



CBCS Scheme of Instruction & Syllabi  
Of  
**Bachelor in Elementary Education**  
**(B.El.Ed.)**

(Effective from Session 2020- 2021)

**Department of Education**

**INVERTIS UNIVERSITY**

Invertis Village, Bareilly - Lucknow NH-24,  
Bareilly (U.P.)

## 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.El.Ed.

Courses	*Credits Theory + Tutorial
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### I. Core Courses

(28Papers)	22X4=88 6X2=12
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#### 2. Elective Courses

(4Papers)

A.1. Discipline Specific Elective (4Papers)	4X4=16
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B.1. Generic Elective/

Interdisciplinary	4X4=16
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### II. Ability Enhancement Courses

#### 1. Ability Enhancement Compulsory

(5 Papers of 2 credit each)

(1 Paper of 10Credit)

Environmental Science	5 X 2=10
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English/ MIL Communication	1X10=10
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2. Ability Enhancement Elective (Skill Based)	7X2=14
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(Minimum 2)

	166
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**Total credit**  
**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

## LIST OF CORE COURSES

1	Core	Human Growth and Development
2	Core	Elementary Education: Introduction
3	Core	Nature of Language
4	Core	Core Mathematics
5	Core	Cognition, Learning and Teaching
6	Core	Contemporary India and Education
7	Core	Core Social Science
8	Core	Core Science
9	Core	Reading and Reflecting on text
10	Core	Contemporary India
11	Core	School Planning and Management
12	Core	Health Education and Yoga
13	Core	Basic Concepts of Education
14	Core	Human Value and Ethics
15	Core	Language Acquisition
16	Core	Pedagogy of Environmental Studies
17	Core	Logico Mathematics Education
18	Core	Language across the Curriculum
19	Core	Pedagogy of Hindi –I A
		Pedagogy of English – IA
		Pedagogy of Sanskrit –I A
		Pedagogy of Physical Science – IA
20	Core	Pedagogy of Social Studies–IB
		Pedagogy of Mathematics- IB
		Pedagogy of Biology –I B

21	Core	Knowledge and Curriculum
22	Core	Gender School and Society
23	Core	Pedagogy of Hindi – II A
		Pedagogy of English – IIA
		Pedagogy of Sanskrit – IIA
		Pedagogy of Physical Science – IIA
24	Core	Pedagogy of Social Studies – IIB
		Pedagogy of Mathematics- IIB
		Pedagogy of Biology – IIB
25	Core	Educational Measurement, Evaluation & Action Research
26	Core	Guidance and Counseling
27	Core	Inclusive Education
28	Core	Special Education

<b>List of Discipline Specific Electives</b>		
1	DSE-I	Distance Education
		Population Education
		Classroom Management
2	DSE-II	Educational Management and Administration
		Human Rights and Education
		Education For Rural Development
3	DSE-III	Statistics in Education
		Fundamentals of Computers
		Teacher Education
4	DSE-IV	Value Education
		Woman Education
		Life Skill Education

### **LIST OF AECC**

1	AECC-I	English language and communication-I
2	AECC-II	Environmental Studies
3	AECC-III	School Internship (School Observation) I
4	AECC-IV	School Internship II
5	AECC-V	School Internship III (16 Week)
6	AECC-VI	Presentation II

### **LIST OF SKILL ENHANCEMENT COURSE (SEC)**

1	SEC I	Fine art and craft Participatory work, Psychological Assessment and Academic Enrichment Activities (Practical)
2	SEC II	(Practical)Scout &Guide Camp/Drama &Arts and Music Activities and Academic Enrichment Activities
3	SEC III	Yoga and Meditation/Sports and Health Education/Self-development workshop Activities
4	SEC IV	Educational Excursion/Academic Enrichment Activities
5	SEC V	Microteaching 10 Plan, Development of Teaching aid and Learning Material, Academic Enrichment activities
6	SEC VI	Simulation Teaching 10 Plans, Development and Use Teaching aid and Learning Material.
7	SEC VII	Educational Evaluation of Action Research ,Construction of Achievement/Diagnostic Test

## LIST OF GENERIC ELECTIVE

1	GE1	<i>Science stream</i>
		Physics I
		Physics Lab I
		Chemistry I
		Chemistry Lab I
		Mathematics I
		Mathematics Lab I
		Botany I
		Botany Lab I
		Zoology I
		Zoology Lab I
		<i>Art Stream</i>
		Hindi I
		English Literature I
		History I
		Political Science I
		Economics I
2	GE2	<i>Science stream</i>
		Physics II
		Physics Lab II
		Chemistry II
		Chemistry Lab II
		Mathematics II
		Mathematics Lab II
		Botany II
		Botany Lab II
		Zoology II
		Zoology Lab II
		<i>Art Stream</i>

