies.
Suggested Readings:	• NCERT (2013), Source book on Assessment of Mathematics –Classes VI-VIII, New Delhi • Sidhu K.S. (1967), The Teaching of Mathematics, Sterling Publishers, Delhi

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Physics – Liberal	BElEd-306	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Apply the knowledge of inertial reference frame, Newton's Laws of Motion, conservative & non conservative forces & conservation of energy. • Apply the knowledge of momentum, collision and cross section. • Understand the law of gravitation, Kepler's laws, Motions of planets & satellites. • Apply knowledge of various aspects of simple harmonic motion.
Course Outcomes	After the completion of the course, pupil-teacher will be able to- • Apply knowledge of inertial reference frame, Newton's Laws of Motion, conservative & non conservative forces & conservation of energy. • Use the knowledge of momentum, collision and cross section. • Explain law of gravitation, Kepler's laws, Motions of planets & satellites, use knowledge of various aspects of simple harmonic motion.
Course Contents:	
Unit-I:	• Inertial reference frame • Newton's laws of motion. • Conservative and Non-conservative forces • Conservation of energy
Unit-II:	• Linear momentum and angular momentum • Collision in one and two dimensions • Cross section.
Unit-III:	• Law of gravitation • Kepler's laws • Motions of planet and Satellites • Geo-stationary satellites.
Unit-IV:	• Simple Harmonic motion • Differential equation of S.H.M. and its solution. • Uses of complex notation • Composition of Simple motion.
Suggested Readings:	• Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013. • Singh, Sardar (2012), General Science, Agra: Sahitya Publication • Rawat, D.S.: Vigyan Shikshan, Agrawal Publication Agra.

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Chemistry – Liberal	BElEd-307	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Understand various facts related to periodic table. • Apply the knowledge of chemical bonds and molecules. • Understand some basic principles of Organic Chemistry. • Apply knowledge of various facts related to gases & liquids.
Course Outcomes	After the completion of the course, the pupil-teacher will be able to- • Explain various facts related to periodic table. • Use knowledge of chemical bonds and molecules. • Explain some basic principles of Organic Chemistry. • Use knowledge of various facts related to gases & liquids.
Course Contents:	
Unit-I:	**Periodic Table** • Modern periodic table. • Periodicity in properties of elements. • Atomic, ionic and covalent radii, ionization energy. • Electron affinity, Screening effect, Electro Negativity, Metallic and Non-Metallic Character.
Unit-II:	**Chemical bonds and molecules** • Chemical bonding: Ionic and covalent bond. • Bond energy and bond length • The valence shell electron pair revulsion theory (VSEPR) • Hybridization • Hydrogen bonding
Unit-III:	**Organic Chemistry- some basic principles** • General Introduction • Tetra valence of carbon: shapes of organic compounds • Classification of organic compounds • Nomenclature of organic compounds • Isomerism
Unit-IV:	**Gases and Liquids** • Characteristics of gases, ideal gases and gas laws • Deviation from ideal behavior • Difference between gases and liquids on the basis of thesis molecular structure • Relationship between vapour pressure and boiling point
Suggested Readings:	• UNESCO, New UNESCO Source Book for Science Teaching, University Press (India) Ltd.India, 1979 • Gega, Peter, Science in Elementary Education, Wiley & Sons: New York, 1970 • Rawat, D.S.: Vigyan Shikshan, Agrawal Publication Agra

