Scheme of Instruction & Syllabi of Integrated Course under CBCS

Bachelor of Arts with Bachelor of Education

(B.A. B.Ed.)

(B.A. with English Literature, Political Science/Economics & History)

(Effective from Session 2020-21)

Invertis Institute of Education

Invertis University, Bareilly

Invertis Village,

Bareilly – Lucknow Road, NH – 24,

Bareilly (U. P) - 243123

India

B.A. B.Ed.

Program Outcomes (PO)

The 4 year integrated B.A. B.Ed. program aims at enabling the student-teacher to :

PO1 : Understand the basic concepts and ideas of educational theory.

PO2 : Build understanding and perspective on the nature of the learner, diversity and learning. Understand the nuances of child psychology and how children's learn.

PO3 : Discuss the role of the systems of governance and structural – functional provisions that support school education.

PO4 : Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools. Appreciate and apply the latest approach such as the constructivist approach to teaching learning.

PO5 : Adopt innovative teaching strategies in classroom processes. Enhance the skills of communication.

PO6 : Excellent adaptability to function in multi-disciplinary work environment, good interpersonal skills as a leader in a team in appreciation of professional ethics and societal responsibilities.

PO7 : Develop understanding about teaching, school management and community involvement. Make use of subject specific pedagogical knowledge and skills.

PO8 : Create awareness about the environment.

PO9 : Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT. Get functional familiarity with ICT and use it as a teaching learning tool.

PO10 : Become effective teachers of social study and language at secondary level by imbibing appropriate professional values. Develop knowledge and performance competencies in social studies and language.

PO11 : Develop critical thinking, abstract reasoning, creativity and problem solving skills.

PO12 : Discover different human values inherent in content domains.

CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System

1.   Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2.   Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1   Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2   Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3   Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3.   Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Course under B.A. B.Ed.

Course	*Credits
	Theory +Tutorial

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I. Core Course
(30 Papers)   24 X 04 = 96

06 X 02 = 12

Discipline specific core (12 Papers)

Discipline specific core in Education (12 Papers) Language core course (06 Papers)

Core Course Practical / Tutorial* (00 Papers)

II. Elective Course (9 Papers)

A.1. Discipline Specific Elective   02 X 06 = 12

(06 Papers)   03 X 01 = 03

01 X 02 = 02

B.1. Generic Elective/Interdisciplinary   0 3 X 02 = 06

(04 Papers)   01 X 01 = 01

III. Ability Enhancement Courses (12 Papers)
1. Ability Enhancement Compulsory   04 X 02 = 08
(05 Papers)   02 X 01 = 02

2. Ability Enhancement Elective (Skill Based)
(07 Papers)   01 X 12 = 12

04 X 02 = 08

02 X 01 = 02

Total credit: 164

Institute Should evolve a system/policy About ECA/ General Interest/Hobby /Sports/NCC/NSS/related courses on its own.

* wherever theories a practical there will be no tutorial and vice-versa

Structure of CBCS Course in B.A. B.Ed.

Year	Sem	Core Course Program (DSC)	Language Core Course (LCC 1)	Language Core Course (LCC 2)	Ability Enhancement Compulsory (AECC)	Skill Enhancement Course Program (SEC)	Discipline Specific Elective Program (DSE)	Generic Elective (GE)
I	1	DSC1	LCC1		AECC1	SEC1	DSE1	
		DSC2						
		DSCE1						
	2	DSC3		LCC2	AECC2		DSE2	GE1
		DSC4						
		DSCE2						
II	3	DSC5	LCC3			SEC2	DSE3	
		DSC6						
		DSCE3						
	4	DSC7		LCC4	AECC3	SEC3	DSE4	
		DSC8						
		DSCE4						
III	5	DSC9	LCC5		AECC4	SEC4	DSE5	GE2
		DSC10						
		DSCE5						
		DSCE6						
	6	DSC11		LCC6	AECC5	SEC5		GE3
		DSC12						
		DSCE7						
		DSCE8						
IV	7					SEC6		
	8	DSCE9			AECC6	SEC7	DSE6	GE4
		DSCE10						
		DSCE11						
		DSCE12						

FIRST YEAR

Semester I

Sr. No.	CODE	COURSE	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
1	BAB101	English Literature - I	LCC1	3	1	0	30	70	100	4
2	BAB102/ BAB 104	olitical Theory/Micro Teaching	DSC1	3	1	0	30	70	100	4
3	BAB105	History : Ancient Indian Culture	DSC2	3	1	0	30	70	100	4
4	BED101	Childhood & Growing Up	DSCE1	3	1	0	30	70	100	4
5	BED103	DSE1	DSE	2	0	0	15	35	50	2
6	BED102	AECC1	AECC	2	0	0	15	35	50	2
7	BED151	SEC1	SEC	0	0	2	10	15	25	1
		TOTAL		16	4	2	160	365	525	21

Semester II

Sr. No.	CODE	COURSE	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
8	BAB201	English Literature - II	LCC2	3	1	0	30	70	100	4
9	BAB202 / BAB204	Organization & Organs of Government/Macro Economics	DSC3	3	1	0	30	70	100	4
10	BAB205	History of Ancient India	DSC4	3	1	0	30	70	100	4
11	BED201	ontemporary India & Education	DSCE2	3	1	0	30	70	100	4
12	BED203	DSE2	DSE	2	1	0	15	35	50	2
13	BED261	AECC2	AECC	2	0	0	15	35	50	2
14	BED251	GE1	GE	0	0	2	10	15	25	1
		TOTAL		16	5	2	160	36	525	21

CORE COURSES

SR. NO.	COURSE
DSC1	Political Theory/ Economics
DSC2	History : Ancient Indian Culture
LCC1	English Literature - I
DSCE1	Childhood & Growing Up
DSC3	Organization & Organs of Government/Macro Economics
DSC4	History of Ancient India
LCC2	English Literature - II
DSCE2	Contemporary India & Education
DSC5	Political Thoughts/Indian Economics
DSC6	Medieval Indian Society & Culture
LCC3	English Literature - III
DSCE3	Development of Education system in India
DSC7	Political Evolution of India/Economy, State & Society
DSC8	History of Medieval India
LCC4	English Literature - IV
DSCE4	Teaching, Learning & Assessment
DSC9	International Relations/Public Economics
DSC10	History of Modern India
LCC5	English Literature - V
DSCE5	Pedagogy of English language - I
DSCE6	Pedagogy of Social Studies - I
DSC11	United Nations Organization/Economics of Health & Education
DSC12	History of Europe
LCC6	English Literature - VI
DSCE7	Pedagogy of English language - II
DSCE8	Pedagogy of Social Studies - II
DSCE9	Inclusive Education
DSCE10	Gender, School & Society
DSCE11	Educational Measurement & Evaluation
DSCE12	Curriculum Development