		Hindi II
		English Literature II
		History II
		Political Science II
		Economics II
3	GE3	<b><i>Science stream</i></b>
		Physics III
		Physics Lab III
		Chemistry III
		Chemistry Lab III
		Mathematics III
		Mathematics Lab III
		Botany III
		Botany Lab III
		Zoology III
		Zoology Lab III
		<b><i>Art Stream</i></b>
		Hindi III
		English Literature III
		History III
		Political Science III
		Economics III
4	GE4	<b><i>Science stream</i></b>
		Physics IV
		Physics Lab IV
		Chemistry IV
		Chemistry Lab IV
		Mathematics IV
		Mathematics Lab IV
		Botany IV
		Botany Lab IV
		Zoology IV
		Zoology Lab IV



		<b><i>Art Stream</i></b>
		Hindi IV
		English Literature IV
		History IV
		Political Science IV
		Economics IV

## Structure of CBCS Course in B.El.Ed.

Year	Sem	Core Course Program(DSC)	Language Core Course(LCC)	Ability Enhancement Compulsory (AECC)	Skill enhancement Course Program(SEC)	Discipline Specific Elective Program (DSE)	Generic Elective (GE)
1	1	DSC1		AECC1	SEC1		
		DSC2					
		DSC3					
		DSC4					
	2	DSC1			SEC2		
		DSC2					
		DSC3					
		DSC4					
		DSC5					
	2	3	DSC1		AECC2	SEC3	DSE1
DSC2							
DSC3							
4		DSC1		AECC3	SEC4		GE2
		DSC2					
		DSC3					
		DSC4					
3	5	DSC1			SEC5	DSE2	GE3
		DSC2					
		DSC3					
		DSC4					
	6	DSC1		AECC4	SEC6	DSE3	GE4
		DSC2					
		DSC3					
		DSC4					
4	7			AECC5			
				AECC6			
	8	DSC1			SEC7	DSE4	
		DSC2					
		DSC3					
		DSC4					

## PROGRAMME OUTCOME FOR B.El.Ed.

On successful completion of the four-year B.El.Ed programme, pupil teachers will be able to develop-

**PO1. Teaching competency:** Teaching competency developed through microteaching, simulated teaching.

**PO2. Pedagogical skills:** Detailed knowledge of the subject, perfected teaching skill – marked by implementation of new methods and techniques into educational activities and also distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education

**PO3. Teaching Through Nonconventional Modes:** Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

**PO4. Critical thinking:** developing critical thinking skills of the students through a number of activities like classroom discussions, debates, and presentations of seminar topics by students followed by question-answer session etc

**PO5. Effective communication:** facilitating the students to develop skills of reading, writing, listening and speaking to add to their communication ability in English and Hindi as well to connect them with the world around and for best teaching-learning purpose.

**PO6. Management of the classroom:** maximizing efficiency maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies are employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities ensure the active and equitable engagement of students in productive tasks.

**PO7. Sensitivity towards inclusion:** developing sensitivity towards language diversity and inclusion in the classroom and its role in teaching- learning process.

**PO8. Self-directed learning:** to provide the necessary practical exposure to self-directed learning and self-study methods so as to equip the learner with knowledge acquiring skills as in teaching, administration, ICT.

**PO9: Self Discipline and self-Control:** Promoting self-discipline and self-control leading to immense amount of awareness, concentration and higher level of consciousness.

**PO10: Knowledge of Growth and Development:** Develop the understanding of theories of growth and development.

**PO11: Knowledge of Indian Education System:** Develop the conceptual understanding about development of educational system in India and addressing issues of diversity, inequality and marginalization in Indian Education.

**PO12: Knowledge and Curriculum:** Address the theoretical foundations of school knowledge, policies and learning with reference to curriculum.

## Second Year

### Semester III

Course Code	PAPER	Course Title	Course Category	L	T	P	CA	EE	Total	Credit
BELED301	13	Contemporary India	DSC	3	1	0	30	70	100	4
BELED302	14	Health Education and Yoga	DSC	3	1	0	30	70	100	4
BELED304	15	School Planning and Management	DSC	3	1	0	30	70	100	4
BELED305	16	AECC-2	AECC	2	0	0	15	35	50	2
BELED303	17	DSE-1	DSE	3	1	0	30	70	100	4
BELED323/ 329	18	GE-1	GE	3	1	0	30	70	100	4
BELED 361	19	SEC- III	SEC	0	0	2	15	35	50	2
<b>Total</b>				<b>17</b>	<b>5</b>	<b>2</b>	<b>180</b>	<b>420</b>	<b>600</b>	<b>24</b>

### Semester IV

Course Code	PAPER	Course Title	Course Category	L	T	P	CA	EE	Total	Credit
BELED401	20	Basic Concept of Education	DSC	3	1	0	30	70	100	4
BELED402	21	Human Value and Ethics	DSC	3	1	0	30	70	100	4
BELED403	22	Language acquisition	DSC	3	1	0	30	70	100	4
BELED404	23	Pedagogy of Environmental Science	DSC	2	0	0	15	35	50	2
BELED423/29	24	GE- 2	GE	3	1	0	30	70	100	4
BELED461	25	SEC –IV	SEC	0	0	2	15	35	50	2
BELED471	26	AECC- III	AECC	0	0	0	15	35	50	2
<b>Total</b>				<b>14</b>	<b>4</b>	<b>2</b>	<b>165</b>	<b>385</b>	<b>550</b>	<b>22</b>

