# Child Development (B.El.Ed. 101)

**Credit 4** **Marks 100**

**Objectives:**

To enable student teacher to:

- Know the meaning, concept, characteristics, difference, principles, factors affecting growth & development & role of heredity & environment in child development.
- Apply the knowledge of characteristics & various types of development in infancy, childhood & adolescent stage.
- Comprehend influence of various factors on childhood & need of guidance & counseling for different stages.
- Apply the knowledge of various theories of child development & learning theories.
- Apply the knowledge of mental health & hygiene.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Reproduce the meaning, concept, characteristics, difference, principles, factors affecting growth & development & role of heredity & environment in child development.
- Use the knowledge of characteristics & various types of development in infancy, childhood & adolescent stage.
- Judge influence of various factors on childhood & need of guidance & counseling for different stages.
- Use the knowledge of various theories of child development & learning theories.
- Use the knowledge of mental health & hygiene.

Unit I - **Growth and development**

- Meaning, concept and characteristics of growth and development.
- Difference between growth and development.
- Principles and factors affecting of growth and development.
- Role of Heredity and Environment in child development.

Unit II - **Stages of Development**

- Characteristics of various stages - Infancy stage, Childhood stage and Adolescence stage
- Physical, social, mental, language and emotional development in infancy stage, childhood stage and adolescence stage.
- Influence of various factors on childhood – Family school, Neighborhood and community
- Need of guidance and counseling for different stages.

Unit III- **Theories of child development**

- Piaget's theory of cognitive development
- Kohalberg's theory to moral development
- Freud's theory of Psycho sexual development
- Erickson's theory psycho social development

Unit IV - **Learning theories**

- Trial & Error theory of Thorndike
- Classical conditioning theory of Pavlov
- Operant conditioning theory of Skinner
- Insight theory of Kohler

Unit V - **Mental health and hygiene**

- Meaning and factors affection
- Characteristics of Mentally healthy person
- Role of teacher in fostering mental health of a child

Reference:

S.K. Mangal "*Child Development"*, Arya Book Depot, New Dehli
S.P Gupta उच्चतर शिक्षा मनोविज्ञान
R.N Manav उच्चतर शिक्षा मनोविज्ञान
Malti Saraswati शिक्षा मनोविज्ञान

# Nature of Language (B.El.Ed.-102)

**Credit 2** **Marks 50**

**Objectives:**

To enable student teacher to:

- Know the meaning, characteristics, importance and functions of language.
- Comprehend the theories of language and principles of teaching language.
- Enhance communication skills
- Know the various approaches of language learners.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Reproduce the meaning, characteristics, importance and functions of language.
- Explain the concept of the theories of language and principles of teaching language.
- Enhance the communication skills.
- Identify the various approaches of language learners.

**Unit I**

- Meaning and Definition of Language Characteristics
- Characteristics of Language Development Nature and Scope of Language.
- Importance of Language in human life.
- Functions of Language

**Unit II**

- Language and Society
- Language Theories & situations of language
- Devine gift theory
- Onomatopoeic theory or Bow Bow Theory
- Ding-Dang Theory
- The xo-He-Ho Theory
- The sing-song theory
- The TA JA Theory
- The babble luck theory
- The tongue tied theory
- The contact theory
- Principles of teaching language

**Unit III**

- Basic human communication model
- Speech Mechanism
- Basic Components of speech
- Important points in speech training
- Qualities of a language teacher
- The nature of language learning
- Theories of language learning

**Unit IV** - **Approaches of language learners**

- Structural View approach
- Communicative approach
- Situational approach
- Eclectic approach

# Nature of Mathematics (B.El.Ed.-103)

**Credit 2** **Marks 50**

**Objectives:**

To enable student teacher to:

- Know the concept meaning & nature of number system.
- Understand and apply the number system in their daily working.
- Understand and apply the polynomials.
- Understand the coordinate Geometry.
- Understand linear equations.
- Understand the quadratic equations.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Define and recognize the various types of numbers.
- Present and use the number system in their day to day working.
- Explain and compute polynomials.
- Illustrate coordinate Geometry.
- Present linear equations.
- Explain and present the quadratic equations and the contribution of Brahma Gupta, Shridharacharya in this field.

Unit – I - **Number System**

- Concept, Meaning & Nature of Number Line, Whole Number, Integers rational numbers, irrational number, real number, terminating and non-terminating decimal etc.
- Real Number and their decimal
- Representing Real number on the member line
- Operational on real numbers
- Laws of exponents for real number

Unit – II - **Polynomials**

- Concept, Meaning & Nature of addition, subtraction, multiplication and division of algebraic expressions etc.
- Polynomial in one variable
- Zeroes of a Polynomial
- Remainder theorem
- Factorization of polynomial

Unit – III - **Coordinate Geometry**

- Concept, Meaning & Nature of coordinate axes and quadrants etc.
- Cartesian System
- Plotting a point in the plane if its coordinates are given.

Unit – IV - **Linear Equations**

- Concept, Meaning & Nature of linear equation of one variable
- Linear Equations.
- Solution of a linear equation
- Graph of a linear equations in two variables
- Equations of lines parallel to the X-axis and Y-axis.

Unit – V - **Quadratic Equations**

- Concept, Meaning & Nature of variable and constant.
- Contribution of Brahma Gupta, Sridharacharya etc.
- Quadratic Equation
- Solution of Quadratic Equation
- Nature of roots

# Performing Arts (B.El.Ed.-104)

**Credit 2** **Marks 50**

**Objectives:**

To enable student teacher to:

- Understand meaning, characteristics, history, principles forms and general and specific qualities of performing art teacher.
- Know the brief history and importance various Indian music & dance.
- Apply aims, objectives, importance and place of music as a subject in school curriculum.
- Understand the various classical dances.
- Understand the concept of Natya Shastra and origin, forms style, aims and nature of Sanskrit Natyam and drama.
- Apply the various tools, notes, songs, dance, prayers and dramatic presentation of any epic episode and social problem.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Explain the meaning, characteristics, history, principles forms and general and specific qualities of performing art teacher.
- Define and recall the brief history and importance various Indian music & dance.
- Access and use the aims, objectives, importance and place of music as a subject in school curriculum.
- Present the various classical dances.
- Explain recall and recognize the concept of Natya Shastra and origin, forms style, aims and nature of Sanskrit Natyam and drama.
- Demonstrate the various tools, notes, songs, dance, prayers and dramatic presentation of any epic episode and social problem.

| | | |
|---|---|---|
| Unit – I | - | Meaning and characteristics and brief history performing arts |
| | - | General principles of performing arts. |
| | - | Various forms of performing art. |
| | - | General and specific qualities of performing art teacher |
| Unit – II | - | A brief history of Indian music & Dance |
| | - | Aims, objective, importance and place of music as a subject in school curriculum. |
| | - | Importance of classical music & Dance |
| Unit – III | - | General introduction to seven classical dances Bharatnatyam, Kuchipudi, Odissi, Kathak, Manipuri, Kathakali, Mohini Attam. |
| Unit – IV | - | Concept of Natya shastra, |
| | - | Origen, aims and nature of Sanskrit Natyam |
| | - | Forms, elements, types and various style of drama. |
| Practicum | - | Presentation of Taal (Dadra, Kaharwa, Jhaptaal, Teentaal Seven notes of Musical Rhythm, Vandna, Patriotic Song, one classical and one folk Dance, Dramatic presentation of any epic episode, or any social problem. |

## Craft & Participatory Work (B.El.Ed.-105)

**Credit 2** **Marks 50**

| | | |
|---|---|---|
| Unit – I | - | Definition and meaning of Craft |
| | - | Types of Craft |
| | - | History & Development of Craft. |
| | - | Importance of Craft Work. |
| Unit – II | - | A brief introduction of participatory method. |
| | - | Craft education in the form of self dependent education. |
| | - | Methodology to prepare the various craft material- poser making, andle making, Rangoli Making, Flowers Making, Paper Meshing. |
| | - | Methodology to prepare clay items. |
| Unit – III | - | Various type of participatory work as drama, seminar, assignment, Projects, cultural activities, quiz. |
| | - | Importance of participatory work. |
| Practicum | - | Clay modeling, paper cutting and paper folding, wall hanging, Indoor games carom, chess, ludo envelop, soft toys, pot decoration. |

## School Contact Programme (05 Primary Schools) (B.El.Ed.-106)

**Credit 2** **Marks 50**

| | | | |
|---|---|---|---|
| **1.** | Observation Report of Infrastructure of each school | - | 10 |
| **2.** | Observation of teaching learning environment of each school | - | 10 |
| **3.** | Class room activities of each school | - | 10 |
| **4.** | Viva-Voce and File Presentation | - | 20 |

## Academic Enrichment Activity, Assignment & Project Works and One Seminar Mandatory (Viva-Voce) (B.El.Ed.-107)

**Credit 2** **Marks 50**

| | | | |
|---|---|---|---|
| **1.** | Assignment by presentation, Paper Code-101, 102, 103, 104, 105 | - | 25 |
| **2.** | Project Work-One Mandatory (Any Paper) | - | 05 |
| **3.** | Seminar | - | 05 |
| **4.** | Viva-Voce | - | 15 |

**B.El.Ed. 1st Year II Semester**

**Contemporary India and Education – Foundation (B.El.Ed. – 201)**

**Credits – 4**

**MM: 70+30 = 100**

**Objectives:**

To enable student teacher to:

- Know the meaning of society; civilization, nation state and the emergence of India as a nation state.
- Understand the constitution and its various policies.
- Understand the various Economic issues of Indian Economy.
- Understand the political issues features and systems of Government of India.
- Understand various social and cultural issues and characteristic of Indian societies.
- Understand the major issues in contemporary India.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Define the meaning of society; civilization, nation state and the emergence of India as a nation state.
- Describe the constitution and its various policies.
- Explain the various Economic issues of Indian Economy.
- Explain the various economic issues of Indian Economy.
- Explain and judge the various social and cultural issues and characteristics of Indian societies.
- Illustrate and compare the major issues in contemporary India.

**Unit – I** : India as 'Society'; 'civilization'; 'nation-state'; India's emergence from the freedom struggle as a nation-state.

**Unit – II** : The Constitution: its framework and scope; major social policies enshrined in the Constitution; provision related to childhood and education; concurrent status of education; National Policy on Education (1986)

**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 systems of government

**Unit – V** : Social and Cultural Issues: major characteristics of India's pluralist make-up; gender-related issue; family and child rearing in India (to be studied with the help of a project based on locally done field work.)

**Unit – VI** : Major issues in Contemporary India (to be studied by class-room and individual projects): childhood in India; environment and development; reservation as an egalitarian policy; social conflict.

## B.El.Ed. 1st Year II Semester
## Educational Technology – Foundation (B.El.Ed. – 202)

**Credits – 2**
**MM: 35+15 = 50**

**Objectives:**

To enable student teacher to:

- Know the concept, nature, scope, need types of educational technology, teaching machines, language laboratory.
- Understand programme learning and steps to prepare a programmed instructional material.
- Know the concept of teaching levels strategies, models, micro teaching, Flander's interaction analysis and simulation teaching.
- Develop the knowledge regarding media in teaching communication and working of various hardware.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Define concept, nature and scope, types of educational technology and language laboratory and teaching machine.
- Explain programmed learning and steps to prepare programmed instructional material.
- Recall and define the concept of teaching level, types of teaching level, strategies models of teaching, micro teaching, Flander's introduction analyze and simulations teaching.
- Write the importance of media in teaching.
- Recall and write the process of communication and working of various hardware in teaching.

**Unit – I :**

- Educational Technology: Origin, meaning, nature, scope, needs and types of educational technology.
- Programme learning, steps involved in preparing a programmed instructional material. Teaching Machines, Language laboratory.

**Unit – II :**

- Teaching levels, strategies & Models.
- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies: Meaning, Nature, Functions and Types.
- Models of teaching: Meaning, Nature, Functions and types (Psychological Models and Modern Models of Teaching).
- Modification of teaching behavior.
- Micro teaching, Flanders's interaction Analyze, Simulation.

**Unit –III :** **Media in Teaching and Communication:** Types and Importance
**Types:** ETV, Information and Communication Technology (ICT) – Concept and role of ICT in Education, Role of CIET, UGC and IGNOU in production of Educational Television programmes and software.

**Unit –IV :** **Knowledge regarding working of various Hardware's:**

- Slide Projector, Film Projector, Computer, OHP, CCTV, LCD Projector, Smart Board Multimedia approach:- Concept, role of teleconferencing and computer networking.

**Practicum:**

- Development of computer aided materials/ slides/ Power Points.

**Suggested Reading:**


- Davies, I.K.: The Management of Learning
- Dececco & Crawford: The Psychology of learning instruction
- Merit: Educational Technology
- Smith & Moore : Programmed Learning
- Taber & Glaser: Learning & programmed instruction.

**B.El.Ed. 1st Year II Semester**
**Natural Science – Core (B.El.Ed. – 203)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives:**

To enable student teacher to:

- Know the concept, relation, classification, property, law of natural phenomenon.
- Apply the understanding of length, mass and time, density, pressure, work and energy; weight; gravitation; heal and temperature;
- Understand the states of matter; properties of magnets; electricity; refraction and dispersion.
- Analysis the physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides, acids; basses and salts; air and combustion; water hard & soft.
- Understand living and non-living; classification of living world; germination of seeds; life processes of various phenomenon of nature, as respiration, digestion, reproduction, photosynthesis, transportation and interdependence of plants and animals.
- Understand and enhance skill by performing various activities and project work.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Define and recognize the concept, relation, classification, property, law of natural phenomenon.
- Compute length, mass and time, density, pressure, work and energy; weight; gravitation; heal and temperature;
- Explain the states of matter; properties of magnets; electricity; refraction and dispersion.
- Divide and compare the physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides, acids; basses and salts; air and combustion; water hard & soft.
- Classify and explain living and non-living; classification of living world; germination of seeds; life processes of various phenomenon of nature, as respiration, digestion, reproduction, photosynthesis, transportation and interdependence of plants and animals.
- Construct and enhance skill by performing various activities and project work.