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Biology – Liberal	BElEd-308	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Understand the diversity of life. • Understand Non-chordate. • Understand origin of life. • Understand the nature, with evaluation tools & techniques of Biological Science. • Understand different types of Chordate i.e. Pices, Amphibian, Reptilian and Aves.
Course Outcomes	After the completion of the course, the pupil-teacher will be able to- • Explain diversity of life. • Explain Non-chordate. • Explain origin of life. • Explain the nature, evaluation with tools & techniques of Biological Science. • Explain different types of Chordate i.e. Pices, Amphibian, Reptilian and Aves.
Course Contents:	
Unit-I:	Diversity of Life • Five Kingdoms of Life: Basis of classification: Monera, Protista, Fungi, Plantae and Animalia. • Virus: Structure, reproduction and its relation to man. • Monera: Structure, reproduction and its relation to man, e.g. Bacteria and Cyanobacteria. • Protista: Structure, reproduction and its relation to man, e.g. Chlamydomonas, Paramecium.
Unit-II:	Animalia-Non-Chordata: • Porifera: Structure and reproduction (Sycon) • Cnidaria: Morphology and reproduction (Coral) • Platyhelminthes: Morphology, reproduction and its relation to man, (tapeworm) • Aschelminthes: Morphology and reproduction (Ascaris) • Annelida: Morphology and reproduction, (Earthworm) • Arthropoda: Morphology and reproduction, (Cockroach) • Echinodermata: Morphology and reproduction, (Starfish)
Unit-III:	• Meaning and Nature of Evaluation and tools and techniques of Evaluation in Biological Sciences.
Unit-IV:	Animalae- Chordata: • Pices: Genralized account of fish • Amphibia :forg • Reptilia: lizard • Aves: Birds.
Practical /Assessment	• Specimen's study: Paramecium Ascaris, Pila, Sea Urchin, Sargassum (alga) • Study photographs: (e.g.) T-Phage, TMV (Tobacco Mosaic Virus) (e.g.) bacteria. • Cockroach: mouth parts, trachea • Slides of bacteria from pond water and curd
Suggested Readings:	• Kulsreshta, S.P: Teaching of Biology, Loyal Book Depot, Meerut • Neson, R. and B. Lootoian. Fundamental Concepts of Biology, John Wiley & Sons: New York. • Eklavya Bal Vigyanik, Class-6, 7, 8, Madhya Pradesh Pathyav pustak Nigam: Bhopal, 1978, Refer to updated editions.

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
History – Liberal	BElEd-309	**2**	**50**	**35**	**15**

Course Objectives:	To enable the pupil teacher to: • Understand definition of history, significant source material of Medieval India, Arab Invasion & Turkish invasion. • Understand knowledge of Early Turkish Sultans. • Understand knowledge of Khilji Dynasty. • Understand various facts related to Tughlaq dynasty • Understand knowledge of Lodhi Dynasty.
Course Outcomes	After the completion of the course, pupil-teacher will be able to- • State definition of history, significant source material of Medieval India, Arab Invasion & Turkish invasion. • Explain the facts about Early Turkish Sultans. • Explain various fact of Khilji Dynasty. • Explain various facts related to Tughlaq dynasty • Explain knowledge of Lodhi Dynasty.
Course Contents:	
Unit-I:	• Definition of History • Significant Source Material of Medieval India: Archaeological Literary and Historical. • Arab Invasion, Turkish Invasion and their Impact.
Unit-II:	**Early Turkish Sultans:** • **Aibak –** Early Career, achievements and assessment • **Iltutmis –** Early life, problem, achievement, an estimate, the successors of Iltutmish. • **Balban-** Early life and accession his problems theory of Kingship, achievements, an estimate. • Causes of downfall of the Early Turkish dynasty.
Unit-III:	**Khilji Dynasty** • **Jalauddin Firoz Shah Khilji-** Early life and Career, Significant events of his-reign Foreign Policy, estimate. • **Alauddin Khilji:** Accession, Theory of Kingship, revolts and its remedies, Administration System, Economic Policy, Southern Conquest, Mongol Invasion and its effects an assessment.
Unit-IV:	**Tughlaq Dynasty** • **GiasuddinTughlaq –** Domestic Policy, Foreign Policy, Death of Giasuddin. • **Mohammad-bin-Tughlaq –** Domestic Policy, Schemes of Mohd. Tughlaq, Revenue reforms, administrative reforms, Deccan Policy, revolts, Significance of his reign. • **Firoz Shah Tughlaq –** Early life Accession & Administrative reforms, as an estimate. • Invasion of Taimur, Causes and its effects. • Causes of downfall of Tughlaq dynasty.
Unit-V:	**Lodhi Dynasty** • **Behlol Lodhi –** Accession, main events of reign with Character& assessment Lodhi Dynasty • **Sikandar Lodhi –** Main event of his life and relation with the Nobles. • **Ibrahim Lodhi –** Domestic Policy, Foreign Policy & causes of failure Lodhi Dynasty.
Suggested Readings:	• Jarolimek, John, Social Studies in Elementary Education, Macmillan: New York, 1992 • Ellis, Arthur K. Teaching and Learning Elementary Social Studies, Allyn and Bacon: Boston, 1991. • Carr, E.H. What is History? Macmillan: London, 1962