# SEMESTER III

## **Course Title: CONTEMPORARY INDIA**

**Course Code: BELED301**  
**Contact Hours: 60**

**Credit: 4 (L-3, T-1, P-0)**  
**MM: 100**

### **COURSE OBJECTIVES:**

- To describe the knowledge of Indian Constitution and institutional framework of Indian government.
- To develop their social reasoning ability and argue on the National Demand for Constitutional amendments.
- To apply their political right to choose eligible political leader in electoral process.
- To analyze political system and the account of the making and working of constitutional institutions.
- To explain the birth and growth of nationalism in India.
- To evaluate the relevance of Federal System and Centre-State Relations.

### **Course Outline:**

#### **UNIT I:**

- India as 'society', 'civilization', 'nation-state.
- India emergence freedom struggle as a nation-state.

#### **Unit II: The Constitution**

- Its frame work and scope
- Major social policies enshrined in the constitution
- Drafting Committee
- Autobiography of Dr. B.R Ambedkar
- Provision related to childhood and education;
- concurrent status of education
- National Policy on Education (1986)
- NEP2020

#### **Unit III: Economic Issues**

- Poverty and inequality
- Employment private and public sector

- New economic policy

#### **UNIT IV: Political Issues**

- Main features of the democratic system
- Central, state-level and local system of government .

#### **COURSE OUTCOMES:**

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

- To discuss insight into the issues and challenges of present day education system.
- To criticize the important quality related issues which need to be taken into account revision/ development of new education policy.
- To create the adequate knowledge of the recommendations of various commissions and committees on Indian Education.

#### **Suggested Readings: -**

- BasuDurga Das (2013): – Constitutional Law of India: Lexis Nexis; Twenty-First edition.
- BasuDurga Das (2013): – Shorter Constitution of India: Lexis Nexis
- MaheswariShriram (1979): – Local Government in India: Sangam Books Ltd.

**Course Title: HEALTH EDUCATION AND YOGA**



**Course Code: BELED302**  
**Contact Hours: 60**

**Credit: 4 (L-3, T-1, P-0)**  
**MM: 100**

### **COURSE OBJECTIVES**

- To Understand the importance of Physical Education in Human life
- To overview the different programs of Physical Education
- To understand different policies and programmes of yoga
- To Enumerate the relationship between Yoga and goals of life

### **Course Outline:**

#### **Unit I: Health and Physical Fitness**

- Introduction; Meaning & Definition, Dimensions and determinants of health
- Importance of balanced diet,
- Definition, Meaning, Types, Factors and Benefits of physical fitness
- Factors affecting physical fitness,

#### **Unit II: School health Services in India**

- School health services in India
- Role of teacher in development of health
- Importance of physical activities at school level
- Role of yoga in children's health
- Assessment of physical fitness

#### **Unit III: Philosophical bases of Health Education and Yoga**

- Role of Institutions (School, Family and Sports),
- Policies and major programs for Health Education and Yoga
- Introduction, Meaning and miss-concepts of Yoga
- Types of Yoga and their main features, nature and educational implications.
- Hath Yoga Pradipika: Asanas, Shatkriyas and Pranayamas – Types and benefits,

#### **Unit IV: Meditation & Stress Management**

- Meditation: Meaning, Nature & Relationship with mind.
- Importance of Meditation in school
- Stress: Meaning, Nature, Types and Factors
- Role of Meditation in Stress Management.

### **COURSE OUTCOMES:**

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

- To identify health and physical fitness.
- To understand school health services in India.
- Make a chart on yoga asanas.
- To compare the use of different yoga asanas.
- To judge meditation and its relationship with mind.
- To Plan a yoga comp for Practical knowledge.

**Suggested Reading:**

- Dr. Ajmer Singh (2003).Essentials of physical Education. Ludhiana: Kalyani publishers.
- Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Dr.A.K.UppalandDr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
- Dr.SopanKangane and Dr.SanjeevSon wane (2007). Physical Education (D. Ed.). Pune:
- Nirali publication.

## **Course Title: ICT and Education**

**Course Code – BELED 303**  
**Contact Hours: 60**

**Credit: 4 (L-3, T-1, P-0)**  
**MM: 100**

### **Objectives:**

- To understand the concept of ICT in Education.
- To develop an understanding of the importance and need of communication through ICT.
- To develop an understanding of the psychological bases of using various support media required for ICT.
- To provide much hands on experience with computers.
- To familiarize student-teachers with contemporary teaching- learning techniques.
- To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

### **Course Outline**

#### **Unit- I**

- ICT meaning, concept nature & characteristic of ICT.
- Need and importance and tools of ICT.
- Relevance of ICT in education [Radio, Television, Computer].
- Challenges of ICT in Morden Era
- Role of ICT in Construction of Knowledge.
- Use of Audio visual Media in education

#### **Unit-II**

- Educational Communication: Concept, elements, types and barriers.
- Components of effective Communication in teaching learning process
- Enhancing professional competencies of teachers through the application of ICT such as Microteaching, programmed instruction, and CAI.
- Multimedia: Electronic media, print media and mass media.