**Part – I :** It is envisaged that most of the content will be transacted using the discovery approach, through simple observations and experiments, followed by discussion. Wherever necessary, additional information may be supplied by the teacher at the end of each activity.

**Unit – I :** Classification, property, concept, relation, law.

**Unit – II :** Measurement of length, mass and time; density; pressure; work and energy; weight; falling of bodies; gravitation; heat and temperature; states of matter; properties of magnets; electricity; refraction and dispersion.

**Unit – III :** Physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides; acids; bases and salts; air and combustion; water–hard and soft.

**Unit – IV :** Living and non-living; classification of living world; germination of seeds; life processes e.g. respiration, digestion, reproduction, photosynthesis, transportation, phenomena, interdependence of plants and animals.

**Part – II :** It is expected that investigative projects will involve some or all of the following elements – laboratory work, library reference, field-survey, group discussion, seeking expert opinion.

**3 Projects : Not more than one project from each area:**

- P1 – Natural Phenomena
- P2 – Environment and Adaption
- P3 – Technology
- P4 – Health

For suggested lists of possible questions to be investigated see Annexure 1

**Annexure 1**

**P1**

**1.** Why is the sky blue?
**2.** Why does it rain?
**3.** Why do stars twinkle?
**4.** How many colors are there in a rainbow?

**P2**

**1.** Why don't lizards fall from ceilings?
**2.** Why does a dog go round in a circle before its sits down?
**3.** How do fish survive without air?
**4.** Can human beings live on grass?
**5.** Why does a cat produce kittens and not baby camels?

**P3**

**1.** Why don't lizards fall from ceilings?
**2.** Why does a dog go round in a circle before its sits down?
**3.** How do fish survive without air?
**4.** Can human beings live on grass?
**5.** Why does a cat produce kittens and not baby camels?

**P4**

**1.** Why do teeth decay?
**2.** Why does hair fall?
**3.** Does bad blood cause pimples?
**4.** Why do ears run?

## B.El.Ed. 1st Year II Semester
## Social Science – Core (B.El.Ed. – 204)

**Credits – 2**
**MM: 35+15 = 50**

**Objectives:**

To enable student teacher to:

- Understand nature of Social Science, relations with other subjects and role and significance of Social Science in the learner's development.
- Understand the concept of monarchy, aristocracy imperialism, fascism, nationalism, democracy and citizenship.
- Understand the relationship between human life, space and resources in the Indian context.
- Understand the relationship and interactions of people in groups.
- Understand the significance and organization of protect work in Social Science.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Explain the nature of Social Science, relations with other subjects and role and significance of Social Science in the learner's development.
- Explain the concept of monarchy, aristocracy imperialism, fascism, nationalism, democracy and citizenship.
- Classify the relationship between human life, space and resources in the Indian context.
- Judge the relationship and interactions of people in groups.
- Explain the significance and organization of protect work in Social Science.

**Unit – I :** **Nature of Social Science:** Data, method and evidence to be discussed in the context of history, geography, civics, sociology and economics. Role of social science discipline in the learner's development. Significance of perspective and context in the study of social science. (Exemplars: 1857, Secularism/ Communalism)

**Unit – II :** **Relationship between human experience and the growth of instructions (to be studied in the context of the following concepts):** Monarchy, aristocracy, imperialism, fascism, nationalism, democracy and citizenship. (These concepts could be taught with examples from a content area which may be thought fit-the emphasis however, should be on the teaching of concepts).

**Unit – III :** **Relationship between human life, space and resources (to be studied in the context of the following):** Movement from a subsistent economy to a surplus economy; demography and the distribution of wealth in society; spatial interaction (to be taught in the Indian context).

**Unit – IV :** **Study of the relationships and interactions of people in groups:** Culture, social stratification and social change.

**Unit – V :** **Project Work:** Interconnections are to be drawn between the various disciplines that fall within social sciences through project work, e.g.

a) Study of a slum setting in terms of economics, subsistence, politics, historical memories.

b) Take two products available to you as a consumer. Try and trace the process by which it is made available to you from its raw from to a finished product. Study the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.

**B.El.Ed. 1st Year II Semester**

**Fine Arts – Theory & Practicum (B.El.Ed. – 205)**

**Credits – 2**

**MM: 35+15 = 50**

**Objectives:**

To enable student teacher to:

- Understand the origin, meaning and concept art.
- Understand the scope importance, relationship national unity and various form of art.
- Understand the concept, history of visual art importance of free expression and concept of aesthetic sense in art.
- Know the elements of art.
- Understand the concept and characteristics of handicraft, Kolaj formation and concept and process of 3D artificial work.
- Develop skill of preparing 3 dimensional models, Kolaj, Clay pot, Paper meshing and forming of waste material product.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Explain the origin, meaning and concept art.
- Describe the scope importance, relationship national unity and various form of art.
- Describe concept history of visual art importance of free expression and concept of aesthetic sense in art.
- Define and recognize the elements of art.
- Explain and illustrate the concept and characteristics of handicraft, Kolaj formation and concept and process of 3D artificial work.
- Enhance the skill of preparing 3 dimensional models, Kolaj, Clay pot, Paper meshing and forming of waste material product.

**Unit – I :** **Origin of Art, meaning and concept of art**

- Scope & importance of art,
- Relationship between art and national unity
- Various forms of art.

**Unit –II :**

- Visual art –Meaning, concept and history of visual art
- Importance of free expression in relation to art
- Meaning and concept of aesthetic sense in art

**Unit – III :**

- Elements of art
- Line, color shape, form, value, space and texture- their meaning type, planning, basic rules.

**Unit – IV :**

- Concept and characteristics of handicrafts
- Concept of Kolaj formation and its process
- Meaning, concept and process of 3 D artificial work.

**Practicum :** Kolaj Making, 3 dimensional model, Decoration of clay pots, paper meshing and forming of waste material product, To prepare charts and posters, follower making with papers, to prepare envelops & bags, To make Rangoli & Alpana,

**B.El.Ed. III Semester**

**Cognition and Learning – Foundation (B.El.Ed. – 301)**

**Credits – 4**

**MM: 70+30 = 100**

**Objectives:**

To enable student teacher to:

- Apply the knowledge of meaning, nature, characteristics, factors, levels & transfer of learning.
- Apply the knowledge of meaning, relationship of cognition & learning process of knowledge acquisition & cognitive process of learning.
- Analyze various aspects of memory, imagination, perception & concept formation, thinking & reasoning, problem solving and decision making.
- Evaluate the cognition theories of learning & stages of cognitive development.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Use the knowledge of meaning, nature, characteristics, factors, levels & transfer of learning. .
- Use the knowledge of meaning, relationship of cognition & learning process of knowledge acquisition & cognitive process of learning.
- Compare various aspects of memory, imagination, perception & concept formation, thinking & reasoning, problem solving and decision making.
- Judge the role of cognitive theories of learning & stages of cognitive development.

**Unit – I :**

- Meaning, nature and characteristics of learning.
- Factors affecting Learning.
- Levels of Learning.
- Transfer of Learning-concept & types

**Unit – II :**

- Meaning of cognition and cognitive learning.
- Relationship between cognition and learning
- Process of knowledge acquisition.
- Cognitive process of learning.

**Unit – III :**

- Memory – concept characteristics & types.
- Imagination – concept characteristics & types.
- Perception & concept formation.
- Thinking & reasoning
- Problem solving & decision making.

**Unit – IV :**

- Cognitive theories of learning.
  - ✓ Kohlar's insight theory.
  - ✓ Vyogtsky's constructivism
  - ✓ Tolman's sign theory.
  - ✓ Levin's field theory.
- Stages of cognitive development (Piaget & Bruner)

**B.El.Ed. III Semester**

**Language Acquition – Foundation (B.El.Ed. – 302)**

**Credits – 4**

**MM: 70+30 = 100**

**Objectives:**

To enable student teacher to:

- Acquire knowledge of concept, history, general approaches & models of language acquisition.
- Apply the knowledge of theories of language Acquition
- Comprehend language Acquition according to age & stages of language Acquition.
- Apply the knowledge of language Acquition & linguistic environment, language Acquition & cognition, Bi/Multilingualism & second language Acquition.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Reproduce knowledge of concept, history, general approaches & models of language acquisition.
- Use the knowledge of theories of language Acquition
- Identify language Acquition according to age & stages of language Acquition.
- Use the knowledge of language Acquition & linguistic environment, language Acquition & cognition, Bi/Multilingualism & second language Acquition.

**Unit – I :**

- Concept to language acquisition.
- A brief history of language acquisition.
- General approaches of language acquisition.
- Models of language acquisition

**Unit – II : Theories of language acquisition**

- Behaviourist theory of Skinner.
- Cognitive Theory (Pieget)
- Social interactionist/ cultural theory of Vygotsky
- Innateness theory

**Unit – III :**

- Language acquisition according to age
- Stages of language acquisition one ward stage. & two ward stage.

**Unit – IV :**

- Language acquisition and the linguistic environment
- Language acquisition and cognition: Information processing, skill acquisition theory, memory & attention.
- Bi/multilingualism and second language acquisition.

**B.El.Ed. III Semester**
**English – Liberal (B.El.Ed. – 303)**

**Credits – 4**
**MM: 35+15 = 50**

**Objectives:**

To enable student teacher to:

- Précising the paragraph by using one word substitution for enhancing writing skill.
- Understand the comprehension
- Translate the passage from Hindi & English to Hindi in Vise-Versa Language.
- Understand an Idea.
- Know the basic parts of the sentences and to use them in narrative expressions.
- Understand the principles and the rules to convert the form of sentence in various other forms.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Acquire the skills of writing & understanding the comprehension in their own by accessing the gist of the paragraph.
- Translate the passage from Hindi to English & English to Hindi by making clear the rules of translation.
- Explain an idea in their own words by citing examples in its support.
- Define & to select the various parts of sentences for using them in narrative expressions.
- Formulate and classify the various principles of grammar for converting sentences into its various forms.

**Unit – I :**

- Passage for Précis writing/comprehension

**Unit – II :**

- Translation of a passage from Hindi to English

**Unit – III :**

- Expansion of An Idea

**Unit – IV :**

- Narration :
  - Use of Tenses
  - Use of infinitive
  - Gerund, Participle
  - Conditional Sentences
  - Use of Article
  - Use of Preposition
  - Sentence Connectors
  - Question Sentence/Tags

**Unit – V :**

- Active and Passive
- Synthesis
- Transformation of sentences
  - **Q.1 :** Precis Writing 10 Marks
  - **Q.2 :** Translation 10 Marks
  - **Q.3 :** Expansion 10 Marks
  - **Q.4 :** Applied Grammar, Words Confused and Misused Abbreviations 10 Marks
  - **Q.5 :** Active Passive, Synthesis, Transform 10 Marks

# B.El.Ed. III Semester
## Hindi – Liberal (B.El.Ed. – 304)

**Credits – 2**
**MM: 35+15 = 50**

**उद्देश्य** :

पाठ्यक्रम समाप्ति पर छात्र इन योग्यताओं को विकसित कर सकेंगे।

- छात्र हिन्दी से निकली अन्य उपभाषाओं की जानकारी प्राप्त कर सकेंगे।
- छात्र पुरानी हिन्दी उसके अपभ्रंश शब्दों को समझ सकेंगे।
- छात्र भाषा के विभिन्न रूपों को समझ सकेंगे।
- छात्र काव्य भाषा के रूप में हिन्दी के विकास को समझ सकेंगे।
- छात्र राष्ट्र भाषा के रूप में हिन्दी भाषा का विकास एवं विकास में आने वाली समस्याओं को समझ सकेंगे एवं इसका प्रयोग कर सकेंगे।

**परिणाम** :

पाठ्यक्रम पूर्ण करने के पश्चात छात्र निम्न योग्यताओं को विकसित करेंगे–

- छात्र हिन्दी भाषा से विकसित अन्य उपभाषाओं की जानकारी प्राप्त करेंगे।
- छात्र हिन्दी भाषा प्राचीनतम स्वरूप एवं उसमें प्रयुक्त अपभ्रंश शब्दों की व्याख्या करेंगें।
- छात्र भाषा के विभिन्न स्वरूपों की व्याख्या करेंगे।
- छात्र हिन्दी काव्य भाषा के विकास की विवेचना करेंगे।
- छात्र राष्ट्रभाषा के रूप में हिन्दी के विकास में आने वाली विभिन्न समस्याओं की व्याख्या एवं तुलना करेंगे।?
- छात्र हिन्दी शब्दों की विभिन्न संरचनाओं जैसे कि पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द, निकटार्थी शब्दों के सूक्ष्म अर्थ भेद की व्याख्या करते हुए इन्हें अपनी भाषा में प्रयोग करेंगे।
- छात्र विभिन्न ध्वनियों, संज्ञा, सर्वनाम, क्रिया, विश्लेषण, वाक्य संरचना, लिंग, कारक, विद्यान आदि शब्दों के विभिन्न स्वरूपों एवं वाक्यांशों का प्रयोग अपनी बोल–चाल की भाषा में, शब्दों में, लेखन में प्रयुक्त करेंगे।