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Political Science – Liberal	BElEd-310	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Understand introduction to study of politics. • Apply the knowledge of methods of the study of politics. • Apply knowledge of comparative politics. • Apply the knowledge of important theatrical concepts.
Course Outcomes	After the completion of the course, pupil-teacher will be able to- • Describe introduction to study of politics. • Use the knowledge of methods of the study of politics. • Explain nature, scope & Approaches to study of political Science. • Use the knowledge of important theatrical concepts.
Course Contents:	
Unit-I:	**Introduction to the study of Politics** • Perspective on : o A Historical background of the present political system. o Social Change and Social Movement. o Power Relation, conflicts and conflict resolution.
Unit-II:	**Methods of the study of Politics:** • Republic Justice Law Philosopher King Education Communism – Plato • Ethics and Philosophy – Aristotle and Hegel • Institutions and legality – Mill • Materialist Interpretation of History – Marx and Mao
Unit-III:	**Comparative Politics:** • Nature and Scope of Comparative Politics. • Major approaches to the study of Comparative politics – Behavioral, Easton's input & output system analysis Almond's Structural, Frank and Wallenstein
Unit-IV:	**Important Theatrical Concepts:** • Rights, Liberty, Equality and Justice – in the light of the following: o Conflict between nature and law in ancient and modern thought. o Human Rights o The feminist critique of theories of justice and rights.
Suggested Readings:	• Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi. • Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi. • Batra, P. (Ed. 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi. • Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Geography – Liberal	BElEd-311	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Understand evolution, principles, approaches, elements of human geography & Man & environment relationship. • Apply knowledge of aspects of atmosphere, temperature, pressure, winds, humidity, perceptions, rainfall & cyclones. • Understand evolution of man, spread, migration, human races, cultural stages & cultural realms, Adjustment & Major Tribes. • Apply knowledge of various aspects of population.
Course Outcomes	After the completion of the course, pupil-teacher will be able to- • Explain evolution, principles, approaches, elements of human geography & Man & environment relationship. • Use knowledge of aspects of atmosphere, temperature, pressure, winds, humidity, perceptions, rainfall & cyclones. • Explain evolution of man, spread, migration, human races, cultural stages & cultural realms, Adjustment & Major Tribes. • Use knowledge of various aspects of population.
Course Contents:	
Unit-I:	• Meaning and scope of Geography in relation to human being • Meaning& Factors responsible for insulation in society • Elements of Human Geography with special reference to Jean Brunhes and Huntington • Man and Environment Relationship – Determinism, Possibilism, New Determinism, Probabilism.
Unit-II:	• Meaning& Factors responsible for Insulation • Vertical & Horizontal distribution of Temperature • Pressure and Winds, Liquidity Precipitation • Type of rainfall • Origin &characteristics of Temperature & Tropical Cyclones • Anti-Cyclones.
Unit-III:	• Evolution of Man- Australopithecus • Homo-habilis, Homo-erectus, Homo-sapiens • Man's spread over globe during Pleistocene, Global Migration in Modern World • Their Causes and Consequences • Human Races-Origin & Classification, Cultural stages and Cultural Realms • Habitat and Socio-Economic Adjustment • Major tribes- Pygmies, Kirghiz, Eskimos, Bushmen, Gond, Gaddi, Tharu and Santhal.
Unit-IV:	• Stages of population growth • Distribution of Population • Population Agglomerations • Population Problems • Concept of Human Resource Development
Suggested Readings:	• Ellis, Arthur K. Teaching and Learning Elementary Social Studies, Allyn and Bacon: Boston, 1991. • Singh, H.N., Geography Teaching, Vinod Pustak Mandir Agra, 1985. • NCERT (2013) Social science publication division NCERT campus New Delhi. • J.C .Aggarwal : Teaching of social studies

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Economics – Liberal	BElEd-312	**2**	**50**	**35**	**15**