#### **Unit III**

- Online educational resources: Concept, features and application.
- E- mail, internet and intranet.
- Teleconferencing and its types Distance education
- Social networking
- Worldwide web WWW
- Online libraries

#### **Unit-IV**

- Computer- Definition, Types of computer Main Units.
- Characteristics and Classification of Computer.
- Computer Hardware - process of computer input-output devices.
- Functional knowledge of operating computer and its application.

#### **Unit V**

- ICT and curriculum enrichment – child centered curriculum, activity centered curriculum,
- Web based resources.
- ICT in educational administration and management:- e- learning On-line admission.
- E content, e magazine, e journal, E-portfolio Edusat
- Concept of technology in education, components- Hardware and Software , Difference between software and Hardware.

#### **COURSE OUTCOMES:**

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

- To define the conceptual knowledge of computer.
- To explain the application software.
- To draw a chart of ICT tools.
- To compare hardware and software.
- To judge the updated software comparable to older one.
- To Design portfolio.

#### **Suggested Readings:**

- Assessment and Evaluations - P.G. Pong.
- Information and communication - Kishore, Chavan.
- Information Technology - Dyne, Nandkishore.
- ABC to internet- Crumlish Christian.
- ICT strategies for school - MohentyLax man.
- NCF 2005.
- NCFTE 2009

**Course Title: School Planning and Management**

**Course Code: BELED304**

**Credit: 4(L-3, T-1,P-0)**

**Contact Hours: 60**

**MM: 100**

**COURSE OBJECTIVES:**

- To understand the concept of classroom management.
- To understand the importance of classroom organization.
- To explain the role of students and teachers in classroom discipline.
- To Overview the concept of classroom communication.
- To explain the features, barriers of classroom communication.

**Course Contents:**

**Unit I**

- Meaning, Definitions of School Management, its Approaches.
- Organisation and management of school education
- Role of Centre, State and local bodies; sources of funding
- Evaluation of School Planning and Management.

**Unit II**

- The school as a system I: induction, training and teacher support programmes
- Planning the school curriculum - academic, co-curricular and sports; community involvement.
- Accountability of School Education (Students, Teachers & Principles Role)

**Unit III**

- The school as a system II: types of schools.
- The management committee and its functions
- School administration; staffing pattern ;the school budget; annual planning documentation Information systems; physical infrastructure requirements; selection of materials and equipment for the school and selection of suppliers.

**Unit IV**

- Maintaining standards: physical and psychological needs of children,
- Teaching and non-teaching staff in a school;
- Developing a Collaborative perspective. Staff supervision - models and application: feedback ; establishing accountability.

**Project:**

- (A) Case study of an "Existing School" or "Planning for a New School" (i) objectives (ii) vision of the school; (iii) strategic population (its needs, whether first or second generation learners, socio-economic background etc.); achieving targets realistically.
- (B) A group project on the status of education in a particular area (collating and interpreting data about school enrolment, retention, availability of facilities etc.)

**COURSE OUTCOMES:**

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

- To Define school planning and management.
- To discuss induction training and teachers support program.
- To Make a chart on school building.
- To compare the work of teaching and non-teaching staff.
- To judge the psychological needs of children.
- To build the school plan.

**Suggested Readings:**

- Agrawal JC: Organisation & Practice of Modern Indian Education, Shipra Publication- Delhi 2002
- David Ashman & Adam Myerson- The Wall street Journal on Management Universal Book Stall, New Delhi 1996
- Lallan Prasad & Gulshan SS- Management Principles & Practise, S.Chand ltd. Delhi-1995

## **Course Title: Environmental Studies**

**Course Code: BELED305**

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

**Contact Hours: 30**

**MM: 50**

### **Course Objective: -**

to enable student teacher to:

1. To understand about the concept of environmental education.
2. To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

### **Course Outline:**

#### **Unit I: Nature of Environment and Environmental Conservation**

- Meaning, scope and nature of environment. Natural and Man-made Environment. Structure and functions of different ecosystems.
- Importance need and scope of Environmental Conservation and Regeneration. India as a mega bio diversity nation.
- Role of individual in conservation of natural resources: water, energy and food. Role of individual is prevention of pollution: air and water.
- Equitable uses of resources for sustainable livelihoods. Environmental legislation: awareness and issues involved in enforcement.
- Role of information technology and media in environment and human health.