**यूनिट 1** :

- अपभ्रंश और पुरानी हिन्दी का सम्बन्ध।
- हिन्दी की उपभाषाओं का सामान्य परिचय।
- काव्य भाषा के रूप में हिन्दी का विकास –
  - अवधी का विकास
  - ब्रज का विकास
  - खडी बोली का विकास

**यूनिट 2** :

- राष्ट्रभाषा के रूप में हिन्दी का विकास–
  - खडी बोली का सम्पर्क भाषा के रूप में विकास
  - राजभाषा : तात्पर्य एवं महत्व
  - राष्ट्रभाषा हिन्दी की समस्याऐं
- देवनागरी लिपि
  - संक्षिप्त इतिहास
  - वैज्ञानिकता
  - सीमायें और सम्भावनायें
  - वर्तमान सन्दर्भ में सार्थकता

**यूनिट 3** :

- हिन्दी ध्वनियों का स्वरूप –
  - स्वर और व्यंजन
  - संज्ञा, सर्वनाम, क्रिया, विशेषण
  - वाक्य संरचना

**यूनिट 4** :

- हिन्दी शब्द संरचना–
  - पर्यायवादी, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द समूहार्थक शब्दों के प्रयोग, निकटार्थी शब्दों के सूक्ष्म अर्थ–भेद, समानार्थक शब्दों के भेद।

यूनिट 5 :

- लिंग विधान एवं कारक प्रयोग–
  - वर्तनी
  - विरामादि चिन्हों के प्रयोग
  - मुहावरे एवं लोकोक्तियों तथा उनके रचनात्मक प्रयोग
  - उपसर्ग प्रत्यय।

## B.El.Ed. III Semester
## Mathematics – Liberal (B.El.Ed. – 305)

**Credits – 2**
**MM: 35+15 = 50**

**Objectives:**

To enable student teacher to:

- Apply the knowledge of Matrices.
- Apply the knowledge of Differential Calculus.
- Apply the knowledge of Integral Calculus.
- Apply the knowledge of Vector Calculus.
- Apply the knowledge of Statistics I

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Use the knowledge of Matrices.
- Use the knowledge of Differential Calculus.
- Use the knowledge of Integral Calculus.
- Use the knowledge of Vector Calculus.
- Use the knowledge of Statistics I.

**Unit – I : Matrices**

- Symmetric, Skewsymmetric and orthogonal matrices, Elementry Transformation, Inverse and rank of a matrix, consistency and solution of a system of linear equations, eigen values and vectors of a square matrix, cayley Hamilton theorem (only statement) and its application.

**Unit – II : Differential Calculus**

- Successive differentiation, Leibnitz theorem, Partial derivatives, Total derivatives, Euler's theorem for homogeneous functions, Taylor's and maculation's expansions of one variable, Jacobians.

**Unit – III : Integral Calculus**

- Double and Triple integrates, change of order of integration, areas and volumes.

**Unit – IV : Vector Calculus**

- Gradient curl and divergence, directional derivatives, work done by a force.

**Unit – V : Statistics I**

- Classification, Frequency distribution, bar-diagram, pie-diagram, histogram, frequency polygon, frequency curve, ogives.

**B.El.Ed. III Semester**
**Physics – Liberal (B.El.Ed. – 306)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives:**

To enable student teacher to:

- Acquire knowledge of inertial reference frame, Newton's Laws of Motion, conservative & non conservative forces & conservation of energy.
- Apply the knowledge of momentum, collision and cross section.
- Comprehend law of gravitation, Kepler's laws, Motions of planets & satellites.
- Apply knowledge of various aspects of simple harmonic motion.

**Outcomes:**

After the completion of the course, pupil-teacher will be able to-

- Reproduce knowledge of inertial reference frame, Newton's Laws of Motion, conservative & non conservative forces & conservation of energy.
- Use the knowledge of momentum, collision and cross section.
- Explain law of gravitation, Kepler's laws, Motions of planets & satellites.
- Use knowledge of various aspects of simple harmonic motion.

**Unit – I :**

- Inertial reference frame
- Newton's laws of motion.
- Conservative and Non-conservative forces
- Conservation of energy

**Unit – II :**

- Linear momentum and angular momentum
- Collision in one and two dimensions
- Cross section.

**Unit – III :**

- Law of gravitation
- Kepler's laws
- Motions of planet and Stelites
- Geo-stationary satellites.

**Unit – IV :**

- Simple Harmonic motion
- Differential equation of S.H.M. and its solution.
- Uses of complex notation
- Composition of Simple motion.

**B.El.Ed. III Semester**
**Chemistry – Liberal (B.El.Ed. – 307)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend various facts related to periodic table.
- Acquire knowledge of chemical bonds and molecules.
- Comprehend some basic principles of Organic Chemistry.
- Apply knowledge of various facts related to gases & liquids.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain various facts related to periodic table.
- Reproduce knowledge of chemical bonds and molecules.
- Explain some basic principles of Organic Chemistry.
- Use knowledge of various facts related to gases & liquids.

**Unit – I : Periodic Table**

- Modern periodic table.
- Periodicity in properties of elements.
- Atomic, ionic and covalent radii, ionization energy.
- Electron affinity, Screening effect, Electro Negativity, Metallic and Non-Metallic Character.

**Unit – II : Chemical bonds and molecules**

- Chemical bonding: Ionic and conalent bond.
- Bond energy and bond length
- The valence shell electron pair reulsion theory (VSEPR)
- Hybridization
- Hydorgen bonding

**Unit – III : Organic Chemistry- some basic principles**

- General Introduction
- Tetravalence of carbon: shapes of organic compounds
- Classification of organic compounds
- Nomenclature of organic compounds
- Isomerism

**Unit – IV : Gases and Liquids**

- Characteristics of gases, ideal gases and gas laws
- Deviation from ideal behavior
- Difference between gases and liquids on the basis of thesis molecular structure
- Relationship between vapour pressure and boiling pointl

**B.El.Ed. III Semester**
**Biology – Liberal (B.El.Ed. – 308)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend diversity of life.
- Comprehend Non-chordate.
- Comprehend origin of life.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain diversity of life.
- Explain Non-chordate.
- Explain origin of life.

**Unit – I : Diversity of Life**

- **Five Kingdoms of Life:** Basis of classification: Monera, Protista, Fungi, Plantae and Animalae.
- **Virus:** Structure, reproduction and its relation to man.
- **Monera:** Structure, reproduction and its relation to man, e.g. Bacteria and Cyanobacteria.
- **Protista:** Structure, reproduction and its relation to man, e.g. Clamydomonas, Paramoecium.

**Unit – II : Animalae-Non-chordata:**

**a.** Porifera : Structure and reproduction (Sycon)
**b.** Cnidaria : Morphology and reproduction (Coral)
**c.** **Platyhelminthes :** Morphology, reproduction and its relation to man, (tapeworm)
**d.** **Aschelminthes:** Morphology and reproduction (Ascaris)
**e.** **Annelida:** Morphology and reproduction, (Earthworm)
**f.** **Arthropoda:** Morphology and reproduction, (Cockroach)
**g.** **Echinodermata:** Morphology and reproduction, (Starfish)

**Unit – III : Origin of Life**

- Brief History, chemical evolution of first cell, Heterotrophs and Autotrophs, advent of oxygen.

**Practical :**

- Specimens study: Paramoecium Ascaris, Pila, Sea Urchin, Sargassum (alga)
- Study photographs: (e.m.) T-Phage, TMV (Tobacco Mosaic Virus) (e.m.) bacteria.
- Cockroach : mouth parts, trachea
- Slides of bacteria from pond water and curd

**B.El.Ed. III Semester**
**History – Liberal (B.El.Ed. – 309)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Acquire knowledge of definition of history, significant source material of Medieval India, Arab Invasion & Turkish invasion.
- Acquire knowledge of Early Turkish Sultans.
- Acquire Knowledge of Khilji Dynasty.
- Comprehend various facts related to Tughlaq dynasty
- Acquire knowledge of Lodhi Dynasty.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Reproduce knowledge of definition of history, significant source material of Medieval India, Arab Invasion & Turkish invasion.
- Reproduce knowledge of Early Turkish Sultans.
- Reproduce Knowledge of Khilji Dynasty.
- Explain various facts related to Tughlaq dynasty
- Reproduce knowledge of Lodhi Dynasty.

**Unit – I :**

- Definition of History
- Significant Source Material of Medieval India : Archaeological Literary and Historical.
- Arab Invasion, Turkish Invasion and their Impact.

**Unit – II : Early Turkish Sultans:**

- **Aibak –** Early Career, achievements and assessment
- **Iltutmis –** Early life, problem, achievement, an estimate, the successors of Iltutmish.
- **Balban -** Early life and accession his problems theory of Kingship, achievements, an estimate.
- Causes of downfall of the Early Turkish dynasty.

**Unit – III : Khalji Dynasty**

- **Jalauddin Firoz Shah Khalji -** Early life and Career, Significant events of his – reign Foreign Policy, estimate.
- **Alauddin Khilji :** Acession, Theory of Kingship, revolts and its remedies, Administration System, Economic Policy, Southern Conquest, Mongol Invasion and its effects an assessment.

**Unit – IV : Tuglaq Dynasty**

- **Giasuddin Tuglaq –** Domestic Policy, Foreign Policy, Death of Giasuddin.
- **Mohammad-bin-Tuglaq –** Domestic Policy, Schemes of Mohd. Tuglaq, Revenue reforms, Administrative reforms Daccan Policy, revolts, Significance of his reign.
- **Firoz Shah Tughlaq –** Early life, Accession Administrative reforms, an estimate.
- Invasion of Timur, Causes and its effects.
- Causes of downfall of Tuglaq dynasty.

**Unit – V : Lodi Dynasty**

- **Behlol Lodi –** Accession, main events of reign Character, assessment.
- **Sikandar Lodi –** Main event of his life and relation with the Nobles.
- **Ibrahim Lodi –** Domestic Policy, foreign Policy Causes of failure an estimate.

**B.El.Ed. III Semester**

**Political Science – Liberal (B.El.Ed. – 310)**

**Credits – 2**

**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend introduction to study of politics.
- Apply the knowledge of methods of the study of politics.
- Acquire knowledge of comparative politics.
- Apply the knowledge of important theatrical concepts.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Present introduction to study of politics.
- Use the knowledge of methods of the study of politics.
- Reproduce knowledge of comparative politics.
- Use the knowledge of important theatrical concepts.

**Unit – I : Introduction to the study of Politics**

- Perspective on :
  - A Historical background of the present political system.
  - Social Change and Social Movement.
  - Power Relation, conflicts and conflict resolution.

**Unit – II : Methods of the study of Politics:**

- Republic Justice Law Philosopher King Education Communism – Plato
- Ethics and Philosophy – Aristotle and Hegel
- Institutions and legality – Mill
- Materialist Interpretation of History – Marx and Mao

**Unit – III : Comparative Politics:**

- Nature and Scope of Comparative Politics.
- Major approaches to the study of Comparative politics – Behavioral, Easton's input & output system analysis Almond's Structural, Frank and Wallenstein

**Unit – IV : Important Theatrical Concepts:**

- Rights, Liberty, Equality and Justice – in the light of the following:
  - Conflict between nature and law in ancient and modern thought.
  - Human Rights
  - The feminist critique of theories of justice and rights.

**B.El.Ed. III Semester**
**Geography – Liberal (B.El.Ed. – 311)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend evolution, principles, approaches, elements of human geography & Man & environment relationship.
- Apply knowledge of aspects of atmosphere, temperature, pressure, winds, humidity, perceptions, rainfall & cyclones.
- Comprehend evolution of man, spread, migration, human races, cultural stages & cultural realms, Adjustment & Major Tribes.
- Apply knowledge of various aspects of population.
- Comprehend human settlement, house types in India, Urban settlements in world & classification of cities.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain evolution, principles, approaches, elements of human geography & Man & environment relationship.
- Use knowledge of aspects of atmosphere, temperature, pressure, winds, humidity, perceptions, rainfall & cyclones.
- Explain evolution of man, spread, migration, human races, cultural stages & cultural realms, Adjustment & Major Tribes.
- Use knowledge of various aspects of population.
- Explain human settlement, house types in India, Urban settlements in world & classification of cities.

**Unit – I :**

- Meaning and Scope
- Evolution
- Principles and approaches of Human Geography
- Elements of Human Geography with special reference to Jean Brunhes and Huntington
- Man and Environment Relationship – Determinism, Possibilism, New Determinism, Probabilism.

**Unit – II :**

- Composition and structure of atmoshphere
- Insolation
- Vertical & Horizontal distribution of Temperature
- Pressure and Winds
- Ilumidity Precipitation
- Type of rainfall
- Origin & characteristics of Tempprature & Tropical Cyclones
- Anti Cyclones.

**Unit – III :**

- Evolution of Man- Australopithecus
- Homo-hanilis
- Homo-eectus
- Homo-Sapien
- Man's spread over globe during Pleistocene
- Global Migration in Modern World
- Their Causes and Consequences
- Human Races-Origin & Classification
- Cultural stages and Cultural Realms
- Habitat and Socio-Economic Adjustment
- Major tribes- Pygmies, Kirghiz, Eskimos, Bushmen, Gond, Gaddi, Tharu and Santhal.

**Unit – IV :**

- Stages of population growth
- Distribution of Population
- Population Agglomerations
- Population Problems
- Concept of Human Resource Development

**Unit – V :**

- Human settlements – Rural Settlements- Typs and Patterns with special reference to India.
- House Types in India
- Urban Settlements-Trend and Pattern of Urbanization in the World
- Classification fo Cities.