DISCIPLINE SPECIFIC ELECTIVES

SR. NO.	COURSE
1	1. Educational Technology 2. Programmed Instruction
2	1. ICT in Education – I 2. Basic knowledge of computer : System & Generations - I
3	1. Sociological Aspects of Education 2. Women Education 3. Life skill Education 4. Early childhood care & Education 5. Distance Education 6. Work Education
4	1. Classroom Management 2. Organizational Administration 3. Action Research
5	1. ICT in Education – II 2. Basic knowledge of computer : System & Generations - II
6	1. Special Education 2. Guidance & Counseling 3. Value Education

GENERIC ELECTIVES

SR. NO.	COURSE
1	1. Practicum II : Scout and Guide Camp 2. National Service Scheme (NSS)/National cadet corp (NCC)
2	1. General Hindi
3	1. Open Educational Resources 2. Health, Education & Yoga 3. General Studies 4. National Concern & Education
4	1. Educational entrepreneurship 2. Vocational Education 3. Geography of World 4. Constitution of the world

ABILITY ENHANCEMENT COMPULSORY COURSE

SR. NO.	COURSE
1	1. English language and Communication
2	EPC – I : Reading & Reflecting on Texts Professional Communication
3	EPC – II : Educational Excursion / Art & Craft workshop Creative Writing
4	EPC – III : Drama & Art in Education Film Studies
5	School Internship (2 Week) Industrial Visit
6	Environment Education Logical Reasoning

SKILL ENHANCEMENT COURSE

SR. NO.	COURSE
1	1. Practicum I : Psychology Practical
2	1. Practicum III : Cultural Activities, Sports & Yoga
3	1. School Internship - I for School Observation (2 Week)
4	Practicum IV : Micro Teaching, Preparation of Teaching Aid & Construction of Achievement/ Diagnostic Test
5	1. Practicum V : Workshop on Preparation for Teaching & Simulation Teaching
6	School Internship (16 weeks including 2 week School and Community Awareness Program)
7	1. EPC - VI :Understanding The Self including Workshop on Self Development

Semester: I

English Literature - I

Course Code: BAB101   **Credit: 04 (L-3, T-1, P-0)**

Contact Hours: 60   MM: 100

PROGRAM OUTCOMES
PO 1 Understand basic concepts and ideas of educational theory.
PO 2 Build understanding and perspective on the nature of the learner, diversity and learning.
PO 3 Comprehend the role of the systems of governance and structural – functional provisions that support school education.
PO 4 Develop understanding about teaching, pedagogy, school management and community involvement.
PO 5 Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

Course Objectives:
• To give complete knowledge of the major traditions of literature in English.

• To give Persuasively interpret subtext and significance by connecting literary texts with relevant contexts (cultural, historical, generic, critical)

• To described- focused, graceful, insightful, well-supported and documented literary criticism in written and oral form.

• To explain how writers from a vast array of cultural traditions have used the creative resources of language-in fiction, poetry, drama, and non-fiction prose-to explore the entire range of human experience.

• To explain the literary continuity through attention to different literary genres, literary traditions, historical periods, or national literatures.

• To explain the skills of analytical and interpretive argument, helping students become creative and critical writers and to develop sensibility and emotions of students with the purpose to enable them to relish literature

Course Outline:
Unit I. Introduction to Poetry:
• The Sonnet
• The Elegy
• The Ode
• The Epic
• The Ballad
• The Lyric
• The Dramatic Monologue
• Allegory

Unit II. Poetry
• Nissim Ezekiel: The Minority, The Night of the Scorpion
• Rabindranath Tagore: Where the mind is without fear, Clouds and Waves
• William Wordsworth: To Butterfly, The World is too much with us

Unit III: Short Stories
• An Astrologer's Day
• Sultana's Dream –Rokeya Sakhawat Hussain

Unit IV: Fiction
• A Tiger for Malgudi- By R.K Narayan

Suggested Readings:
• The Book of Forms, A hand book of Poetics, Lewis Turco, Third edition
• Hand Book of Poetic Forms, The Teachers & Writers, Edited by Ron Padgett
• The Poetry of Nissim Ezekiel by A. Raghu
• Selected Poems: Rabindranath Tagore (Twentieth Century Classics) by William Radice, Modern Classics
• A Tiger for Malgudi, Paperback by R.K Narayan
• A Tiger For Malgudi, Hardcover – 1899,by R K Narayan(Author)
• William Wordsworth Selected Poems, (Penguin Classics)

Political Theory

Course Code: BAB102   **Credit: 04 (L-3, T-1, P-0)**

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able:

- To describe knowledge of origin of State, Rights, Liberty, Equality, Justice and Sovereignty
- To distinguish between State and Government, State and other Associations and the State and society.
- To applies their Rights and Duties for progress of society and state.
- To compare the relation between liberty and equality, right and duties.
- To explain different theories of sovereignty: Monistic Theory, Philosophical Theory, and Pluralistic Theory.
- To relate the relationship of Political science with the other disciplines. The student has the basic idea of state and government.

Course Outline:

Unit I: The discipline of Political Science

- Definition.
- Nature and Scope.
- Political Science and Political Philosophy.
- Is Political Science a science?

Unit II: Approaches to the Study of Political Science

- Traditional Approaches.
- Modern Approaches: Behavioural and Post- Behavioural Approaches.

Unit III: State and Origin of the State

- Meaning and Definition of state, Elements of the State,
- Distinction between: The State and Government; The State and other Associations; The State and Society.
- The Social Contract Theory: Concept of General Will. The Historical or Evolutionary Theory: Divine Origin, Force Theory, Patriarchal and Matriarchal Theory.

Unit IV: Sovereignty

- Meaning, Definition, Features and Kinds of Sovereignty.
- Different Theories of Sovereignty: Monistic Theory, Philosophical Theory, Pluralistic Theory.

Unit V: Liberty, Equality and Rights

- Meaning, Definition and Nature of Liberty, Kinds of Liberty.
- Meaning, Definition and Nature of Equality. Relation between Liberty and Equality.
- Meaning and Nature of Rights. Theories of Rights: Natural, Legal and Marxist Theory,
- Classifications of Rights. Relations between Rights and Duties.