#### **Unit II: Conservation of Environment and Sustainable Development**

- Community participation in natural resource management- water, forests, mineral, food, energy etc. Environmental degradation and its impact on the health of people. Deforestation in the context of tribal life. Change in forest cover over time. Sustainable land use management
- Traditional knowledge and biodiversity conservation. Developmental projects including Government initiatives and their impact on biodiversity conservation. Ethno-botany and its role in the present day world.
- Economic growth and sustainable consumption. Consumerism and waste

generation and its management. Biomedical waste management.

- Shifting cultivation and its impact on environment. Genetically Modified crops and food security. Agricultural waste: their impact and management. Water consumption pattern in rural and urban settlement. Rain water harvesting and water resource management.
- Changing patterns of energy and water consumption. Alternative sources of energy. Role of media and ecotourism in creating environmental awareness.

### **Unit III: Environmental Management**

- Environmental conservation in the globalised world. Impact of natural disaster/man-made disaster on environment.
- Impact of industry/mining/transport on environment. Heat production and greenhouse gas emission. Biological control for sustainable agriculture. Sustainable use of forest produces.
- Female foeticide/ infanticide and skewed sex ratio. HIV/AIDS, Malaria-status, measures undertaken for their control/ eradication. Development of slum area and their inhabitants.

#### **COURSE OBJECTIVES:**

To enable student teacher to:

- To understand about the concept of environmental education.
- To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
- To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- To enable the students to understand about the various measures available to conserve the environment for sustaining the development.



# Course title: Mathematics-I

Course Code: BELED323

Credit: 4 (L-, T-1, P-0)

Course Content:

MM: 100

## Course Objectives:

- To provide knowledge to student about distributive laws.
- To provide the concept of vector and scalar.
- To make able to distinguish between Permutations & combination.
- To make them clear about the Mathematical induction.

**Unit I-** Sets, operations on sets, distributive laws, De Morgan's law,

Power set, Cartesian product.

**Unit II-** Vector Algebra, properties of vector and scalar, operation of vector, modulus, grad, divergence and curl.

**Unit III-** Statements: negation, conjunction, disjunction, implications, converse and contrapositive, necessary and sufficient condition, type of proofs, Mathematical induction and deduction, truth tables, switching circuits, AND, OR, NOT gates.

**Unit IV-** Permutations & combination.

## Course Outcomes:

After completing the course, students will be able to:

1. Understand various Laws of Vector Algebra.
2. Analyze the system of divergence and curl.
3. Identify the difference between converse and contrapositive.
4. Understand the AND, OR, NOT gates.
5. Evaluate the Mathematical induction and deduction.
6. Solve the Cartesian product.

## References:-

- (1) Dr. P.K.Mittal Vector calculus and Geometry, S.J. Publication, Meerut.
- (2) Singal, M.K. and Asha Rani Singal. Algebra R. Chand and Co.: New Delhi.
- (3) Krishna publication, Vector Algebra.
- (4) Dr. K.L. Gupta, Nirupam sahitya sada

## **Course Title: Political Science**

**Course Code: BELED329**

**Contact Hours: 60**

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

**MM: 100**

### **COURSE OBJECTIVES:**

- To give complete knowledge of origin of State, Rights, Liberty, Equality, Justice and Sovereignty
- To explain the difference between State and Government, State and other Associations and the State and society.
- To explain different theories of sovereignty: Monistic Theory, Philosophical Theory, and Pluralistic Theory.
- To give a basic idea of Sovereignty.

### **Course Outline:**

#### **Unit I: Concept of Political Science**

- Meaning and Definition of Political Science
- Nature and Scope of Political Science
- Is Political Science a science?

#### **Unit II: State**

- Meaning and Definition of state,
- Elements of the State,
- Distinction between:-State and Government, State and Society, State and other Associations

#### **Unit III: Origin of the State Theory**

- The Social Contract Theory: Concept of General Will.
- The Historical or Evolutionary Theory: Divine Origin, Force Theory, Patriarchal and Matriarchal Theory.

#### **Unit IV: Liberty and Equality**

- Meaning, Definition and Nature of Liberty
- Kinds of Liberty
- Meaning, Definition and Nature of Equality
- Relation between Liberty and Equality

#### **Unit V: Rights and Duties**

- Meaning and Nature of Rights
- Classifications of Rights
- Theories of Rights: Natural, Legal and Marxist Theory of Right
- Meaning of Duties
- Types of Duties
- Relations between Rights and Duties

## **COURSE OUTCOMES:**

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

- To Define Concept of political science.
- To Explain human rights and duties.
- To Make charts on Historical and evolutionary theory.
- To compare the Human rights and duties .
- To evaluate Liberty and equality.
- To build the Knowledge about state and other associations.

## **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 New Delhi.
- George. H. Sabine. (1973): History of Political Theory: Wadsworth Publishing Co Inc.
- Johri. J. C. (1987): Contemporary Political Theory: Sterling Publisher Private Limited New 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.