## B.El.Ed. III Semester
## Economics – Liberal (B.El.Ed. – 312)

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend introduction to various aspects of Economics.
- Apply knowledge of consumer behavior.
- Apply knowledge of theory of production & cost.
- Apply knowledge of National Income analysis.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain introduction to various aspects of Economics.
- Use knowledge of consumer behavior.
- Use knowledge of theory of production & cost.
- Use knowledge of National Income analysis.

**Unit – I : Introduction**

- Nature and Scope, Micro and Macro, Static and Dynamic Economic Methodology in Economics-Inductive Vs. Deductivce, Scarcity and choice as an economic problem, Economic equilibrium and types.

**Unit – II : Consumer Behaviour**

- Consumer's equilibrium
- Price Income and Substitution Effect
- Inferior and Giffen Goods
- Consumer Surplus- Approach of Marshall and Hicks
- Demand Analysis: Demand function, Law of Demand, Expansion and contraction of demand, increase and decrease in demand, Elasticity of demand, degrees, price income and cross elasticity of demand

**Unit – III : Theory of Production and Cost**

- Production Function
- Law of return
- Returns of scale
- Law of variable proportions
- Homogeneous production function
- Equilibrium of producer
- Choice of optimum combination of factors
- Fixed and variable cost
- Short run and long run production cost and cost curves

**Unit – IV : National Income Analysis**

- Concept and measurement of national income; Circular flow a product and income
- Government and foreign sector in national income accounts: determination of national income under classical and Keynesian system; incorporation of environmental concern in national income accounts-green accounting; monetary theories of trade cycle.

**B.El.Ed. III Semester**

**Physical Education – Theory & Practicum (B.El.Ed. – 313)**

**Credits – 2**

**MM: 35+15 = 50**

## Introductory Microeconomics

**Objectives :**

To enable student teacher to:

- Comprehend concept of Physical Education.
- Apply knowledge of communicate diseases.
- Apply knowledge of health education & yoga education.
- Apply knowledge of Nutrition & balanced diet & pasture.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain concept of Physical Education.
- Use knowledge of communicate diseases.
- Use knowledge of health education & yoga education.
- Use knowledge of Nutrition & balanced diet & pasture.

**Unit – I : Concept of Physical Education**

- Meaning and definition of Physical Education, its aim and objectives.
- Need and importance of Physical Education.
- Misconceptions about Physical Education & its Relevance in Inter Disciplinary Context Philosophies of Physical Education-Idealism; Naturalism; Pragmatism and Humanism Fundamental concepts of Biomechanics in Physical Education and Sports-Laws of Motion, Force, Friction and Projectiles.

**Unit – II : Communicable Diseases**

- Meaning and characteristics
- Mode, control and prevention
- First Aid-Meaning and scope.
- Qualities and duties of a First-Aider

**Unit – III : Health Education & Yoga Education**

- Concept, aims and objectives of Health Education.
- Factors influencing health
- Role of the Teacher in School Health Programme.

**Yoga Education**

- Meaning and importance of Yoga.
- Aims, scope and functions of Yoga education.
- Components of Patanjai's Ashtang Yoga.

**Unit – IV : Nutrition and balanced Diet and posture**

- Nutrition and Balanced Diet – components of balanced diet – functions – major sources – malnutrition.
- Posture – concept and values – postural deformities and their management – personal hygiene – environmental hygiene – pollution and global warming.

**References:**


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- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company.
- Rice.E.A.; A brief history of Physical Education, A5 bornes company, New York.
- Suhkiya S.P. – Educational Management & Health Education.
- Singh R.P. – Health Education
- Sharma. Rama; Sharirik Shiksha, Agarwal Publication, Agra.

## B.El.Ed. IV Semester

## Human Relations & Communication – Foundation (B.El.Ed. – 401)

**Credits – 2**

**MM: 70+30 = 100**

**Objectives :**

To enable student teacher to:

- Apply the knowledge of human relations, strengthening personal relationship & emotional intelligence and relational stages.
- Analyze classical & humanistic theories of organization & human resources theories.
- Apply knowledge of various aspects of interpersonal skills.
- Apply knowledge of various aspects of communication.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Use the knowledge of human relations, strengthening personal relationship & emotional intelligence and relational stages.
- Analyze classical & humanistic theories of organization & human resources theories.
- Use knowledge of various aspects of interpersonal skills.
- Use knowledge of various aspects of communication.

**Unit – II :**

- Review Classical theories of organization
- Humanistic theories of organization
- Human Resources Theories

**Unit – III :**

- Address ethics, effective decision making
- Managing angry confrontation
- Managing conversation
- Conflict management, team management
- Techniques for resolution

**Unit – IV :**

- Importance of Communication
- Factors that finder good communication
- Essential communication skills, improving parenting skills.
- Making your communication skill work.

## B.El.Ed. IV Semester

## Language Across Curriculum – Foundation (B.El.Ed. – 402)

**Credits – 2**

**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Apply knowledge of various aspects related to language.
- Apply knowledge of mother tongue, second language, Tri-language system & relation of language with culture.
- Apply knowledge of various aspects related to communication.
- Apply knowledge of various aspects related to language teacher.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Use the knowledge of various aspects related to language.
- Use the knowledge of mother tongue, second language, Tri-language system & relation of language with culture.
- Use the knowledge of various aspects related to communication.
- Use the knowledge of various aspects related to language teacher.

**Unit – I :**

- Language meaning and concepts
- Functions of Language
- Role of Language Across Curriculum
- Language Learning & theories
- Teaching Language as skill rather than knowledge subjects
- Barriers in using language and strategies in overcome them

**Unit – II :**

- Learning mother tongue
- Significance of first language
- Role home importing mother tongue
- Second language
- Significance teaching second language
- Using first and second language in the classroom.
- Tri language system
- Relation of language with culture

**Unit – III :**

- Communication meaning and concept
- Elements, Process, types, and Verbal & Non-verbal communication.
- Interpersonal
- Group and Mass Communication
- Ways and means to developing communication skills at schools.
- General barriers to communication.

**Unit – IV :**

- Language teacher basic qualification
- Role of language teacher developing language.
- Language skill and knowledge
- Characteristic of good language teache

## B.El.Ed. IV Semester
## English – Liberal (B.El.Ed. – 403)

**Credits – 4**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Know the structure of various types of essays, letters, stories & journalistic writing.
- Understand the meaning of the poetry written by Aurbindo Ghosh, to explain its theme in their own words.
- Understand the theme of the poem written by R.K. Narayan.
- Understand the meaning of the stories written by M.K. Gandhi & Jawahar Lal Nehru in the prescribed syllabus.
- Understand the writings of C. Rajgopalachari & Dr. Radhakrishnan.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Able to define and state the structure of various types of essays, letters, stories & journalistic writing.
- Explain the meaning of poetry written by Aurbindo Ghosh.
- Explain the theme of the poem written by R.K. Narayan.
- Able to judge the stories written by M.K. Gandhi & Jawahar Lal Nehru.
- Explain the writings of C. Rajgopalachari & Dr. Radhakrishnan.
- Illustrate the ideas & the views of B.R. Ambedkar & R.N. Tagore.

**Unit – I :**

- Essay Writing
- Ten short answer question based on the text prescribed

**Unit – II :**

- Letter Writing - Formal and Informal Letters Curriculum Vitae
- Essence of Poetry — Aurbindo Ghosh
- Crime & Punishment — R.K. Narayan

**Unit – III :**

- Story writing
- Dialogue Writing
- Spiritual Training — M.K. Gandhi
- Homage to Gandhi — Jawahar Lal Nehru

**Unit – IV :**

- Journalistic Writing
- Punctuation
- C. Rajgopalachari Education for New India
- Clean Advocate of Great Ideals — Dr. Radha Krishnan

**Unit – V :**

- Preservation of Social Order — B.R. Ambedkar
- A Passage from my reminiscence — R.N. Tagore
- One word subsititutation
- Idioms and Phrases

- **Q.1 :** Essay writing — 10 Marks
- **Q,2 :** Letter writing-Formal and informal letters curriculum vitae — 05 Marks
- **Q.3 :** Story writing — 05 Marks
- **Q.4 :** Journalistic Writing — 05 Marks
- **Q.5 :** Punctuation — 05 Marks
- **Q.6 :** One Word Subsititutation — 05 Marks
- **Q.7 :** Idioms and Phrases — 05 Marks
- **Q.8 :** Ten short answer questions based on the essays — 20 Marks
- **Q.9 :** Will be framed from the text to test the understanding of language and subject Matter — 10 Marks
- **Q.10:** Two analytical questions to test the reasoning capacity of the students regarding text — 05 Marks
- **Q.11:** Will be based on vocabulary test, reframing of sentences from the text, rewriting of the paragraphs based on the prescribed text. — 10 Marks

## POEMS

- Sarojni Naidu
  - Indian Weavers
  - Palanquin Bearers
- Famla Das
  - A hot noon at Malabar
  - The sunshine Cat

## Plays

- G Karnad : Tughlaq
- V Tendulkar : Silence in courtizin session.

## Novels

- R K Narayan : The Guide
- Anita Desai : In Custady
- Raj a Rao : Kanthapura
- Arundhati Roy : The God of Small things
- Shashi Deshpandey : The dark holder No error

**B.El.Ed. IV Semester**
**Hindi – Liberal (B.El.Ed. – 404)**

**Credits – 2**
**MM: 35+15 = 50**

**उद्देश्य** :

पाठ्यक्रम समाप्ति पर छात्र इन योग्यताओं को विकसित कर सकेंगे।

- छात्र प्रयोजन मूलक हिन्दी के स्वरूप को समझ सकेंगे।
- छात्र प्रयोजन मूलक हिन्दी के स्वरूप का व्यवहार में प्रयोग सकेंगे।
- छात्र हिन्दी भाषा की विभिन्न गद्य विद्याओं को समझ सकेंगे।
- छात्र हिन्दी भाषा की विभिन्न गद्य विद्याओं का अपने व्यवहार में प्रयोग कर सकेंगे।
- छात्र प्रयोजनमूलक हिन्दी के स्वरूप की परिभाषिक शब्दावली का सैद्धान्तिक परिचय व्यवहार संक्षेपण एवं पल्लवन का ज्ञान प्राप्त कर सकेंगे।

**परिणाम** :

पाठ्यक्रम समाप्ति पर छात्र इन योग्यताओं को विकसित करेंगे।

- छात्र प्रयोजनमूलक हिन्दी के स्वरूप की व्याख्या करेंगे और हिन्दी की मूल स्वरूप से इसकी तुलना करेंगे।
- छात्र प्रयोजनमूलक हिन्दी के स्वरूप की जाँच, रचना इत्यादि करेंगे।
- छात्र हिन्दी भाषा की गद्य की विभिन्न विद्याओं की तुलना एवं व्याख्या करेंगे।
- छात्र इन विद्याओं को अपने व्यवहार में प्रयोग करेंगे।
- छात्र प्रयोजनमूलक हिन्दी के स्वरूप की सैद्धान्तिक विशेषताओं का ज्ञान प्राप्त करेंगे एवं इसमें प्रयुक्त होने वाली शब्दावली की पहचान कर परिभाषित करेंगे।

**यूनिट 1** :

- प्रयोजनमूलक हिन्दी की अवधारणा एवं विकास
- टिप्पणी आलेखन
- हिन्दी पत्राचार
    - कार्यालयी पत्राचार
    - वाणिज्यिक पत्राचार

**यूनिट 2** :

- पारिभाषिक शब्दावली का सैद्धांतिक परिचय, व्यवहार
- संक्षेपण एवं पल्लवन

**यूनिट 3** :

- **कहानी** – प्रेमचन्द – बडे भाई साहब
- **रेखाचित्र** – महादेवी वर्मा – गिल्लू
- **संस्मरण** – काशीनाथ सिंह – घर गा जोगी जोगड़ा

**यूनिट 4** :

- **रिपोर्ताज** – फणीश्वरनाथ रेणु – ऋण जल धन जल
- **यात्रावृतांत** – अज्ञेय – अरे यायावार रहेगा याद का एक अंश
- **डायरी** – रघुवीर सहाय – दिल्ली मेरा परेश

**यूनिट 5:**

- **आत्मकथा** – ओम प्रकाश वाल्मीकि – जूठन का एक अंश
- **व्यंग्य** – हरिशंकर परसाई – स्वर्ग में विचार सभा का अधिवेशन

**B.El.Ed. IV Semester**
**Mathematics – Liberal (B.El.Ed. – 405)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Apply the knowledge of differential equation.
- Apply the knowledge of linear differential equations.
- Apply the knowledge of various aspects of complex numbers.
- Apply the knowledge of basics of statistics.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Compute various types of problems related to differential equation.
- Compute various types of problems related to linear differential equations.
- Compute problems related to various aspects of complex numbers.
- Compute various types of problems related to statistics.

**Unit – I :**

- Ordinary differential equation of first order and first degree, variable reparable method, homogeneous differential equations, exact differential equations, Linear differential equation of first order and first degree

**Unit – II :**

- Ordinary linear differential equation of $2^{nd}$ and higher orders with constant coefficients and their solutions, Canchy's homogeneous linear differential equation, Legendre's linear equation.

**Unit – III :**

- Partial differential equation and their formations, solution by direct integration, solution of first order partial different equations by Language's method.

**Unit – IV :**

- Description of algebraic properties of complex numbers. Argand plane and polar representation of complex numbers, solution of quadratic equations in the complex number system. Square root of a complex number.