Suggested Reading:

- Appadmai. A (2000): The Substance of Politics: Oxford University Press, New Delhi.
- Barker .Earnest.(1952):Principles of social and Political Theory: American Political Science association
- Bhattacharya, D. C. (2010): Political Theory: Vijoya Publishing Calcutta
- Bhattacharya, M & Ray, A (2013): Political Theory Ideas & Institutions: The World Press Private Limited
- Gauba. O.P (2009): An introduction to Political Theory: Mac Millan Publisher India LTD Delhi.
- Johri. J.C. (1987): Contemporary Political Theory: Sterling Publisher Private Limited Delhi
- Kapur. A. C. (1950): Principal of Political Science: S Chand & Company PVT LTD New Delhi.
- Rathore. L. S. & Haqqi S. A. H. (1990): Political Theory and Organization: Political Science Association.
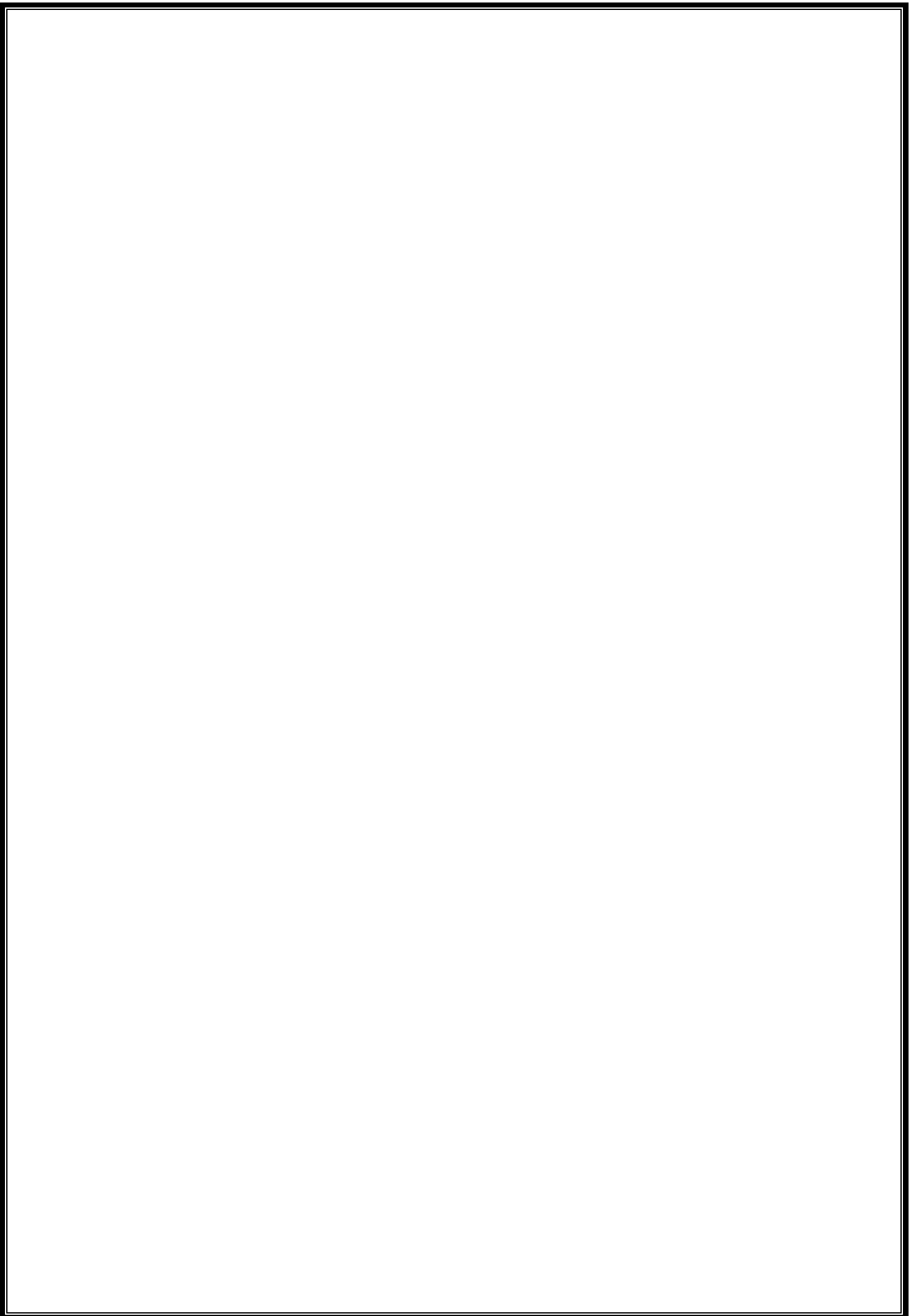
Ancient Indian Culture

Course Code: BAB105   **Credit: 04 (L-3, T-1, P-0)**

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able –

- [ ] To criticize the Ancient social life and culture.
- [ ] To summarize the culture of Ancient India.
- [ ] To compare the different Prehistoric Cultures of India.
- [ ] To solve the different social problems in India.
- [ ] To understand the culture of Ancient India.
- [ ] To describe the history of Ancient India.

Course Outline:
Unit I:

- [ ] Sources: Archaeological, Literary, Foreign accounts
- [ ] Introduction to Prehistoric Cultures of India: Paleolithic, Neolithic, Mesolithic, Chalcolithic
- [ ] Harappan civilization: Discovery, Main Features, Decline, Legacy
Unit II:
- [ ] Vedic period: Nature of Vedic literature; Political, Social, Economic and Religious life of Vedic people
- [ ] The Mahakavyas: Ramayana and Mahabharata as Sources for the Reconstruction of Ancient Indian History
- [ ] The Religious Movements of post Vedic period: Jainism, Buddhism -- their Emergence, Main Teachings and Role of Monastic Order
Unit III:
- [ ] Foreign Invasions: Persian Invasion of Darius I; Greek Invasion of Alexander; Effects of Invasions
- [ ] Ganarajyas: Functioning, Type, and Decline
- [ ] Emergence of Magadh: Geographical Background; Early Dynasties: Haryankas. Shaisunagas, Nandas
Unit IV:
- [ ] Socio-economic Conditions of North India at time of the Emergence of Mauryas
- [ ] Rule of the Mauryas: Chandragupta, Bindusar, Ashoka
- [ ] Administration of Mauryas; Ashoka'sDhamma Policy
Unit V:
- [ ] India's Contact with the Outside World during the Mauryan Period: Its Effects on Art, Literature, Social Life

Suggested Reading:

- [ ] L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
- [ ] **D**.D. Kosambi: Culture and Civilization of Ancient India**.** Vikas Prakashan,1994
- [ ] D.N.Jha: Ancient India**: A**n Historical Outline. Manohar Publishers & Distributors, Delhi,1999.
- [ ] H.C. Raychoudhary: Political history of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty. University of Calcutta,1950
- [ ] HasmukhlalDhirajlalSankalia: The Prehistory and Proto-history of India and Pakistan. University of Bombay, 1962.
- [ ] K.A. NilakantaSastri: Age of Nandas and Mauryas. MotilalBanarsidass, 1967
- [ ] K.A. NilakantaSastri: History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford University Press, 1958

Childhood and Growing Up

Course Code: BED101   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

Course Objective:

•   To overview the concept of growth and development of human child and explains the underlying general principles of growth and development;

•   To gain the knowledge of the principles of child development to study children

•   To explain briefly the periods and the typical characteristics of growth and development during each period;

•   To specifies the contexts and factors influencing development;

•   To understand the theories of socio-emotional, cognitive and language development and draws educational implications;

•   To Understand the concept of Maladjustment and Defense Mechanism

Course Outline:

Unit I: Understanding the Development of the Learner

•   Concept and Principles of Growth and Development,

•   Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence,

•   Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence)

•   Role of Heredity & Environment in Child Growth and Development

•   Concept of normal development, variations in development, role of education in human development,

Unit II: Understanding the Dimensions of individual development

•   Individual Differences: Meaning, concepts and Dimensions of individual development: Physical and Motor development, Cognitive Development, Social development, Emotional development, Moral development, Language development; their interrelationships and processes of growth across various stages from infancy to adolescence.