## **Course Title: Yoga & Meditation / Self – Development workshop Activities**

**Course Code – BELED 361**

**Credit: 2(L-0,T-0,P-2)**

**Contact Hours: 30**

**MM: 50**

### **COURSE OBJECTIVES:**

To explain and define concept of cultural activities, sports and yoga

- To understand role cultural activities in teaching learning process
- To understand the differences cultural activities, sports and yoga.

### **Course Outline:-**

It will have three components-

1. Participation in various cultural, sports and yoga activities such as-
  - a. Singing (solo and group)
  - b. Dancing (solo and group)
  - c. Playing musical instruments
  - d. Card making
  - e. Poster making (drawing and painting)
  - f. Slogan writing
  - g. Mehndi making
  - h. Best out of waste
  - i. Rakhi making and pot decoration
  - j. Pooja thali decoration
  - k. Poem recitation
  - l. Indoor games activities
  - m. Outdoor sports activities
  - n. Yoga camp etc.
2. Report writing for each activity organized by dept. 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.**

**COURSE OUTCOMES:**

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

- To define the importance of meditation
- To discuss various cultural activities.
- To make a poster on different yoga asans.
- To compare sports and yoga activities.
- To evaluate different cultural activities.
- To plan a self-development workshop

# SEMESTER IV

## Course Title: Basic Concepts in Education

**Course Code: BELED401**  
**Contact Hours: 60**

**Credit: 4 (L-3, T-1, P-0)**  
**MM: 100**

### COURSE OBJECTIVES:

- To understand the concept of education and
- To gain the knowledge of development of educational system in India in historical perspective.
- To illustrate the salient features of Indian Education, ancient, medieval and modern periods.
- To explain the implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.

### Course Outline

#### UNIT I

- **The learner:** The child as learner; the individual child and age-group; home and school; socialization and learning; activity and experience.
- **The teacher:** teaching as a professional activity; teacher and parents; teacher and the curriculum; teacher and society.

#### UNIT II

##### **Constitutional Provisions and commitments for universalization of elementary education**

- Educational provisions in article 21(A), 29(2) and 45 of constitution.
- Rights of Children. (Child Act)
- Right to Free and Compulsory Education for Child Act -09 (RTE-09)

#### UNIT III

##### **Organized Commission and Committees in Reference to Elementary education**

- Concise knowledge of pre and post-Independence.
- Educational policy of Lord Macaulay, Wood Dispatch, Hunter Commission, Contribution of Auckland and Karajan.
- Kothari Commission.

#### UNIT IV

- National education policy 1986 and programme of action 1992.
- Yashpal committee.
- National Curriculum framework 2005 (NCF 2005)
- National Curriculum Framework for Teacher Education (NCFTE 2009).

## **UNIT V**

Different projects and programmes for the development of Elementary Education  
(In Reference to U.P.)

- Operation Black Board (OB). Programme of mass orientation for school teacher (P-MOST)
- Special orientation for primary teacher (SOPT). Basic education Project (BEP).
- District Primary education programme. (Second and Third) (DPEP)
- School Readiness Programme. Complete Literacy campaign.
- Sarva Shiksha Abhiyan. National programme of education for girls at Elementary level. (NPEGEL)
- School going movement. K.G. B.V. Plan. Kasturba Gandhi Girls School Plan.
- E.C.C.E. Program (Early childhood care and education) National Child Labour Project
- M.D.M./ Nutritious Meals distributions.
- Distribution of Scholarship and other incentive plans (free textbook, uniform, furniture for children).

### **COURSE OUTCOMES:**

- To define the basic concept of education
- To Discuss commotions related to elementary education.
- Make a chart on Rights of children.
- To compare national education policy 1986 and program of action 1992.
- To criticize the contribution of Aukland and Karajan.
- To construct the knowledge about Education policies.



## **Course Title: Human Value and Ethics**

**Course Code: BELED402**  
**Contact Hours: 60**

**Credit: 04 (L-3, T-1, P-0)**  
**MM: 100**

### **COURSE OBJECTIVES:**

- To understand formation and assessment of Value Education
- To describe the concept of values and value system.
- To explain various intervention strategies for value inculcation in education.
- To explain Intervention Strategies for Value Inculcation.

### **Course Outline:**

#### **Unit I: Ethics and Human Values**

- Meaning of Ethics and Human Values
- Definition of Ethics and Human Values
- Good Behavior, Conduct and Character,
- Respect for Elders, Need of Values
- Self-Exploration, Meaning and Process

#### **Unit II: Indian Constitution and Values**

- Fundamental Rights and Duties, Freedom
- Equality, Harmony in Human relationship
- Harmony in the Nature and Existence
- Natural acceptance and Human Value

#### **Unit III: Religious and Cultural Values**

- Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism
- Religious Tolerance
- Importance of a Family

#### **Unit IV: Professional Ethics**

- Need and Importance
- Goals, Dignity of labour
- Ethical Values in different Professions
- Management
- Teaching
- Civil Services
- Politics
- Definitiveness of Ethical Human Conduct

## **Unit V: Health and Nutrition**

- Food Habits, Exercise
- Communicable Diseases
- Public Health and Human Values
- Environment
- Ethics and Human Health
- Continuous Happiness and Prosperity

### **COURSE OUTCOMES:**

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

- To define ethics and human values.
- To explain the fundamental rights and duties.
- To make a chart on good food habits
- To compare the ethical values in different professions.
- To evaluate the religious and cultural values.
- To construct the knowledge about health and nutrition.