Course Objectives:	To enable pupil teacher to: • Understand introduction to various aspects of Economics. • Apply knowledge of consumer behavior. • Apply knowledge of theory of production & cost. • Apply knowledge of National Income analysis.
Course Outcomes	After the completion of the course, pupil teacher will be able to- • Explain introduction to various aspects of Economics. • Use knowledge of consumer behavior. • Use knowledge of theory of production & cost. • Use knowledge of National Income analysis.
Course Contents:	
Unit-I:	**Introduction** • Nature and Scope, Micro and Macro, Static and Dynamic Economic Methodology in Economics-Inductive Vs. Deductive, Scarcity and choice as an economic problem, Economic equilibrium and types.
Unit-II:	**Consumer Behavior** • Consumer's equilibrium, Price Income and Substitution Effect • Inferior and Giffen Goods • Consumer Surplus- Approach of Marshall and Hicks • Demand Analysis: Demand function, Law of Demand, Expansion and contraction of demand, increase and decrease in demand, Elasticity of demand, degrees, price income and cross elasticity of demand
Unit-III:	**Theory of Production and Cost** • Production Function, Law of return • Returns of scale • Law of variable proportions • Homogeneous production function • Equilibrium of producer • Choice of optimum combination of factors • Fixed and variable cost • Short run and long run production cost and cost curves
Unit-IV:	**National Income Analysis** • Concept and measurement of national income; Circular flow a product and income • Government and foreign sector in national income accounts: determination of national income under classical and Keynesian system; incorporation of environmental concern in national income accounts-green accounting; monetary theories of trade cycle.
Suggested Readings:	• Siddhiqui, Muzibul Hasan: Teaching of Economics, Ashish Publishing House, New Delhi, 2012. • http://assets.vmou.ac.in/BED129.pdf • Arora, P.N. (1985): Evaluation in Economics. NCERT, New Delhi • Kanwar, B.S. (1973): Teaching of Economics, Prakash Brothers, Ludhiana

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Physical Education – Theory & Practicum	BElEd-313	**2**	**50**	**35**	**15**

Course Objectives:	To enable student teacher to: • Understand concept of Physical Education. • Apply knowledge of communicable diseases. • Apply knowledge of health education & yoga education. • Apply knowledge of Nutrition & balanced diet & pasture.
Course Outcomes	After the completion of the course, pupil-teacher will be able to- • Explain concept of Physical Education. • Use knowledge of communicable diseases. • Use knowledge of health education & yoga education. • Use knowledge of Nutrition & balanced diet & posture.
Course Contents:	
Unit-I:	**Concept of Physical Education** ● Meaning and definition, Need and importance of Physical Education, its aim and objectives. ● Misconceptions about Physical Education & its Relevance in Inter Disciplinary Context Philosophies of Physical Education-Idealism; Naturalism; Pragmatism and Humanism Fundamental concepts of Biomechanics in Physical Education and Sports-Laws of Motion, Force, Friction and Projectiles.
Unit-II:	**Communicable Diseases** ● Meaning and characteristics, First Aid-Meaning and scope. ● Mode, control and prevention ● First Aid-Meaning and scope. ● Qualities and duties of a First-Aider
Unit-III:	**Health Education & Yoga Education** ● Concept, aims and objectives of Health Education, Components of Patanjai's ashtang Yoga. ● Factors influencing health, Role of the Teacher in School Health Programme. ● Meaning and importance of Yoga, Aims, scope and functions of Yoga education.
Unit-IV:	**Nutrition and balanced Diet and posture** ● Nutrition and Balanced Diet – components of balanced diet – functions – major sources – malnutrition. ● Posture – concept and values – postural deformities and their management – personal hygiene – environmental hygiene – pollution and global warming.
Practicum /Assessment	**Any one of the following:** • Project- first aids box, field task , • Prepare a Medical report of a school student. • Report of common first aid emergencies in school. • Performing &Reporting any five advance yoga asana.
Suggested Readings:	● Bucher, C.A. (1964), Foundations of Physical Education, New York: Mosby & Company. ● Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company. ● Rice.E.A.; A brief history of Physical Education, A5 bornes company, New York. ● Suhkiya S.P. – Educational Management & Health Education. ● Singh R.P. – Health Education ● Sharma. Rama; Sharirik Shiksha, Agarwal Publication, Agra.

B.El.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Observing Children (Real Teaching Situation)	BElEd-314	**2**	**50**	**-**	**50**

Course Objectives:	Present course is aimed at providing practice of the concepts and skills learned in theoretical papers in the field of education such as schools, teacher education institutes apart from where the B.El.Ed student is studying. To enable student teacher to:- • Develop the ability to observe real class room teaching • Remember the strong and weak points of the teacher in the process of real class room teaching • Apply the knowledge of strong and weak points of the teacher in the process of real class room teaching • Apply the knowledge of report writing of class room activities.
Course Outcomes	After the completion of the course , pupil -teacher will be able to :- • Observe real class room teaching • Identify the strong and weak points of the teacher in the process of real class room teaching • Apply the knowledge the strong and weak points of the teacher in the process of real class room teaching • Apply the knowledge of report writing of class room activities.