•   Meaning and concept of 'cognition' and its role in learning.

•   Cognitive processes – sensation, perception, attention, memory, concept formation and problem solving in learning.

•   Role of parents and Teachers in development of a child (Cognitive, Physical, Psycho social and Moral Development)

Unit III: Theoretical Approaches to Development

•   Cognitive & Social- cognitive theories (Piaget, Vygotsky)

•   Psychoanalytic Theory(Freud)

•   Psycho social theory(Erikson),

•   Moral development(Kohlberg)

Unit IV: Understanding Learner Diversity

•   . Motivation: Meaning, nature and techniques of motivating learners. Developing self-motivation

•   Personality (meaning, concept and types),

•   Intelligence (meaning, concept and theories of intelligence - Spearman, Thurstone, Gardner

•   Concept of IQ, EQ & SQ.

Unit V: Understanding problems and facilitating development of the learner

•   Concept and meaning of adjustment, characteristics of well-adjusted person, role of education in Adjustment

•   Maladjustment: meaning and concept.

•   Problems of adjustment in adolescents, role of school and teachers in helping the students facing problems of anxiety, withdrawal, aggression, delinquency, failure and low achievement

•   Adjustment Strategies or defense mechanisms.

Course Outcomes:

After going through the course the teacher trainee will be able:

•   To describe the growth and development of thelearner

•   To understand concept of cognition, cognitive processes, individual differences, adjustment and maladjustment.

•   To Exemplify various defensemechanisms.

•   To determine causes of maladjustment, different factors influencing child development and individual differences.

•   To Find significance of various areas of individual differences amonglearners.

•   To explain the theoretical approaches of human development and theirapplication

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Suggested Readings:

• Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt. Ltd., New Delhi.

• Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, NewYork.

• Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P)Ltd.,

• Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, NewDelhi.

• DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.

• Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon,Boston.

• Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.

• Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.

• Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), EmilyCalhoun

• Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, NewYork.

• Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., NewDelhi.

• Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Grant Hill, New York. (IndianReprint).

• Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, NewYork.

• Mussen, P.H., Conger, J.J., & Kagan, J. (1969). Child development and personality. Harper & Row, NewYork.

• Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, NewDelhi.

• Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, NewDelhi.

Language and Communication – I

Course Code: BED102　　　**Credit: 02 (L-2, T-0, P-0)**

Contact Hours: 30　　MM: 50

COURSE OBJECTIVES:

CO 1: To understand the concept of functional grammar and skills

CO 2: To understand the language as a tool of communication.

CO 3: To explain the writing skills by sentence formation, essay writing, paraphrasing and note making etc.

CO 4: To understand the reading and writing skills by phonetics and comprehensive reading.

COURSE OUTLINE:

Unit I: Language and Functional Grammar

- Concept, components, forms and Characteristics of language.
- Principles of Language, language as tool of communication.
- Parts of speech, Tenses.
- Narration, Active – Passive voice.
- Subject verb agreement.

Unit II: Reading and Speaking Skills

- Introduction to Phonetics.
- Reading Comprehension.
- Greetings, introducing oneself, making request.
- Expressing Gratitude, Complimenting and Congratulating.

Unit III: Writing Skills

- Sentence formation.
- Paragraph and Essay writing.
- Summarizing and paraphrasing.
- Précis writing.
- Note Making.

PROGRAM OUTCOMES:

PO 1: Understand essential knowledge about English Language.

PO 2: Demonstrate his/her ability to speak or write error free while making an optimum use of correct vocabulary and grammar.

PO 3: Demonstrate correct usage of English grammar in writing and speaking.

PO 4: Broaden their vocabularies and to develop an appreciation of language.

SUGGESTED READINGS:

- Anderson, R.C. (1984). Role of Reader 's Schema in Comprehension: Learning &Memory.
- Grellet, F. (1981). Developing Reading Skills: A Practical Guide to Reading & Comprehensive Exercise: Cambridge University Press.

- Kretchman, M.L. & Lowens, P. Dorinne, W. (1998). The Language& Business Communication: John Wiley & Sons, Limited.
- NCERT (2006). Position Paper: National Focus Groups on Teaching of Indian Language:(NCF-2005) New Delhi: NCERT.
- Raman, M. & Sharma, S. (2004). Technical Communication & Composition: The oxford press India.
- Sinha, S. (2000). Acquiring Literacy in School Seminar, P-38-42.
- Sinha, R. P. (2001). Current English Grammar &usage with Composition: oxford university press.
- Truk, C. (1985), Effective Speaking: Routledge, Cambridge University Press.
- Turley, R.M. (2015). Writing Essays: Routledge, II Revised Addition.

Educational Technology

Course Code: BED103 **Credit: 02 (L-2, T-0, P-0)**

Contact Hours: 30 MM: 50

After going through the course the teacher trainee will be able:
- To define the educational technology and its hardware and software approaches.
- To explain types of educational technology and its function.
- To use ICT in classroom.
- To compare Communication technology and information technology.
- To summarize the concept of computer and its types of generation.
- To describe the computer software and software system.

Course Outline

Unit I: Introduction to Educational Technology

- Educational technology-meaning, concept and types-hardware, software, systems approach,
- Need of Educational Technology in Teaching Learning Process
- Types of Educational technology -teaching technology, instructional technology and behavioural technology, information communication technology
- Scope and functions of Educational technology

Unit II: ICT in Education and its Psychological Bases

- Concept, meaning, nature, need, scope, advantages and limitations of ICT in education
- Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- Approaches to integrating ICT in teaching and learning, Challenges in integrating ICT in school education, difference between Educational technology, Communication technology and information technology.
- 3A of ICT Application—Access, Availability, Affordability, Overview of WCAG (Web Content Access Guidelines)
- Dale's cone of experience, Multisensory instruction. Multisensory instructional approach and Constructivist approach.

Unit III: Introduction to Computer

- Introduction to Computer system, its characteristics, Types and Generations of computers,
- Basic components of a computer system - Control unit, ALU, Input /Output devices, Primary and Secondary memories.
- Introduction to Computer software, types of Software; System software, Application software,
- System Software: Operating System, Assemblers, Compilers and Interpreter.
- Number System: Binary, Octal, Decimal, and Hexadecimal representation,

Suggested Readings:

- Computer Fundamentals, P.K. Sinha, BPB Publication, November, 2004.
- Computer Fundamental and Concepts, V. Raja Raman, PHI, 4th Edition, January 2010.
- Microsoft Office Reference Guide, Tom Bunzel, InformIT publication, 2007.