### **Suggested Reading:**

- E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
- Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
- Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome’s report, Universe Books.
- A Nagraj, 1998, JeevanVidyaEkParichay, Divya Path Sansthan, Amarkantak.
- P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
- A N Tripathy, 2003, Human Values, New Age International Publishers.
- SubhasPalekar,2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
- E G Seebauer& Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
- M Govindrajran, S Natrajan& V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
- B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.

## **Course Title: LANGUAGE ACQUISITION**

**Course Code: BELED 403**

**Contact Hours: 60**

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

**MM: 100**

### **Course Objective:**

- 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 Defence Mechanism
- To gain the knowledge of various communication skills.
- To define the role of communication in our life.
- To explain the various techniques/barriers of the communication.
- To define the vocabulary building and its significations.
- To understand the writing skills in daily life by formal and informal letters.
- To develop self-development skills by social communication, interview and presentation skills.

### **Course Outline:**

#### **Unit 1**

- Language and cognition: cognitive prerequisites for language acquisition
- Biological foundations; language and thought, innatist
- Hypothesis; cognitive, social and linguistic development; Piagetian and Vygotskian perspectives.

#### **Unit 2**

- Language development: the earliest stages and the babbling period
- Stages of language development: the role of mothers and caretaker speech;
- Phonology; morphology; syntax and semantics; sociolinguistic aspects.

### **Unit 3**

- Comprehension and production: perceptual strategies; perception of speech and speech comprehension;
- Notions of complexity; speech production; encoding and performance measures; the role of errors in language production.

### **Unit 4**

- Formal means of language acquisition with special reference to reading and writing
- Learning to read and understand; measures of readability
- Schema theory; using cloze, dictation and translation with children
- Mechanics of writing; representational systems; teaching writing.

### **Unit 5**

- Language disorders: learning about language by studying language disorders
- Brain structure and functions; inhibitions; stuttering aphasia; language among the mentally retarded.

Unit 2 and 5 will have a corresponding practicum.

### **COURSE OUTCOMES:**

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

- To define the meaning of language acquisition.
- To discuss the role of mother and care taker in language development.
- To make a chart on syntax.
- To compare the perception of speech and speech comprehension.
- To judge the role of errors in language production.
- To construct the knowledge about Social and linguistic development.

## **Course Title: Pedagogy of Environmental Studies**

**Course Code: BELED 404**

**Credit: 0 (L-2, T-0, P-0)**

**Contact Hours: 60**

**MM: 50**

### **Course Objective:**

- To create awareness among students about environment protection.
- To gain an overview of pedagogy.
- To describe important methodologies and techniques.
- To understand the various learning resources and teaching aids in classroom teaching.

### **Course Outline:**

#### **Unit-I:**

- Concept of Environmental Studies its evolution and significance as a curricular area at primary level; environmental studies and environmental education;
- Its scope- integration related to the physical, social, historical and cultural component.

#### **Unit-II:**

- Basic considerations in developing curriculum in environmental studies,
- Maxims of teaching differences in approaches to the construction and transaction of curriculum at classes I and II and classes III to V;
- A review of different sets of curricular materials including textbooks.

#### **Unit-III:**

- Understanding the method of science: process approach in EVS; planning for and organizing of teaching-learning activities;
- Unit and lesson planning; role of inquiry, experiment, discussion, dramatic; evaluation and testing.

### **Practical Work to Be Undertaken:**

- (i) Organising and planning an excursion; learning how to make observations and recording conducting surveys.
- (ii) Using equipment and materials; films, reports, documents, newspapers, local maps, atlas, wall charts; map drawing and reading weather charts; making Charts, diagrams and models.
- (iii) Collection and presentation of specimens: leaves, rocks, stamps, flags, news items etc.
- (iv) Undertaking a project e.g. planting and nurturing of useful trees plants.

**Course Outcomes:**

- To define Environmental studies.
- To explain Environmental integration related to the physical, social, historical and cultural component.
- To use maxims of teaching.
- To compare the curriculum of different classes at elementary level.
- To judge teaching learning activities.
- To design a lesson plan.

**Suggested Readings:**

1. Centre for Cultural Resource and Training, Environmental Education and Art Activities , CCRT: New Delhi, 1983

## Course Title: MATHEMATICS-II

**Course Code: BELED423**

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

**Contact Hours:**

**MM: 100**

**Course Objectives:**

- To provide knowledge to student about Binary operations.
- To provide the concept of Standard Deviation.
- To make able to distinguish between commutative and associative operations.
- To make them clear about the Cosset decomposition.