**Unit – V : Statistics II**

- Measures of central tendency, requirement of a good measure of central tendency, Arithmetic mean, Median, Mode for grouped and ungrouped data.

**B.El.Ed. IV Semester**
**Physics – Liberal (B.El.Ed. – 406)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend various facts related to ideal gas.
- Comprehend various facts related to real gas.
- Apply knowledge of the laws of thermodynamics.
- Apply knowledge of Blackbody radiation, Plank's and Kirchoff's law.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain various facts related to ideal gas.
- Explain various facts related to real gas.
- Use knowledge of the laws of thermodynamics.
- Use knowledge of Blackbody radiation, Plank's and Kirchoff's law.

**Unit – I :**

- **Ideal Gas**
  - Kinetic Model
  - Deduction of Boyle's Law
  - Interpretation of Temperature
  - Gas law and Avogadro Hypothesis

- **Real Gas**
  - Vander Waals gas
  - Equation of state
  - Nature of Vander Waals forces
  - Comparison with experimental P-V curves

**Unit – II : The law of thermodynamics**

- First law of thermodynamics
- Second law of thermodynamics
- Third law of thermodynamics
- Thermodynamic relationships : Thermodynamic Variables

**Unit – III :**

- Blackbody radiation: Pure temperature dependence
- Plank's Law
- Kirchaff's Law

**B.El.Ed. IV Semester**
**Chemistry – Liberal (B.El.Ed. – 407)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend various facts related to s & p block elements.
- Comprehend various facts related to alkenes & cydoalkanes.
- Apply the knowledge of various aspects of solid state.
- Apply the knowledge of various aspects of chemical kinetics.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain various facts related to s & p block elements.
- Explain various facts related to alkenes & cydoalkanes.
- Demonstrate various aspects of solid state.
- Demonstrate various aspects of chemical kinetics.

**Unit – I : S & p block elements**

- Comparative study of stability of solubility & carbonate, sulphate and nitrate of Alkali metals and Alkaline earth metals.
- Digonal relationship
- Comparative study (including diagonal relationship) of group 13-17 elements.

**Unit – II : Alkanes and Cyclo Alkanes**

- Method of information (Wurtz reaction, Kolbe reaction)
- Chemical reactions of alkanes
- Cyclo alkanes – method of formation
- Chemical reactions

**Unit – III : Solid State**

- General characteristics of solid state
- Amorphous and crystalline solids
- Crystal lattice and unit cells
- Imperfection in solids.

**Unit – IV : Chemical Kinetics**

- Rate of a chemical reaction.
- Factors affecting rate of a reaction.
- Effect of temperature on the rate of areaction.
- Pseudo First order reaction.

**B.El.Ed IV Semester**
**Biology – Liberal (B.El.Ed. – 408)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend structure, reproduction & relation to man of fungi.
- Comprehend various phylums of chordate.
- Comprehend various facts related to evolution.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain structure, reproduction & relation to man of fungi.
- Explain various phylums of chordate.
- Explain various facts related to evolution.

**Unit – I : Diversity of Life**

- **Fungi:** Structure, reproduction and its relation to man, e.g. Aspergillus, mushroom.
- **Animalae-chordata:**
  - **a.** Pisces : generalized account of fishes
  - **b.** Amphibia : e.g. Frog
  - **c.** Reptilia : e.g. Lizard
  - **d.** Aves : a general account of birds
  - **e.** Mammalia : E.g. rabbit, rat and man.

**Unit – II : Evolution**

- Modern theory of evolution, examples of Natural Selection e.g. colouration, mimicry, industrial melanism, insecticidal resistance, mineral tolerance, human evolution, species and modes of speciation.

**Practical :**

- Riccia and moss: study details
- Mushroom: Section cutting, study coloured photographs, grow aspergillus and examine microscopically.
- Fern: Section cutting (true and false indusium)
- Pinus: section cutting
- Any two families : Solanaceae, Graminae (Arecaceae)

**B.El.Ed IV Semester**
**History – Liberal (B.El.Ed. – 409)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Comprehend various facts related to Babur, Humayun, Sher Shah Suri & Akbar.
- Comprehend various facts related to Jahngir, Shahjahan and Aurengzeb.
- Comprehend rise of Maratha Power; Invasion of Nadirshah and Ahmadshah Abdali & Courses of Downfall of Mughal Empire.
- Comprehend political condition of India in 18th Century, Advent of Europeans in India, III Battle of Panipat, Mercantilism & rise of colonialism.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Explain various facts related to Babur, Humayun, Sher Shah Suri & Akbar.
- Explain various facts related to Jahngir, Shahjahan and Aurengzeb.
- Explain rise of Maratha Power; Invasion of Nadirshah and Ahmadshah Abdali & Courses of Downfall of Mughal Empire.
- Explain political condition of India in 18th Century, Advent of Europeans in India, III Battle of Panipat, Mercantilism & rise of colonialism.

**Unit – I :**

- **Babur :** Achievement
- **Humayun :** Struggle, exile, restoration.
- **Shershah Suri :** Civil, Military and revenue, administration & achievements.
- **Akbar :** Conquests, Rajput Policy, Religious Policy, Deccan Policy, Consolidation of empire, Revenue administration, Mansabdari system estimate of Akbar.

**Unit – II :**

- **Jahangir :** Accession, Twelve ordinances: Influences of Nurjahan, Deccan Policy, Character of Nurjahan, Estimate of Jahangir (Relationship with Persia)
- **Sahjahan :** Accession, N.W.F. Policy, Deccan Policy, Central Asian Policy, War of Succession.
- **Aurangzeb :** Early Career, Religious Policy, Deccan Policy, Rajput Policy Rovolts and reaction, Causes of Failure of Aurangzeb Character and personality.

**Unit – III :**

- Rise of Maratha Power under Shivaji, relation with Mughals, Shambhaji & Rajaram.
- Invasion of Nadirshah and Ahmadshah Abdali.
- Causes of Downfall of Mughal Empire.

**Unit – IV :**

- Political Condition of India in the 18th Century – Decline of Mughal Empire and its Impact.
- Advent of Europeans in India – Establishment of bases and trading centre of East India Company and other European Companies.
- Maratha Confederacy IIIrd Battle of Panipat, Causes of defeat of Maratha's and Impact of Maratha.
- Mercantilism and rise of Colonialism.

**B.El.Ed. IV Semester**
**Political Science – Liberal (B.El.Ed. – 410)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Apply the knowledge of society, community & politics
- Apply the knowledge of Nationalism.
- Apply the knowledge of Anti-colonial struggle.
- Comprehend Imperialism.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Access the knowledge of society, community & politics
- Access the knowledge of Nationalism.
- Access the knowledge of Anti-colonial struggle.
- Explain Imperialism.

**Unit – I : Society, Community and Politics:**

- Polis and the nature of the state in Greek Antiquity.
- Monarchy and changing nations of the state.
- Civil society and the modern nation – state.
- The state in post – colonial societies.

**Unit – II : Nationalism:**

- Emerging identities in the nineteenth century.
- The rise of fascism in the 1920s and 1930s.
- The debate of the second- international on the right of nationalities to self determination.
- New trends in nationalism in the 1980s and 1990s.

**Unit – III : Anti – Colonial Struggles:**

- In the colonies, emerging from different anti-colonial struggles:
    - Peaceful transfer of power – India, Nigeria.
    - Violent revolutionary struggles – Angola, Algeria.
    - Political Visions – Gandhi, Fanon, Cabral, Examples from South-East Asia.

**Unit – IV : Imperialism**

- The industrial revolution and imperialism.
- The new world economic order in the age of Bretlon Woods and Comecon; the imperialism of aid and development.
- Its character after the 1950s – Latin America, Vietnam and South Africa.

## B.El.Ed. IV Semester
## Geography – Liberal (B.El.Ed. – 411)

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Acquire knowledge of global position of India, Geological structure, relief, drainage system, physiographic regions, climate, soil & natural vegetation, Mineral resources, Hydro-electricity, Non-conventional energy resources.
- Acquire knowledge of various facts related to Human resource & population and crops.
- Acquire knowledge of various facts related to industries.
- Acquire knowledge of geographical regions of India.

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Reproduce knowledge of global position of India, Geological structure, relief, drainage system, physiographic regions, climate, soil & natural vegetation, Mineral resources, Hydro-electricity, Non-conventional energy resources.
- Reproduce knowledge of various facts related to Human resource & population and crops.
- Reproduce knowledge of various facts related to industries.
- Reproduce knowledge of geographical regions of India.

**Unit – I :**

- Global position of India
- Geological Structure
- Relief
- Drainage Systems
- Physiographic Regions
- Origin of Monsoon
- Climate Regions
- Soils & Natural Vegetation
- Mineral resources – Iron-Ore, Bauxite, Manganese
- Atomic Minerals
- Power resource-Coal, Petroleum, Hydro-electricity, Non-Conventional Energy Sources.

**Unit – II :**

- Human Resource-Growth & Spatial Pattern of Population
- Population Explosion
- Trend & Pattern of Urbanization in India
- National Population Policy
- Economic Activity Patterns- Agricultural Land Use Pattern
- Irrigation and Multipurpose Projects
- Major Crops-Wheat, Rice, Maize, Suarcane, Cotto, Tea, Coffee
- Impact of Green Revolution
- Crop Association Regions

**Unit – III :**

- Growth of Industries in India
- Major Industries – Iron & Steel
- Cotton Textiles Cement, Fertilizer, Paper & Sugar
- Industrial Regions
- Problems and Prospects of Industrially Backward Regions
- Transport Network-Road, Rail & Air Transport.

**Unit – IV :**

- Geographical Regions of India-Detailed Study of Assam Valley
- Malabar Coast
- Middle Ganga Plains and Malwa Plateau.

**B.El.Ed. IV Semester**
**Economics – Liberal (B.El.Ed. – 412)**

**Credits – 2**
**MM: 35+15 = 50**

**Objectives :**

To enable student teacher to:

- Apply the knowledge of Basic features.
- Apply the knowledge of various facts related to agriculture.
- Apply the knowledge of various facts related to industrial & server sector.
- Apply the knowledge of poverty & population

**Outcomes :**

After the completion of the course, pupil-teacher will be able to-

- Assess the knowledge of Basic features.
- Assess the knowledge of various facts related to agriculture.
- Assess the knowledge of various facts related to industrial & server sector.
- Assess the knowledge of poverty & population

**Unit – I : Basic Features**

- Structure of Indian Economy
- Growth and trends of National Income and per capita Income
- Population structure
- Population and development
- Population Policy
- Poverty trap
- Poverty line
- Poverty alleviation programs
- Employment in Indian Economy

**Unit – II : Agriculture**

- Agriculture and economic development
- Land reform
- Agriculture finance
- Agriculture marketing
- Technology in agriculture
- Causes of low productivity in agriculture, measures to improve
- Public distribution system
- Food security in India.

**Unit – III : Industrial and Server Sector**

- Industrial Structure
- Growth and trends
- Industrial Policy
- Small and Cottage Industry
- Industrial Finance
- Foreign capital multinationals
- Public and private sector
- Social Security
- Nature and features of service sector
- Growth of service sector
- Importance of service sector in recent time.

**Unit – IV : Poverty and Population**

- Poverty – Absolute and relative poverty; Vicious Circle of poverty; poverty inequality and unemployment, population problem and growth pattern of population; theory of demographic transition; population, poverty and environment.

## B.El.Ed. V Semester

## Basic Concept of Education – Foundation (B.El.Ed. – 501)

**Credits – 4**

**MM: 70+30 = 100**

**Course Objectives :**

To enable the student-teacher to-

- Understand meaning, objectives, forms and parts of education and importance of education as a discipline in human life.
- Comprehend relationship of education with Philosophy dynamic relationship with social and political process and contribution of science and media to promote & improve education.
- Analyze vision of school education as an agent of social change to understand management and monitoring the school and challenging role of different personnel's on administration.
- Enhance different levels of education in relation to Ministry and government & stakeholders involvements.
- To understand teaching, learning process and essential elements of educational process.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- To recognize and reproduce the meaning, objectives, forms and parts of education and importance of education as a discipline in human life.
- Formulate and explain relationship of education with Philosophy dynamic relationship with social and political process and contribution of science and media to promote education.
- Assess and explain the vision of school education as an agent of social change to understand management and monitoring the school and challenging role of different personnel's on administration.
- Analyze and compare different levels of education in relation to ministry and government & stakeholders involvements.
- Interpret teaching-learning process and essential elements of educational process.

**Unit – I :**

- Various meaning of education.
- Objectives and forms of education.
- Parts of education
- Education as a discipline.
- Importance of education in human life.

**Unit – II :**

- Relationship of education with Philosophy, Psychology, Management & Economics.
- Dynamic relationship of education with the social & political process.
- Contribution of Science Technology & Media to promote and improve education.

**Unit – III :**

- Need for developing a vision of school education.
- School as an agent of social change.
- Different types of schools.
- Planning, Management & Monitoring in school.
- Charging role of personals in school management headmaster teacher and administration.

**Unit – IV :**

- Levels of education.
- Ministry and other government agencies related to education.
- Different stakeholders in education their role involvements.
- Essential elements of education process, curriculum syllabus, Textbooks, Teaching Learning process.