Practicum - II (Psychology Practical)

Course Code: BED151 **Credit: 02 (L-0, T-0, P-4)**

Contact Hours: 60   MM: 50

Course Outline:

It will have three components-

1. Conduction / administration of psychological assessment of **any four test or experiments related to following psychological traits-**

   o Achievement
   o Intelligence
   o Adjustment
   o Environment
   o Personality
   o Fatigue
   o Attitude
   o Aptitude
   o Creativity
   o Learning
   o Habits
   o Anxiety
   o Interest
   o Memory
   o Stress
2. Report writing for above activities.

3. Participation in Viva voce at the end of semester.

   Note: For successful completion of the course, all three components are compulsory.

Semester: II

English Literature - II

Course Code: BAB201   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able:

- Students will gain knowledge of the major traditions of literatures written in English.
- Persuasively interpret subtext and significance by connecting literary texts with relevant contexts (cultural, historical, generic, and critical)
- To apply focused graceful, insightful, well-supported and documented literary criticism in written and oral form.
- To analyze how writers from a vast array of cultural traditions have used the creative resources of language-in fiction, poetry, drama, and non-fiction prose-to explore the entire range of human experience.
- To evaluate literary continuity through attention to different literary genres, literary traditions, historical periods, or national literatures.
- To Create the skills of analytical and interpretive argument, helping students become creative and critical writers and to develop sensibility and emotions of students with the purpose to enable them to relish literature

Course Outline Unit I: Poetry:

- Poems by Sarojini Naidu: The gift of India, The Bangle sellers, The illusion of love, Village song
- Poems by Tour Dutt: My Vocation, Christmas, Love came to flora asking for a flower, Sonnet

Unit II: Prose:

- Of Studies by Francis Bacon
- Of Love by Francis Bacon

Unit III: Drama

- Arms and the Man by George Bernard Shaw

Unit IV: Short Stories:

- The Portrait of Lady: By Khushwant Singh
- Children at Play: By Rumer Godden

Suggested Readings:

- The Golden Threshold by Sarojini Naidu Paper Back.
- The Bird of Time: Songs of Life, Death & the Spring by Sarojini Naidu.
- The Essays of Francis Bacon, Paperback Edition 2014 by Francis Bacon (Author)
- Toru Dutt: Collected Prose and Poetry, Edition2005 by Lokuge Chandani and Paranjape Makarand
- The Arms and the Man by George Bernard Shaw, Dover Publications
- Ancient Ballads and Legends of Hindustan by Toru Dutt

Organization and Organs of Government

Course Code: BAB202   **Credit: 04 (L-3, T-1, P-0)**

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able –

☐ To describe the organization of the government and their basic structure, system, function and importance.

☐ To develop their social reasoning ability and argue on the political parties issues and their functions.

☐ To Analyze the Indian political process, organization and differentiate the function of government's organs.

☐ To apply their opinion to choose eligible political leader for making appropriate government in India.

☐ To relate cause of political problems and capable to give their opinion to solve the socio-political problems.

☐ To explain the role of political parties, pressure groups, and public opinion in democratic India.

Course Outline:

Unit I: Organization of Government

☐ Unitary and Federal forms of Government - Meaning, Characteristics, Merits and Demerits, Centralizing Tendencies in federations, Differences between Unitary and Federal forms of Government.

☐ Parliamentary and Presidential forms of Government: Meaning, Characteristics, Merits and Demerits, Comparison between the two forms.

☐ Democracy and Dictatorship: Meaning and Definition, Merits and Demerits. Conditions for Success, Comparison between Democracy and Dictatorship.

Unit II: Organs of Government

☐ Legislature – Meaning, Functions, Structure, Decline of Legislature in Present Day.

☐ Executive – Meaning, Kinds, Functions, Increase of Executive Powers.

☐ Judiciary – Meaning, Functions, Independence.

☐ The Theory of Separation of Powers.

Unit III: Political Parties and Pressure Groups

☐ Political parties: Meaning, Nature, Functions, Importance of Political Parties in a Democratic State, Types of Party System.

☐ Pressure Groups: Meaning, Functions, Importance of Pressure Groups in a Modern

☐ Democratic State. Distinction between Political Parties and Pressure Groups.

Unit IV: Public Opinion

☐ Meaning and Nature,

☐ Agencies for the Formation of Public Opinion,

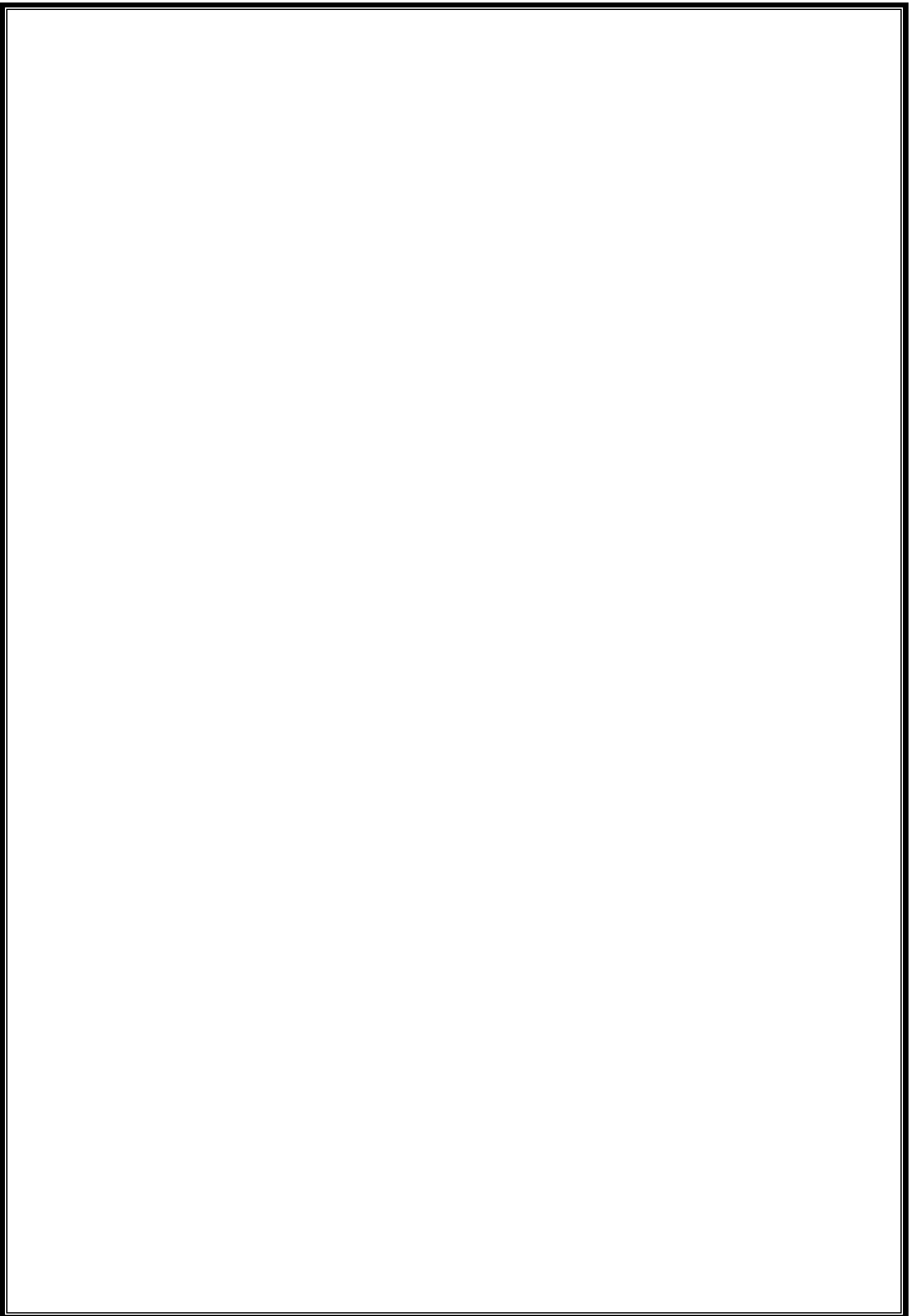☐ Role of Public Opinion in a Democratic State.