Course Content & Evaluation

Each student is required to observe the activities of primary / junior high schools students for school-based internship programme. The students are required to observe at-least 10 lessons of real teaching and should maintain a separate observation record. The students are also expected to familiarize themselves with the school practices including school administration, organization of curricular and co-curricular activities.

1	Observation Report of school children during classroom & other activities - 15
2	Class room activities of each school -(Report any three activities) - 15
3	Attendance - 05
4	Viva-Voce and File Presentation - 15

B.El.Ed. (Semester-III)

Course Title	**Course Code**	**Credit 2**	**Max Marks**
Capability Enhancement work	BElEd-315	**2**	**50**

Objectives:	**To enable pupil teacher to:** • Understand the concepts related to Cognition and Learning, Language Acquisition, optional Liberal Courses and Physical Education • Understand meaningful group and individual activities. · • Perform all children in activities and to ensure active participation and free expression. · • Assess the ability to reflect on various themes and interact· • Report capability and confidence in expression of thoughts.
Course Outcomes	After the completion of the course, pupil teacher will be able to - • Explain the concepts related to Cognition and Learning, Language Acquisition, optional Liberal Courses and Physical Education • Explain meaningful group and individual activities. • Apply all children in activities and to ensure active participation and free expression. • Apply ability to reflect on various themes and interact· • Execute capability and confidence in expression of thoughts.
S. No.	**Capability Enhancement Work**
1	Assignment form core course
2	Project /Work shop related to core courses
3	Seminar Presentation (report)
Evaluation Scheme	Assignment of core course :10 Project /Work shop: 15 Seminar: 10 Comprehensive viva-Voce: 10 Attendance :05

B.El.Ed. (Semester-III)

Course Title			**Course Code**	**Credit**	**Max Marks**	**External**	**Internal**
Sustainable Development Goals	**Capability Enhancement Programme**	**Skill Enrichment**	BElEd-316	**2**	**50**	**-**	**50**
Course Objectives:	To enable pupil teacher to: • Understand meaning & definition of sustainable development concerns and challenges. • Understand students with a general introduction to the basic core competencies and practical skills. • Report sustainable development as an ambiguous compromise. • Apply meaningful group and individual activities for economic growth. • Apply various activities related to threat to sustainable development & green house effect. • Understand crop failure, sustainable technology & life style changes.						
Course Outcomes	After the completion of the course, pupil teacher will be able to- • Explain meaning & definition of sustainable development concerns and challenges. • Execute students with a general introduction to the basic core competencies and practical skills,\. • Apply sustainable development as an ambiguous compromise. • Apply meaningful group and individual activities for economic growth. • Apply various activities related to threat to sustainable development & green house effect. • Execute Understand crop failure, sustainable technology & life style changes.						
Course Contents:							
Unit-I:	• **The Concept of Sustainable Development** • Meaning & Definition of Sustainable Development • Sustainable Development as an Ambiguous Compromise. • An Introduction to Economic Growth • Timeline for Sustainable Development						
Unit-II:	**Climate Change, Energy and Sustainable Development** • Climate Change: A Threat to Sustainable Development • The cause: The greenhouse effect • The consequences: crop failure • Solutions technology and lifestyle changes						
Suggested Readings:	• NITI Aayog (2021). National Multidimensional Poverty Index Base Line Report based on National Family Health Survey -4, 2015-16 (NFHS-4). NITI Aayog India 2021. • Arora, N., Mishra, I. 2022. Current scenario and future directions for sustainable development goal 2: a roadmap to zero hunger. Environmental Sustainability, 5, 129–133. • Butler, C. and Higgs, K. 2018. Health, population, limits and the decline of nature. In:*The Sage Handbook of Nature* (Ed.: Marsden,T.), London: Sage Publications, pp. 1142-1149 • Lee, R. and Kim, J. (2021) Developing a social index for measuring the public opinion regarding the attainment of sustainable development goals. *Social Indicators Research* 156: 201-221.						
Evaluation Scheme	**Sustainable Development Goals**-20 Marks Assignment of Sustainable Development Goals-05 Marks Project/Workshop-05 Marks Seminar Certificate- 05 Marks Viva-Voce-10 Marks Attendance: 05 Marks						