## B.El.Ed. V Semester
## Logico Mathematics – Foundation (B.El.Ed. – 502)

**Credits – 4**
**MM: 70+30 = 100**

**Course Objectives :**

To enable the student-teacher to-

- Acquire knowledge of children's logico-mathematics, thinking, different theories given by Psychologists.
- Understand mental mathematics, language and mathematics
- Apply entitle study of pedagogic considerations with reference to learning theory and practice. Individual activity and group activity.
- Comprehend mathematics in the context of school and apply research on children's learning inspection areas
- Understand context specific Pedagogy: its number, place value, fractions, decimals, role of readymade kits.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- To recognize and reproduce children's logico mathematics, thinking different theories of Piaget, Bruner, Dienes and Vygotsky; intuitive Mathematics; mental mathematics; cultural differences and specificities.
- To formulate and explain language and Mathematics and Language of Mathematics.
- Recognize and reproduce pedagogic considerations with reference to learning theory and practice: readiness; consolidating mental arithmetic; circular reactions (ref. Piaget); zone of proximal development (ref. Vygotsky); organizing and structuring learning tasks; group and individual activity; drill; memorization and algorithmization.
- Assess and associate Mathematics in the context of school: text-books, curricula and class-room practices; nature of mathematics – conceptual and procedural; area (space, measurement, operations etc); research on children's learning in specific areas; errors; feedback; testing and evaluation; the hidden curriculum; mathematics phobia and failure.
- Analysis and compare content specific pedagogy: number, place value, fractions, decimals, role of readymade kits.

**Unit – I :**

- Nature of children's logico-mathematics thinking: theories of Piaget, Bruner, Dienes and Vygotsky; intuitive Mathematics; mental mathematics; cultural differences and specificities.

**Unit – II :**

- Language and Mathematics: Language of Mathematics.

**Unit – III :**

- Critical study of some pedagogic considerations with reference to learning theory and practice : readiness; consolidating mental arithmetic; circular reactions (ref. Piaget); zone of proximal development (ref. Vygotsky); organizing and structuring learning tasks; group and individual activity; drill; memorization and algorithmization.

**Unit – IV :**

- Mathematics in the context of school: text-books, curricula and class-room practices; nature of mathematics – conceptual and procedural; area (space, measurement, operations etc); research on children's learning in specific areas; errors; feedback; testing and evaluation; the hidden curriculum; mathematics phobia and failure.

**Unit – V :**

- Content specific pedagogy: number, place value, fractions, decimals, role of readymade kits.

**B.El.Ed. V Semester**
**English – Liberal (B.El.Ed. – 503)**

**Credits – 4**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- To know speech mechanism, sounds in English/IPA and different types of Phonemes, Allophones and syllabus.
- To comprehend, intonation and rhythm.
- To apply morphology and syntax of various morphemes and allmorphs, comprehend word formation and enhance structure of noun, phrase and verb phrase.
- To apply different varieties of English as per requirement.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recall and recognize the speech mechanize, sounds in English IPA Style
- Explain and clarify stress, intonation and rhythm.
- Represent and construct morphology and syntax of various morphemes and allomorphs, comprehend word formation and enhance structure of noun, phrase and verb phrase.
- To demonstrate different varieties of English according to the requirement.

**Unit – I :**

- Speech Mechanism
- Sounds in English/IPA
- Phonemes and Allophones
- Syllable

**Unit – II :**

- Stress, Intonation and Rhythm
- Connected Speech

**Unit – III :**

- Morphology and Syntax
  - Morphemes and Allomorphs
  - Process of Word Formation
  - Structure of Noun Phrase and Verb Phrase

**Unit – IV :**

- Varieties of English

**Unit – V :**

- English Language Teaching in India
  - **Q.1 :** Phonology of English 10 Marks
  - **Q.2 :** Stress Intonation and Rhythm connected speech 10 Marks
  - **Q.3 :** Morphology and Syntax 10 Marks
  - **Q.4 :** Varieties of English 10 Marks
  - **Q.5 :** English Language Teaching in India 10 Marks

**B.El.Ed. V Semester**
**Hindi – Liberal (B.El.Ed. – 504)**

**Credits – 2**
**MM: 35+15 = 50**

**उद्देश्य :**

पाठ्यक्रम समाप्ति पर छात्र इन योग्यताओं को विकसित कर सकेंगे।

- छात्र संचार माध्यमों में प्रयुक्त हिन्दी भाषा की प्रकृति, बोधगम्यता, सम्प्रेषण की समस्या, मानकीकरण, आधुनिकीकरण और शैलीकरण की समस्या को समझ सकेंगे।
- छात्र दूर दर्शन में प्रयुक्त हिन्दी भाषा के स्वरूप, प्रासंगिकता को समझ सकेंगे।
- छात्र विज्ञापनों, आकाशवाणी आदि संचार माध्यमों में प्रयुक्त हिन्दी भाषा के स्वरूप को समझ सकेंगे।

**परिणाम :**

छात्र शिक्षकों को निम्न प्रकार समर्थ बनाना–

- छात्र संचार माध्यमों में प्रयुक्त हिन्दी भाषा की प्रकृति, बोधगम्यता, सम्प्रेषण की समस्या, मानकीकरण, आधुनिकीकरण और शैलीकरण की समस्या का ज्ञान प्राप्त कर सकेंगे।
- छात्र दूरदर्शन में प्रयुक्त हिन्दी भाषा के स्वरूप, प्रासंगिकता को समझ सकेंगे।
- छात्र विज्ञापनों, आकाशवाणी आदि संचार माध्यमों में प्रयुक्त हिन्दी भाषा के स्वरूप को अपने दैनिक जीवन में प्रयोग कर सकेंगे।
- छात्र हिन्दी भाषा की आंगिक व वाचिक अभिव्यक्ति का विश्लेषण कर सकेंगे।

**यूनिट 1 :**

- जनसंचार माध्यम में भाषा की प्रकृति–
  - बोधगम्यता एवं सम्प्रेषण की समस्या, मानकीकरण, आधुनिकीकरण और शैलीकरण की समस्या।
- समाचार पत्रों की हिन्दी–
  - समसामयिक सूचनाओं का भाषा पर दबाव तथा समाचार–पत्रों की भाषा प्रकार्य की दृष्टि से भाषा के विविध रूप।

**यूनिट 2 :**

- दूरदर्शन की हिन्दी–
  - दृश्य–श्रव्य सारणिका, हिन्दी भाषा पर दबाव, मनोरंजन तथा दूरदर्शन और फिल्मों की।
  - हिन्दी भाषा, आंगिक एवं वाचिक अभिव्यक्ति
  - संवाद की सहभागिता
  - फिल्म तथा दूरदर्शन की भाषा में अन्तर

**यूनिट 3 :**

- विज्ञापनों की हिन्दी–
  - विज्ञापनों की दुनिया, विज्ञापनों की सफलता में भाषा का योगदान, भाषा विशेषतायें।

**B.El.Ed. V Semester**

**Mathematics – Liberal (B.El.Ed. – 505)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Hence ..... of understanding of speech mechanism, sounds in English/IPA, Phonemes and Allophones, syllable
- Have a clear understanding of stress, intonation and Rhythm connected speech.
- To comprehend the students regarding morphology and syntax, morpheme, word formation and kinds of phrases.
- Analyze different varieties of English (Prose, Poetry, drama, grammar, Novel & Composition)

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recognize and reproduce English, speech mechanism, sounds in English/IPA, Phonemes and Allophones, syllable
- Formulate and represent stress intonation and Rhythm connected speech
- Assess and demonstrate morphology and syntax.
- Explain and analyze varieties of English

**Unit – I :**

- Speech Mechanism
- Sounds in English/IPA
- Phonemes and Allophones
- Syllable

**Unit – II :**

- Stress, Intonation and Rhythm connected Speech

**Unit – III :**

- Morphology and Syntax
  - Morphemes and Allomorphs
  - Process of word formation
  - Structure of Noun phrase and verb phrase

**Unit – IV :**

- Varieties of English

**Unit – V :**

- English Language Teaching in India.

**Q.1 :** Phonology of English 10 Marks

**Q.2 :** Stress Intonation and Rhythm connected speech 10 Marks

**Q.3 :** Morphology and Syntax 10 Marks

**Q.4 :** Varieties of English 10 Marks

**Q.5 :** English Language Teaching in India 10 Marks

**B.El.Ed. V Semester**
**Physics – Liberal (B.El.Ed. – 506)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Acquire knowledge of the principle of super position interference of a light.
- Understand the fraunhoffer diffraction due to singh slit, double slit and circular aperture
- Apply resolving power of telescope, microscope and prism.
- Enhance and apply polarization, Nicol prism, polarides and retardation plates & Babnets' compensator.
- Comprehend Columbus law, Electric dipole and potential due to an electric dipole.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recall and reproduce the principles of super position interference of a light.
- Formulate and identity fraunhoffer's differentiation.
- Explain and demonstrate resolving power of telescope.
- Associate and compare polarization, Nicol Prism
- Summarize and represent Columb's law Electric Dipole.

**Unit – I : Interference of a light**

- The principle of superposition
- Two-slit interference
- Coherence requirement for the sources
- Thin Films Newton's Ring
- Determination of wavelength of sodium light by Newton's Ring.

**Unit – II : Fraunhoffer diffraction**

- Diffraction due to singh slit
- Diffractions at a circular aperture and double slit.
- Resolving power of telescope and microscope and prism.

**Unit – III :**

- Polarization
- Nicol prism
- Polaroids and retardation plates
- Babinet's compensator

**Unit – IV : Electrostatics**

- Coulomb's law
- Electric field and potentials
- Electric dipole
- Field and potential due to an electric dipole

## B.El.Ed. V Semester
## Chemistry – Liberal (B.El.Ed. – 507)

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Acquire knowledge of'd' and 'F' block elements regarding, electronic, configuration, general properties and some applications of these.
- Comprehend coordination chemistry and Warner's coordination, compounds, Nomenclature, Valence bond theory and crystal field theory.
- Analyze alkenes, cyclo-alkenes and their chemical reaction, mariconicaff's of cyclo alkenes, chemical relations of 1,2 and 1,4 addition and dials older reaction.
- Comprehend colloidal state, suitability of colloidal, type of emulsion and gold number.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recognize and reproduce'd' and 'F' block elements regarding, electronic, configuration, general properties and some applications of these.
- Identify and illustrate coordination Chemistry, Warner's Coordination compounds, Nomenclature, Valence bond theory and crystal field theory.
- Represent alkenes cyclo-alkenes and their chemical reaction, mariconicaff's of cyclo-alkenes, chemical relations of 1, 2 and 1, 4 additions and dials older reaction.
- Assess and demonstrate colloidal state ignitability of collides.

**Unit – I : d and f-block elements**

- Electronic configuration of the d-block elements.
- General properties of the transition elements.
- Electronic configuration of the f-block (Actinides & Lanthanides) elements.
- Some applications of d and f-block elements.

**Unit – II : Coordination Chemistry**

- Werner's coordination compounds
- No men cloture of coordination compounds
- Valence bond theory of transition metal complexes
- Limitations of valence bond theory.
- Crystal Field theory

**Unit – III : Alkenes, Cycloalkenes, Dienes**

- Method of formation.
- Chemical reaction of alkenes – hydrogenation, epoxidation.
- Markownikoff's of cycloalkenes
- Nomenclature and configuration of dienes.
- Chemical reaction – 1,2 and 1,4 – addition, Diels- alder reaction

**Unit – IV : Colloidal state**

- Definition of colloids.
- Classification of colloids
- Stability of colloids
- Type of emulsions
- Gold Number

**B.El.Ed. V Semester**
**Biology – Liberal (B.El.Ed. – 508)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Acquire knowledge of structure and function of plants and animals their types of systems.
- To comprehend about cell biology and genetics, interaction of genes and linkage and crossing over and genetic maps.
- To comprehend about nucleus and structure of chromosomes, DNA replication, protein synthesis, genetic control etc.
- Analysis environmental sciences schemes, biomass, flow of energy food chain and pyramids and pollution and its types.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Select and state structure and function of plants and animals their types of systems.
- Identity and interpret cell biology and genetics, interaction of genes and linkage and crossing over and genetic maps.
- Assess and explain the nucleus and structure of chromosomes, DNA replication, protein synthesis, genetic control etc.
- Associate and compare environmental science schemes biomass, flow of energy food chain and pyramids and pollution and its types.

**Unit – I : Structure and Functions**

- **Plants:** Types of tissues (xylem, phloem, stomata) in relation to processes transpiration, ascent of sap, photosynthesis (ATP generation)
- **Animals:** Study of digestion, respiration.

**Unit – II : Cell Biology & Genetics**

- Interaction of genes: epitasis, co-dominance, polygenic inheritance, multiple alleles. Linkage, crossing over and genetic maps.
- Nucleus and Nucleic acids: Structure of chromosomes-prokaryotes and eukaryotes, DNA replication, protein synthesis, genetic control, gene mutation and chromosomal aberrations.

**Unit – III : Environmental Science**

- Biomes, flow of energy: food chains & pyramids
- Pollution: Water, air, soil, noise pollution.

**Practical :**

- Experiment on transpiration.
- Oxygen evolution in photosynthesis.

**B.El.Ed. V Semester**
**History – Liberal (B.El.Ed. – 509)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Acquire knowledge of establishment of British Rule in India Battles of Plessy, Buxar and its impact and how consolidation of British Rule settled in India.
- Comprehend them regarding policy of Indian states & their administrative reforms.
- Have a basic understanding of literature and architecture in Medieval India. Position of women and impact of Islam on Indian society. Bhakti movement and Suffism.
- Develop a critical attitude about revolution 1857 cases, nature and impact. British Policy towards Burma and Afghan and Afghan wars.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recall and state the establishment of British Rule in India Battles of Plessy, Buxar and its impact and how consolidation of British Rule settled in India.
- Distinguish and represent the policy of Indian states & their administrative reforms.
- Associate and compare of literature and architecture in Medieval India. Position of women and impact of Islam on Indian society. Bhakti movement and Suffism.
- Explain and represent revolution 1857 cases, nature and impact. British Policy towards Burma and Afghan and Afghan wars.