Unit V: Electorate and Representation

☐ Universal Adult Franchise

☐ Women Suffrage

☐ Representation; Territorial and Proportional Representation.

Suggested Reading:

☐ Asirvatham, E. and Mishra, K. K. (1936): Political Theory: S Chand & Company PVT LTD New Delhi

☐ Bhattacharya, D. C. (2010): Political Theory: Vijoya Publishing Calcutta

☐ Bhattacharya, M & Ray, A (2013): Political Theory Ideas & Institutions: The World   Press Private Limited

☐ Gilbert, M. (2006): A Theory of Political obligation membership, commitment and the Bonds of society: Oxford university press.

☐ Horton, J. (2010): Political obligation: Palgrave Macmillan London.

☐ Johri, J. C. (1987): Contemporary Political Theory: Sterling Publisher Private Limited New Delhi,

☐ Kapur, A. C. (1950): Principal of Political Science: S Chanda & Company PVT LTD New Delhi.

☐ Rathore, L. S. & Haqqi, S. A. H. (1990): Political Theory and Organaization: Political Science Association.

☐ Verma, S. P. (2006): Modern Political Theory: Vikas publishing House PVT LTD New Delhi.

History of Ancient India

Course Code: BAB205   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able –

- To criticize the different Ancient dynasty in India.
- To summarize the Ancient North Indian Culture.
- To compare the different Kings in Ancient India.
- To solve the cultural problems of India.
- To understand the Political conditions of Ancient North and South India.
- To describe the Ancient Indian History.

Course Outline:

Unit I:

- Shunga Dynasty: Pushyamitra, Agnimitra, Bhagabhadra, Devabhuti
- Satavahanas: Gautamiputra Satakarni
- Cultural Achievements of the Shunga- Satavahana Period: Sculpture, Architecture, Literature
- Indo-Greeks: Menander
- Indo-Parthians: Gondophernes

Unit II:

- Kushanas: Kanishka
- Art and Literature of Kushana period
- Mahayana Buddhism: Emergence, Main Tenets
- Western Kshatrapas: Rudradaman
- Kalinga ruler: Kharavela

Unit III

- Political Condition of South India reflected through the Sangam Literature
- Spread of North Indian Culture to Southern Indian Peninsula
- India's Contact with Rome and its Impact

Unit IV:

- Gupta Dynasty: Chandragupta I, Samudragupta, Chandragupta II
- Decline of the Imperial Guptas
- Cultural Achievements of the Gupta Period: Debate about Golden Age

Unit V:

- Later Guptas
- Vakatakas: Cultural Achievements of the Vakataka period
- India's Contact with South- East Asia

Suggested Reading:

- R.C.Majumdar: Ancient India. MotilalBanarsidass, 1964
- A K Narain: The Indo-Greeks: Revisited and Supplemented. B.R. Pub. Corp, 2003
- L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
- **D**.D. Kosambi: Culture and Civilization of Ancient India**.** VikasPrakashan, 1994
- D.N.Jha: Ancient India**:** A Concise History. Manohar Publishers & Distributors, Delhi, 2004
- H.C. Raychoudhary: Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta dynasty. University of Calcutta,1950.

- Om Prakash: Pracheen Bharat KaItihas. New Age International Pub. (P) Limited, 1971
- R.C.Majumdar: Ancient Indian Colonization in South-East Asia. Oriental Institute, 1955
- R.S. Sharma: India's Ancient Past. Oxford University Press, 2006
- R.S. Tripathi: History of Ancient India. MotilalBanarsidass, 1942
- Radhakrishna Chaudhary: Pracheen Bharat ka Rajaniti ke vamSanskritik Itihas. Bhāratī Bhavana, 1967
- Rajbali Pandey: Pracheen Bharat. Nandakishor, 1968
- RomilaThapar: Ashoka and the Decline of the Mauryas. Oxford University Press, 1980

Contemporary India and Education

Course Code: BED201   Credit: 4 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able **-**

- To gain knowledge of philosophy and education.
- To describe the contribution of various school of philosophy and great educational thinkers to the field of education.
- To apply the different teaching methods and discipline in educational process.
- To analyze the contribution of philosophy to education.
- To evaluate the current issues of education system in present time.
- To create awareness about contemporary educational practices.

Course Outline:

Unit I: Basic Concepts of Education:

- Education – Meaning, Aims, and scope
- Types (formal, in-formal and non-formal), Functions and Agencies of Education
- Meaning of Philosophy and its relationship with Education.
- Philosophical concepts of education – Metaphysics, Epistemology and Axiology.
- Constitutional concepts of education & their implications.

Unit II: Philosophical Bases of Education:

Aims, Teaching of methods, Discipline, and other salient features of

- Idealism
- Realism
- Naturalism
- Pragmatism

Unit III: Indian Educational Philosophies:

- Jainism and Buddhism
- Shankya
- Nyaya
- Vedant

Unit IV: Indian Educational Thinkers;

- Aurobindo,
- Gandhi,
- Vivekananda
- Tagore;

Unit V: Western Educational Thinkers;

- Rousseau,
- John Dewey,
- Montessori
- Froebel

Suggested Reading:

- Anand, C.L. et al (1983). The teacher and education in emerging Indian society, New Delhi: NCERT
- Bhatia, K.K. & Narang, C.L. (2003). Principles of Education (Methods and Techniques). Ludhiana: Tandon Publishers.