**Course Outline:**

**Statistical methods:**

**Unit-I**

- Mean, Median, Mode.
- Range, Quartile, Deciles, Percentile, Standard Deviation.

**Unit-II**

- Correlation and Linear Regression.

**Algebra:**

**Unit-III**

- Binary operations, commutative and associative operations, identity element and inverse of an element.

**Unit-IV**

- Definition of a group with examples and simple properties, Subgroups, Generation of groups, Cyclic groups, Coset decomposition.

**Course Outcomes:**

After completing the course, students will be able to:

1. Understand various Laws of Generation of groups.
2. Analyze the system of Cyclic groups.
3. Identify the difference between commutative and associative operations.
4. Understand the Coset decomposition.
5. Evaluate the Correlation and Linear Regression.
6. Solve the Binary operations.

**Text Books:**

- K.B. Datta, Matrix and Linear Algebra, PHI Pvt. Ltd. New Delhi, 2000.
- P.B. Bhattacharya, S.K.Jain , S.R. Nagpal, First Course in Linear Algebra, Wiley Eastern Ltd. New Delhi, 1983.
- S. Singh, Modern Algebra, Vikas Publ. House, India
- Shanti Narayan, Statistics; S. Chand & Company, New Delhi.
- I. N. Herstein , Topics in Algebra, Wiley Eastern Ltd. New Delhi, 1975.



## **Course Title: Political Science II**

**Course Code: BELED429**  
**Contact Hours: 60**

**Credit: 04 (L-3, T-1, P-0)**  
**MM: 100**

### **COURSE OBJECTIVES:**

- To gain complete knowledge of the government and their basic structure, system, function and importance.
- To explain social reasoning ability and argue on the political parties issues and their functions.
- To describe the Indian political process, organization and differentiate the function of government's organs.
- 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, Differences between Unitary and Federal forms of Government
- Parliamentary and Presidential forms of Government: Meaning, Characteristics, Comparison between the two forms
- Democracy and Dictatorship: Meaning and Definition, Characteristics, Comparison between Democracy and Dictatorship.

#### **Unit II: Sovereignty:**

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

#### **Unit III: Political parties:**

- Meaning and Nature of Political parties
- Functions of Political parties
- Types of Party System in India
- Importance of Political Parties in a Democratic State.

#### **Unit IV: Pressure Groups**

- Meaning and functions of Pressure Groups
- Importance of Pressure Groups in a Modern democratic State
- Distinction between Political Parties and Pressure Groups

#### **Unit V: Public Opinion**

- Meaning and Nature of Public Opinion
- Agencies for the Formation of Public Opinion
- Role of Public Opinion in a Democratic State

#### **Unit VI: Electorate and Representation**

- Universal Adult Franchise
- Women Suffrage
- Territorial Representation
- Proportional Representation

#### **COURSE OUTCOMES:**

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

- To define organization of government
- To explain different forms of government
- To make a chart on different forms of government.
- To examine different theories of sovereignty.
- To judge political parties system in India.
- To design a functions of political parties.

#### **Suggested Reading:**

- Asirvatham, E. and Mishra, K. K. (1936): Political Theory: S Chand & Company PVT LTD New Delhi
- Bhattacharya, D. C. (2010): Political Theory: Vijaya 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.

## **EPC – II: Educational Excursion / Art and Craft Workshop**

**Course Code: BELED461**

**Credit: 2 (L-0, T-0,P-2)**

**Contact Hours: 30**

**MM: 50**

### **COURSE OBJECTIVES:**

To understand the role of Educational Excursion / Art and Craft Workshop.

- To explain the role Educational Excursion / Art and Craft Workshop in teaching learning process
- To understand the importance of various activities of Educational Excursion / Art and Craft Workshop.

### **Course Outline:**

It will have three components-

1. Participation in all activities of Educational Excursion / Art and Craft Workshop.
2. Report writing for Educational Excursion / Art and Craft Workshop with your participation details.
3. Participation in Viva voce at the end of semester.

### **COURSE OUTCOMES:**

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

- To analyse the importance of Educational Excursion / Art and Craft Workshop in school education.
- To develop skills needed for successful organization of Educational Excursion/ Art and Craft Workshop.
- To organize various activities related to Educational Excursion / Art and Craft Workshop.

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

## **PRACTICAL: School Internship (School Observation) I**

**Course Code – BELED 471**

**Credit: 02 (L-0, T-0, P-0)**

**Duration: 02 Week**

**MM: 50**

### **COURSE OBJECTIVES:**

- To understand the importance of School observation.
- To understand the record maintenance of school internship.

### **Course Outline**

1. Participation in Internship for School Observation.
2. Recording of class observation of minimum 20 lessons (minimum 10 for each teaching subject).
3. Maintenance of Record of school Internship with brief report about school.
4. Viva – voce. (Internal)

**Note: For successful completion of the course, Participation in all activities of School Internship is compulsory.**

### **COURSE OUTCOMES:**

After the completion of this course students will able to -

- To Participate in School observation.
- To Record the class observation.