**Unit – I :**

- **Establishment of British rule in India –** Causes of Anglo French rivalry.
- Battles of Plessey and Buxar and its Impact.
- **Consolidation of British rule in India –** The Dual Government
- Administrative and judicial reforms.
- Permanent Sattlement, Mahalwari & Ryotwori System.

**Unit – II :**

- Policy towards Indian States. The Doctrine of Lapse.
- Administrative reforms.

**Unit – III :**

- Development of literature art and architecture in medieval India.
- Development of education during medieval period.
- Position of women during medieval period.
- Impact of Islam on Indian society and Culture.
- **Bhakti Movement:** Causes, Prominent Saints, Growth and Impact.
- **Sufism -** Meaning, Concept and practices.

**Unit – IV :**

- **Revolution 1857 –** Cases, Nature and Impact.
- **British Policy towards Burma.**
- **The British Afghan Policy:** Afghan wars.

**B.El.Ed. V Semester**
**Political Science – Liberal (B.El.Ed. – 510)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic understanding of Gender its challenges & major issues, capitalist development in past colonial societies and sexism in legal discours and labor movement & Indian Women's movement. Central issues, ideological differences within the movement, relationship with other social movement.
- Formulate and effect regarding environment and development past enlightenment rationality and instrumental reason sustainable development and indigenous management of water, soil and forest.
- Create impressive presentation of emergence and western movements and non western movements. Formulate America and South East Asia.
- Understand the International Economic Environment and the use of environment concision by the industrialized north as a weapon against South.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recognized state Gender its challenges & major issues, capitalist development in past colonial societies and sexism in legal discours and labor movement & Indian Women's movement. Central issues, ideological differences within the movement, relationship with other social movement.
- Explain and identify the effect of environment and development past enlightenment rationality and instrumental reason sustainable development and indigenous management of water, soil and forest.
- Identify and summarize the presentation of emergence and western movements and non western movements. Formulate America and South East Asia.
- Explain and explore the International Economic Environment and the use of environment concision by the industrialized north as a weapon against South.

**Unit – I : Gender**

- The Challenge of Political Theory from the concept of gender.
- Major issues in feminist politics: Women's access to employment, property and other resources – capitalist development in past colonial societies and their impact on women issues relating "body politics" (sexual violence, access to abortion, intrusive and harmful contraceptive method purveyed in the south by multinational companies) – sexism in legal discourse feminism and the labor movement.
- The Indian Women's movement. Central issues, ideological differences within the movement, relationship with other social movement.

**Unit – II : Environment and Development**

- The challenge to the dominant development paradigms from the perspective of the environment: critique of past-enlightenment rationality and instrumental reason (Frankfurt, School, Gandhi and postmodernist thought).
- The debates on appropriate technology, sustainable development, traditional systems/practices of medicine, indigenous systems of management of water, soil, forests

**Unit – III : Ecology Movements**

- The ecology movement – history and context of emergence of western movements (e.g. Greenpeace, Friends of the Earth, CND) and non-western movements (Chipko, Silent Valley, NBA and other examples from Latin America and South-East Asia).
- Relationship of these movements with the state, mainstream political parties and other social movements (e.g. trade unions, women's and civil rights movements)

**Unit – IV : International Economics' Environment**

- The Contractions of the dominant international economic order and the agenda of the environment – the use of environment concerns by the industrialized North as a weapon against the south.

**B.El.Ed. V Semester**

**Geography – Liberal (B.El.Ed. – 511)**

**Credits – 2**

**MM: 35+15 = 50**

**Unit –I :**

- Concept of Environment
- Elements of Environment
- Concepts of Ecosystems and its structure
- Tropic Level and Food Chain
- Function of Ecosystems
- Biogeochemical cycle
- Role of man in Ecosystem
- Environmental Degradation-concept, cause and consequences
- Economic Development and Environmental Crisis.
- Acid Rain
- Greenhouse Effect
- Ozone Layer Depletion and Global Warming
- Impact of Growth of Population
- Industrialization
- Technology and consumerism on Environment.

**Unit – II :**

- Causes and Consequences of Deforestation
- Soil Erosion
- Energy Crisis
- Climate changes due to Environmental pollution

**Unit – III :**

- Ecosystem in India
- Causes and consequences of deforestation in India, Soil erosion, Air, Water pollution and flood hazards in India
- Urbanization and Environmental degradation

**Unit – IV :**

- Environment Management – Concept and Significance
- Environment impact assessment of major development project in India – Damodar Valley Project.
- Tehri Narmada Valley Project
- Concept of Eco-development
- Environmental Management.

**B.El.Ed. V Semester**
**Economics – Liberal (B.El.Ed. – 512)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic gender standing of meaning, nature and scope of public finance and principles of maximum social advantages.
- Comprehend basic concepts of money, role of money in capita lists and socio list economy and money supply concepts.
- Have a clear understanding of commercial banking and central banking, recent reforms in banking sector in India. Qualitative and Quantitative methods of credit control and objectives and limitation of mandatory policies in India.
- Demonstration effects of international trade. Theory of absolute and comparative advantages, terms of trade, trade as an engine of growth and quota and tariff.
- Have a clear understanding of taxation (Direct & Indirect) alternative concept of incidence. Theory of optimal taxation. Canon of taxation and GST elementary treatment.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recall and reproduce basic understanding of meaning, nature and scope of public finance and principles of maximum social advantages.
- Identify and explain basic concepts of money, role of money in capita lists and socio list economy and money supply concepts.
- Assess and identify the working of commercial banking and central banking, recent reforms in banking sector in India. Qualitative and Quantitative methods of credit control and objectives and limitation of mandatory policies in India.
- Select and illustrate the effect of international trade. Theory of absolute and comparative advantages, terms of trade, trade as an engine of growth and quota and tariff.
- Analyze and explain the process of taxation (Direct & Indirect) alternative concept of incidence. Theory of optimal taxation. Canon of taxation and GST elementary treatment.

**Unit – I : Introduction**

- Meaning, nature and scope of public finance
- Public and private goods
- Principal of maximum Social advantage.

**Unit – II : Basic Concepts**

- Money – Meaning, function and classification
- Role of money in capitalist, socialist and missed economy;
- Money Supply concepts.

**Unit – III : Commercial Banking and Central Banking**

- Meaning, types and functions of commercial banks
- Recent reform in banking sector in India
- Credit creation through commercial banks
- Function of a central bank
- Quantities and qualitative method of credit control
- Role and function of Reserve bank of India
- Objective and limitation of monetary policy with special reference to India.

**Unit – IV : International Trade**

- Theory of absolute advantage
- Comparative advantage
- Opportunity cost
- Reciprocal demand theory
- Terms of trade
- Concept and measurement
- Trade as an engine of growth
- Free trade vs. protection
- Quota and tariff

**Unit – V : Taxation**

- Source of public revenue
- Direct and Indirect taxation
- Theory of impact and incidence
- Alternative concept of incidence
- Benefit and ability to approach
- Theory of optimal taxation
- Characteristic of good tax system
- Canon of taxation
- GST-elementary treatment.

## B.El.Ed. V Semester

## Classroom Management – Theory & Practicum (B.El.Ed. – 513)

**Credits – 2**
**MM: 50**

**Course Objectives :**

To enable the student-teacher to-

- To define and represent the concept and phases of teaching, formulate different levels of teaching and understand basic teaching skills and strategies.
- To formulate aims and objectives at upper primary and secondary level, general & specific objectives, compare educational and learning objectives.
- To apply writing objectives in behavioral terms in various content areas of science.
- To represent meaning, characteristics and types of lesson planning to demonstrate different approaches of lesson planning.
- To comprehend elements of teaching methods, explain behavioral modifications and compare simulated teaching, team teaching and microteaching.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Reproduce the concept and phases of teaching, formulate different levels of teaching and understand basic teaching skills and strategies.
- Explain general and specific objectives at upper primary and secondary level, general & specific objectives compare educational and learning objectives.
- Identify objectives in behavioral terms in various content areas of science.
- Reproduce the types of lesson planning to demonstrate different approaches of lesson planning.
- To identify elements of teaching methods, explain behavioral modifications and compare simulated teaching, team teaching and microteaching.

**Unit – I : Teaching as a Complex Activity**

- Concept of Teaching : Meaning, definition, characteristics, forms
- Phases of Teaching : Pre-active, inter-active, post-active
- Levels of Teaching : Memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching.

**Unit – II : Aims and objectives in Teaching of Science**

- Aims and objectives of Science teaching at upper primary and secondary level school.
- General objectives
- Specific objectives
- Specific objectives behavioral changes
- Educational objectives and teaching or learning objectives
- Classification of learning objective
- Cognitive
- Affective and Psychomotor
- Writing objectives in behavioural terms in content area of Science (such as thermodynamics, heat, electricity, magnetism, light, acid, base, salts, chemical change, state of matter etc.)

**Unit – III : Planning for Classroom Teaching**

- Meaning and need of lesson planning
- Characteristics of good lesson plan
- Types of lesson plan
- Approaches in lesson planning
- Herbart, Morrison, Dewy & Kilpatric and RCEM
- Design of lesson plan in the content area of Science (such as waves, matter, light, forces, chemical changes, acid, base, common salts, energy,work etc.)

**Unit – IV : Planning for Classroom Teaching**

- Meaning, nature and significance of lesson planning.
- Different approaches of lesson planning for teaching plan.

**Unit – V : Teaching Models and Strategies**

- Meaning and definition of teaching models
- Fundamental elements of teaching models
- Behaviour modification and constructivist
- Microteaching simulated teaching team teaching.

## B.El.Ed. VI Semester

## School Planning and Management – Foundation (B.El.Ed. – 601)

**Credits – 4**

**MM: 70+30 = 100**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic understanding of school planning, its concept, characteristics, objective, principals, steps and other various aspects.
- Acquire knowledge of school management its scope, objectives, principles and functions etc.
- Comprehend school planning i.e. role of headmaster, teachers, management, maintenance, leadership and school supervision.
- To apply time table, curriculum, instructional and co-curricular activities, school building, library and maintenance and final aspects etc.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- State and reproduce basic understanding of school planning, its concept, characteristics, objective, principals, steps and other various aspects.
- Explain and explore school management its scope, objectives, principles and functions etc.
- Represent and summarize school planning i.e. role of headmaster, teachers, management, maintenance, leadership and school supervision.
- Assess and demonstrate time table, curriculum etc.

**Unit – I :**

- Concept, Characteristics and need of school planning.
- Objectives and Basic Principles of School Planning.
- Steps of School Planning.
- Various aspects of School Planning.

**Unit – II :**

- Meaning and Characteristics of School Management.
- Scopes and Objectives of School Management.
- Principles of School Management.
- Main functions of School Management.

**Unit – III :**

- Role of Headmaster in School Planning and Management.
- Role of teacher in school planning and management.
- School Management & Human Relations.
- Maintenance of discipline and coordination in Management.

- Leadership & School Supervision.

**Unit – IV :**

- Curriculum, time table and students management.
- Instructional and co-curricular activities management.
- School building, library and maintenance of school record.
- Financial aspect of school management.

## B.El.Ed. VI Semester
## Environmental Studies – Foundation (B.El.Ed. – 602)

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic understanding of environmental studies various types of pollution and its remedies.
- Acquire knowledge of environmental hazards, green house effect, ozone layer depletion, acid rain etc.
- Comprehend environmental awareness, programmes on environmental education for the change of attitude among the children.
- Have a basic understanding of Bio-diverstiy, conservation, environmental priority and leant line in harmony with nature.
- Apply the role of school in environmental conservation, and sustainable development.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Define and reproduce environmental studies, various types of pollution and its remedies.
- Formulate and explain environmental hazards, green house effect, ozone layer depletion, acid rain etc.
- Demonstrate environmental awareness, programmes on environmental education for the change of attitude among the children.
- Explain Bio-diverstiy, conservation, environmental priority and leant line in harmony with nature.
- Apply role of school in environmental conservation and sustainable development.

**Unit – I :**

- Environment: Meaning, Scope & Nature of Environmental Studies.
- Types of Environmental Pollution & its remedies.

**Unit – II :**

- Causes and effects of environmental hazard, global & local.
- Green house effect.
- Environmental threats: Ozone Layer depletion, Acid Rain, Pillar Melting, Rise of sea level and their implications.

**Unit – III :**

- Salient features of environmental awareness through education.
- Programmes of environmental education for elementary & secondary school children.
- Programmes of environmental education for attitude changes among the children.

**Unit – IV :**

- Bio-diversity: Meaning, Nature, Importance and Conservation.
- Important environment priority: Learning to live harmony with nature.

**Unit – V :**

- Role of school in Environmental conservation.
- Sustainable development

**B.El.Ed. VI Semester**
**English – Liberal (B.El.Ed. – 603)**

**Credits – 4**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Acquire knowledge of basic communication, nature and features of communication and distinction between general and technical communication.
- Have a basic understanding of the poetry of western poets i.e. T.S. Eliot, Joseph Edission, J.B. Priestley, Richard Steel & William Blake as the major contributor literature.
- To reproduce and illustrate William Shakespeare as one of the greatest play writes, actore and dramatist to go through his various writings. Novels e.g. as you like it.
- To understand Asthen Miller and Hanrik Ibsen as father of realism and over of the most influential play write through as doll's house.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Explain basic communication, nature and features of communication and distinction between general and technical communication.
- Illustrate and explain the poetry of western poets i.e. T.S. Eliot, Joseph Edission, J.B. Priestley, Richard Steel & William Blake as the major contributor literature.
- Associate and explain William Shakespeare as one of the greatest play writes, actore and dramatist to go through his various writings. Novels e.g. as you like it.
- Illustrate and explain dramatic effects of Asthen Miller and Hanrik Ibsen as father of realism and over of the most influential play write through as doll's house.