- Chaube and Chaube (1994) Foundations of Education, Vikas Publishing House Pvt. Ltd.
- Connor, D.J.O (1957). An Introduction to Philosophy of Education. London: Routledge.
- Dash B. N. (2004) Theories of Education & Education in the Emerging Indian Society, Dominant Publishers and Distributors, New Delhi
- Dewey J (1966) Democracy in Education, New York, Macmillan.
- Dewey J. (1952) Experience in Education Collier Macmillan.
- Gandhi M K (1956) Basic Education, Ahmedabad, Navajivan.
- Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
- Martin & Oliver, W.H. (1969). Realism in Education. New York: Harper Publishers.
- Mittal M. L. (2009) Education in the Emerging Indian Society, International Publishing House.
- NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
- P.H. Phenix, (1964). Realms of Meaning. Mac Graw-Hill, New York.
- Pandey, R. (2014-15). Teacher in Emerging Indian Society, Alok Prakashan, Allahabad
- Pathak, P.D. & Tyagi, G.S.D. (1994). Principle of Education, Vinod Pustak Mandir, Agra
- Saxena, N.R.S. (2010). Principles of education, Meerut: International Publishing House.
- Sharma, R.A. (2013). Philosophical and Sociological Foundation of Education, Lal Book Depot, Meerut
- Sharma, Ram Nath. (2000). Textbook of Educational Philosophy. New Delhi: Kanishka Publishers Distributors.
- Singh, R.P. (1993). Contemporary Indian Education Scene. Ambala Cantt: The Indian Publications.
- Singh, R.P. (1993). Indian Education – In depth Studies. New Delhi: Commonwealth Publishers.
- Taneja, V.R. (1973). Foundations of Education: Philosophical and Sociological. New Delhi: Sterling Publications.
- Walia J.S. (2001). Principles and Methods of Education. Jalandhar: Paul Publishers.
- Walia, J.S. (2004). Principles of Education. Jalandhar: Paul Publishers.

EPC – I: Reading and Reflecting on Texts

Course Code: BED261   Credit: 01 (L-0, T-0, P-2)

Contact Hours: 30   MM: 50

After going through the course the teacher trainee will be able –

☐ To recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.

☐ To become more conscious of their responses to experiences observations of life situations, as also of ideas and issues that arise in their minds, and to judge their capacity for reflection.

☐ To demonstrate their capacities as readers, writers and thinkers when they learn reading and writing together.

☐ To critically analyze the various text structures.

☐ To develop competencies of discussing and arguing interactively in groups. Reading of newspapers, magazines, journals, computer will make students relate themselves with the world.

☐ To evaluate themselves as a good citizen and develop various practical skills and capabilities.

Course Outline:

Unit I: Reading Skills

☐ Different Types of Reading Skills and Strategies: Extensive, Intensive, reading aloud, Silent Reading, Purposes of Reading, reading between the lines, Read and response to a variety of texts in different ways.

☐ Reading for Comprehension: Process of reading, Skimming and Scanning, Narrative text, Expository text, reading a wide variety of texts, including empirical, Conceptual and Historical, Policy Documents.

☐ Role of Language and the Pedagogy of Reading across other Subjects: Reading a text, enhance capacities as readers, newspapers, magazines, journals, computer, framing questions to think about.

☐ Problems of Reading and Methods of Teaching Reading: Readings interactively individually and in small groups, use of dictionary, Diagnosis of readings skills deficiencies and remedial teaching.

Unit II: Writing Skills

☐ Mechanics of writing and elements of good writing (eg. coherency and cohesion). Nature and style of writing, combining reading and writing for the development of critical skills.

☐ Writing –Words: Sentences and Paragraphs, Role of Language and Pedagogy, Writing Across Other Subjects.

☐ Writing messages, notices, Circulars, Invitations, Biodatas, agreement/disagreement, Opinion.

☐ Writing Composition: Letters, Types of Letters, Essays, Reports, Autobiographical narratives, Field notes, Ethnographies. Formal and Informal writing. Assignments, Variety of texts, Activities for Writing, dialogues, short poems and short skills, Writing within the context of other ideas.

Practical Activities

Activities Related to Reading of Text:

☐ Teacher Educator will give a topic (related to empirical, conceptual and historic work, policy document) for reading. After reading, pupil teachers will discuss their view in group on the given

topic of reading. Teacher educator will examine/observe the handling with the diverse texts of the students and remedial suggestions will be given.

Activities Related to Skills and Strategies:

☐ Teacher educator will demonstrate essential skills (model reading, drill, pronunciation, silent reading etc.) of reading and writing. Narrative texts, expository texts from diverse sources, autobiographical narratives and field studies etc. could also include addressing various reading skills and strategies.

☐ Teacher educator will set goal for learning, monitoring, comprehension and self-reflection.

Activities Related to Observation and Discussion:

☐ Pupil teachers will observe the activities of peer group. Teacher educators will motivate pupil teachers to think and critically analyze activities of self and group during reading, discussion and writing.

Activities Related to Evaluation and Reflection:

☐ Students will develop reflections from experience and observation. Teacher educator will evaluate reflections.
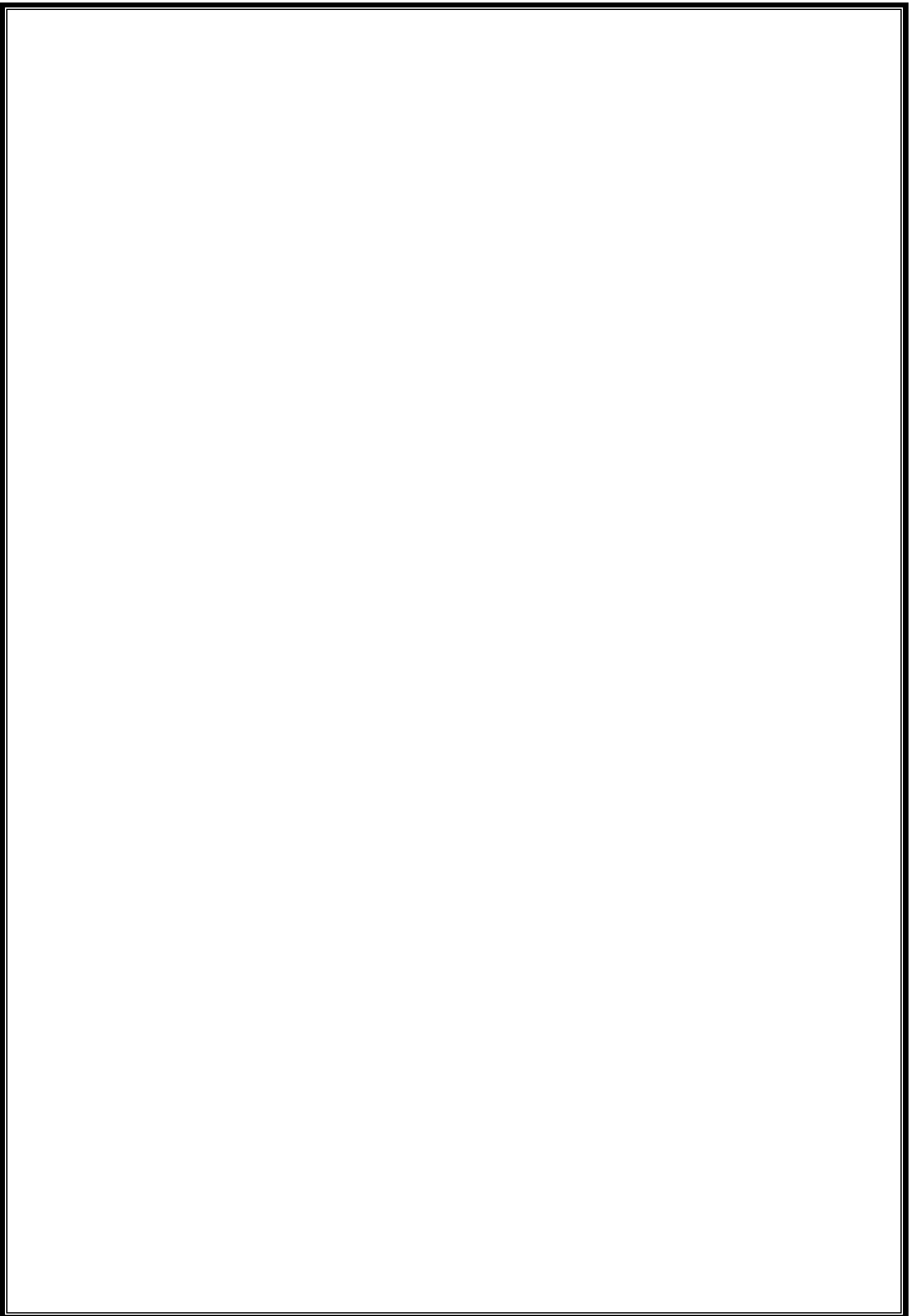
Assignments (Any two)

☐ Write a paragraph on the topic suggested and frame five questions from it for making unseen passage. Also write the suitable answers for the questions framed.

☐ Write a self-composed poem/dialogue writing on any current issue.

☐ Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.

☐ Make an attractive invitation card for any occasion or prepare your bio-data to be submitted for the vacancy created in any reputed organization.

Suggested Readings:

☐ Anderson, R.C. (1984). Role of the reader's schema in comprehension learning and memory.

☐ Anderson, In R.C., Osborn, J & Tierney, R.J. (Eds.), Learning to read in American Schools: Basal Readers and content texts, Psychology Press.

☐ Bhatt, H (n. d). The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-schoolteacher-eng.pdf.

☐ Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension exercises. Cambridge University Press.

☐ Sabyasach; B. (1997). The Mahatma and the Poet: Letters and Debates Between Gandhi and Tagore. National Book Trust.

☐ Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co.

☐ Vygotsky, L. (1997) Interaction Between Learning and Development. In

☐ Gauvain, M. & Cole, M. (Eds.) Readings on the Development of Children, New York: WH Freeman & Company.

☐ Peter Hannon. Reflecting on Literacy in Education, Routledge Publication

☐ Gillie Bolten. Reflective Practices: Writing and professional development. Sage Publication

☐ Williams R. Smalzer. Write to be Read Teacher's manual: Reading, Reflection and Writing. Cambridge University Press.

☐ Deborah Brandt. Literacy and Learning: Reflection on Writing, Reading, and Society. Wiley Publishers.

☐ Jane West berg PhD and Hilliard Jason MD. Fostering Reflection and Providing Feedback: Helping Others Learn from., Springer Publications

☐ Andrea Izzo. Research and Reflection: Teacher Take Action for Literacy Development, Information age Publication

☐ Judy Richardson, Raymond Morgan, Charlene Fleener. Reading to Learn in the content Areas, Cinage learning.

ICT in Education – I

Course Code: BED203   **Credit: 02 (L-2, T-0, P-0)**

Contact Hours: 30   MM: 50

After going through the course the teacher trainee will be able:
- To describe use of media and computers in education.
- To generalizes computer, its various operating systems and applications in teaching learning process.
- To construct and demonstrate activity by using MS – word, excel and power point and other applications.
- To analyze importance of media and computers in education.
- To appreciate the scope of ICT for improving the personal productivity and professional competencies
- To plan to use various ICT applications for project based/problem based, constructivist learning environment

Course Outline:

Unit I: Using Media and Computers

- Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- Computer as a Learning Tool: Internet and Intranet, Effective Browsing of the Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied
- Introduction to operating systems, File and Folder Operations, virus and types of virus, Applications in windows- Paint, Notepad, Calculator, Adding or Removing New Programs using Control Panel,
- Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit II: MS-Word

- Opening menus, toolbars, opening and closing documents, add header and footer, perform find replace operation,
- Preparing documents with insert pictures, Adding Tables, Align the text to left, right and justify and centre and underline the text,
- Prepare a job application letter enclosing your bio-data, Type the text, check spelling and grammar, bullets and, numbering list items.

Unit III: MS-Excel & Power Point

- Introduction, Starting MS-Excel, Basics of Spreadsheet,
- MS-Excel Screen and Its Components, Elementary Working with MS-Excel.
- Introduction, Starting MS-Power Point, Standard toolbar, formatting toolbar, and their use. Creating and opening a presentation. Use of slide sorter, adding header/footer.
- Use of animation features. Inserting pictures, resizing pictures. Inserting organization chart.

Suggested Reading:

- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.
- Cabmbridge, D. (2010). E-Portfolios for Lifelong Learning and Assessment. John Wiley & Sons
- Imison, T., Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford
- Sinha, P.K. (2004). Computer Fundamentals, BPB Publication, New Delhi.

- Raman, V.R. (2010). Computer Fundamental and Concepts, PHI, Learning PVT Ltd. Delhi.
- Gaskin,S., Ferrett, R.L., Vargas,A., McLellan, C. (2010). Go! With Microsoft Office, Pearson Education, New Delhi.
- Cox, J., Preppernau, J. (2007). Step by step Microsoft office 2007, Microsoft press,
- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer. Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Sarkar, S.K. & Gupta, A.K. (1998). Elements of Computer Science. S. Chand & Company: New Delhi
- Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
- Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html

Practicum - II
(Scout Camp/ Community Awareness Camp)

Course Code: BED251   **Credit: 1 (L-0, T-0, P-2)**

Contact Hours: 30   MM: 50

After going through the course the teacher trainee will be able
- To understand the development of Bharat Scout and Guide Organization / Community Awareness Programs.
- To explain the role of Scout and Guide Camp/ Community Awareness Programs in teaching learning process
- To analyze the importance of various activities of Scout and Guide Camp / Community Awareness programs.
- To analyze the importance of Scout and Guide Camp / Community Awareness Programs in school education.
- To develop skills needed to become a successful Scout or Guide / Community Awareness volunteer.
- To organize various activities related to Scout and Guide Camp / Community Awareness Programs.

Course Outline:

It will have three components-

1. Participation in all activities of Scout and Guide Camp / Community Awareness Programs.

2. Report writing for Scout and Guide Camp / Community Awareness Programs with your participation details.

3. Participation in Viva voce at the end of semester.

Note: For successful completion of the course, all three components are compulsory.