**Unit – I :**

- Basic Communication Concept, Nature and Features of Communication, Distiction between General and Technical Communication.

**Unit – II :**

- Business Communication, Report writing, Project Report Writing, Fundamentals of Documentation.

**Unit – III :**

- Language Sensitivity, Cross-Cultural Communication, Politicaly Correct Communication.

**Unit – IV :**

- Media and Communication, Writing for Print Media

**Unit – V :**

- Writing for Electronic Media-Radio and Television
  - **Q.1 :** Basic Communication 10 Marks
  - **Q.2 :** Business Communication 10 Marks
  - **Q.3 :** Language Sensitivity 10 Marks
  - **Q.4 :** Media and Communication 10 Marks
  - **Q.5 :** Writing for Electronic Media 10 Marks

**POEMS**

- T.S. Eliot : Macavity
- Joseph Edission : Sir Roger at Church
- J.B. Priestley : On doing nothing
- Richard Steel : Re Collection of Childhood
- Blake : The Sonee Risingh

**Novels**

- William Shakespeare
  - As You Like It
  - Romeo and Juliet

**Plays**

- Asthen Miller : All My Sons
- Hanrik Ibsen : A Doll's House

**B.El.Ed. VI Semester**
**Hindi – Liberal (B.El.Ed. – 604)**

**Credits – 2**
**MM: 35+15 = 50**

**उद्देश्य** :

पाठ्यक्रम समाप्ति पर छात्र इन योग्यताओं को विकसित कर सकेंगे।

- छात्र हिन्दी भाषा साहित्य के स्वरूप एवं विकास का ज्ञान प्राप्त कर सकेंगे।
- छात्र हिन्दी भाषा के आधुनिक समय लेखक एवं उनकी रचनाओं, कवियों एवं उनकी रचनाओं को समझ सकेंगे।
- छात्र हिन्दी भाषा के कवि उनके काव्य स्वरूप व काव्य के विभिन्न रूपों को समझ सकेंगे।
- छात्र अनुवाद की प्रक्रिया, उसके स्वरूप व अन्तरभाषिक अनुवाद प्रक्रिया का वैज्ञानिक एवं व्यवहारिक सन्दर्भ समझ सकेंगे।

**परिणाम** :

पाठ्यक्रम समाप्ति पर छात्र इन योग्यताओं को विकसित करेंगे।

- छात्र हिन्दी भाषा साहित्य के स्वरूप एवं विकास का उल्लेख कर सकेंगे।
- छात्र हिन्दी भाषा के आधुनिक समय से लेखक एवं उनकी रचनाओं का वर्णन व उदाहरण सहित व्याख्या कर सकेंगे।
- छात्र हिन्दी भाषा के सर्वश्रेष्ठ कवि उनकी काव्यगत रचनाओं को विभिन्न काल अनुसार अर्थापन कर सकेंगे।
- छात्र हिन्दी भाषा की सर्वश्रेष्ठ कवि उनकी काव्यगत रचनाओं को विभिन्न काल के अनुसार अर्थापन कर सकेंगे।
- छात्र अनुवाद की प्रक्रिया, स्वरूप व क्षेत्र तथा अन्तरभाषिक अनुवाद की प्रक्रिया का वैज्ञानिक तथा व्यवहारिक विश्लेषण कर सकेंगे।

**यूनिट 1** :

- हिन्दी भाषा का स्वरूप एवं विकास
- हिन्दी साहित्य के आदिकाल, भक्तिकाल, रीतिकाल की परिस्थितियाँ और प्रवृत्तियाँ, प्रतिनिधि रचनाकार और उनकी प्रतिनिधि कृतियाँ।

**यूनिट 2** :

- काव्यांग परिचय : काव्य स्वरूप, काव्य हेतु, काव्य प्रयोजन
  - **रस** – रस तथा उसके अवयवों का सामान्य परिचय।
  - **अलंकार** – यमक, श्लेष, उपमा, उत्प्रेक्षा, रूपक, असंगति, विभावना, विशेषोक्ति, अपह्नति, व्यतिरेक, प्रतीप।
  - बरवै, सवैया, रोला, कवित्त, दोहा, चौपाई, सोरठा।

**यूनिट 3** :

- अनुवाद : स्वरूप और क्षेत्र–
  - अनुवाद का व्यापक सन्दर्भ, अन्तरभाषिक अनुवाद की प्रक्रिया, अनुवाद का भाषा वैज्ञानिक एवं व्यवहारिक सन्दर्भ
- अनुवाद प्रक्रिया–
  - अनुवाद प्रक्रिया के तीन पहलू– विश्लेषण, अन्तरण और पुनर्गठन।
  - अनुवाद की तीन भूमिकायें– पाठन भूमिका और अर्थ ग्रहण की प्रक्रिया।
  - द्विभाषिक की भूमिका और अर्थान्तरण की प्रक्रिया।
  - रचियता की भूमिका और अर्थ सम्प्रेषण।

**B.El.Ed. VI Semester**

**Mathematics – Liberal (B.El.Ed. – 605)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Acquire knowledge of roots of equations, solution of equations by different methods.
- Comprehend inter potation, Newton's forward and backward interpolations and lag range's and Newton's unequal intervals.
- Apply numerical calculus by Newton's divide difference interpolations and Simpson's Rule.
- Have a basic understanding for solution of simultaneous Linear equations.
- Apply theories for solution of DDE by differential equations of first order and first degree given by Picard's Method. Euler Method and Range Kuttas Mthod.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Label and write roots of equations, solution of equations by different methods.
- Explain and represent Newton's forward and backward interpotations and lag range's and Newton's unequal intervals.
- Identify and illustrate Newton's divide difference interpotation.
- Compute and demonstrate Newton's divided difference interpolation and Simpson's Rule.
- Analyze the theories for solution of DDE by differential equations of first order and first degree given by Picard's Method. Euler Method and Range Kuttas Mthod.

**Unit – I : Roots of equations**

- Algebraic and transcendental equations, Solution of equations by Bisection method, Regnla – Falsi method and Newton – Raphson method.

**Unit – II : Interpolation**

- Finite differences, shift and arranging operator , Newton's forward and backward interpolation Lagrange's and Newton's divide difference interpolation for unequal intervals.

**Unit – III : Numerical Calculus**

- Numerical differential by Newton's forward and backward interpolation formulas and Newton's divided difference interpolation simpson's one-third and Simpson's three-eighth rule.

**Unit – IV : Solution of simultaneous Linear Equation-**

- Matrix decomposition method, Gauss's elimination and Gauss – seidel method.

**Unit – V : Solution of ODE**

- Solution of ordinary differential equation of First order and First degree by Picard's Method, Euler's method and Range Kutta Method of $4^{th}$ Order.

**B.El.Ed. VI Semester**
**Physics – Liberal (B.El.Ed. – 606)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic understanding of magneto statics, Magnetic induction and Bio-savart law, Loratz Force and Vector-scaler magnetic potentials.
- Demonstrate electromagnetic induction i.e. Faraday's law and lanr's law, mutual and self induction.
- Write clearly and concisely general properties of Nucleus mass defect, binding energy and magnetic movements.
- Comprehend about nuclear models, Bethe Lociszacker mass formula, nuclear reactions and nuclear fusion etc.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Select and underline magneto statics and magnetic induction, bio-savart law lornz force and Vector-scaler magnetic potentials.
- Identify and explain electromagnetic induction i.e. Faraday's law and lanr's law, mutual and self induction.
- Interpret and represent general properties of Nucleus mass defect, binding energy and magnetic movements.
- Assess and represent general properties of nucleus. Bethe Lociszacker mass formula, nuclear reactions and nuclear fusion etc.

**Unit – I : Magneto statics**

- Magnetic field
- Magnetic force of a current
- Magnetic Induction and Biot-Savart Law
- Lorentz Force
- Vector and Scaler Magnetic Potentials
- Magnetic Dipole

**Unit – II : Electromagnetic Induction**

- Laws of Induction
- Faraday's laws and Lanz's Law
- Mutual and Self Induction
- Induced Magnetic Field
- Maxwell's equations

**Unit – III : General Properties of Nucleus**

- Brief survey of general properties of the Nucleus
- Mass defect and binding energy, charges, size, Spin and Magnetic Moments

**Unit – IV : Nuclear Models**

- Liquid drop Model
- Bethe Weiszacker mass formula
- Nuclear Reactions and their conservation laws
- Theory of fission (Qualitative)
- Nuclear reactors and nuclear fusion.

**B.El.Ed. VI Semester**
**Chemistry – Liberal (B.El.Ed. – 607)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic knowledge of acids and bases, their classification, Pearson's HSAB concept, hardness & softness etc.
- Comprehend alkynes, methods of formation, mechanism of electrophonic and nucleophilic addition reaction, hydro oration and oxidation etc.
- Apply methods of formation by reduction of aldehydes, Ketons and carbonic acids and understand reaction of alcohols due breaking of O-H and C-O bond.
- Understand catalysis (homogeneous and nitro generous characteristics and classification; Lock and key models of catalysis.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Select and recognize acids and bases, their classification, Pearson's HSAB concept, hardness & softness etc.
- Identify and formulate alkynes, methods of formation, mechanism of electrophonic and nucleophilic addition reaction, hydro oration and oxidation etc.
- Select and represent methods of formation by reduction of aldehydes, Ketons and carbonic acids and understand reaction of alcohols due breaking of O-H and C-O bond.
- Associate and explain catalysis (homogeneous and nitro generous characteristics and classification; Lock and key models of catalysis.

**Unit – I : Acids and Bases**

- Arrhenius, Bronsted-lowry and Lewis concept of acids and bases.
- Classification of acids and bases as hard and soft.
- Pearson's HSAB concept.
- Acid base strength
- Hardness and softness

**Unit – II : Alkynes**

- Method of formation.
- Chemical reaction of alkynes
- Mechanism of electrophilic and nucleophilic addition reaction.
- Hydroboration – oxidation metal ammonia reduction.
- Oxidation

**Unit – III : Alcohols (Monohydric)**

- Nomenclature, method of formation by reduction of aldehydes, ketons and carboxylic acids.
- Hydrogen bonding
- Oxidation and reduction
- Reaction of alcohol due to breaking of O-H and C-O bond.

**Unit – IV : Catalysis**

- Characteristics of catalyzed reactions.
- Classification of catalysis.
- Homogenous and heterogeneous catalysis.
- Enzyme catalysis with examples.
- Lock and key model of catalysis.

**B.El.Ed. VI Semester**
**Biology – Liberal (B.El.Ed. – 608)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic understanding of structure and functions of plants and animals regarding their growth and development.
- Comprehend cell Biology and genetics and issue and culture and somatic cell hybridization & DNA technology.
- Understand the developmental process of human embryo.
- Apply environmental science as biosphere and its future; population explosion, nuclear winter, acid rain, green house effect.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recognize and structure and functions of plants and animals regarding their growth and development.
- Identify and culture and somatic cell hybridization & DNA technology.
- Identify and formulate developmental process of human embryo.
- Associate and explain biosphere and its future; population explosion, nuclear winter, acid rain, green house effect.

**Unit – I : Structure and Functions**

- **Plants:** Cellular respiration, growth and development.
- **Animals:** Circulation, excretion, hormonal regulation.

**Unit – II : Cell Biology and Genetics**

- Techniques in Cell Biology: microscopy, fractionation, tissue culture and somatic cell hybridization, DNA technology.

**Unit – III : Developmental Biology**

- Development of human embryo.

**Unit – IV : Environmental Science**

- Biosphere and its future: Population explosion, Nuclear winter, acid rain, Green house effect

**Practical :**

- Grow seeds, measure and record growth pattern.
- Water Analysis

**B.El.Ed. VI Semester**
**History – Liberal (B.El.Ed. – 609)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have a basic understanding of early stages of evergreen of Nationalism, Birth of Indian National Congress and programmes of extremist leaders, partition of Bengal and Swadeshi movements etc.
- Comprehend about rise of communalism during national movement, issue of dominion states and Govt. of India Act 1919. Advert of Gandhi Ji – Idea of truth and non-violence & Khilafat movement.
- Apply non co-operations movement and its impact the Swaraj Party movement. Revolutionary movement and constitutional issues and Nehru report.
- Analyze round table conference and Govt. of India Act 1955, Quit India Movement and Constitution Issues and commercial issues 1920-1947 etc.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recognize and reproduce nationalism and birth of Indian National Congress and programmes of extremist leaders, partition of Bengal and Swadeshi movements etc.
- Explain and illustrate rise of communalism during national movement, issue of dominion states and Govt. of India Act 1919. Advert of Gandhi Ji – Idea of truth and non-violence & Khilafat movement.
- Interpret and assess non co-operations movement and its impact the Swaraj Party movement. Revolutionary movement and constitutional issues and Nehru report.
- Represent and demonstrate round table conference and Govt. of India Act 1955, Quit India Movement and Constitution Issues and commercial issues 1920-1947 etc.
-

**Unit – I :**

- **Early stages of emergence of Nationalism –** Cultural awakening, rise of middle class, formation of association and pressure groups.
- Birth of the Indian National congress, early programmes and moderate phase and economic nationalism.
- Rise of the extremism in the Indian National Congress, Programmes and objectives of extremist leaders, partition of Bengal, Swadeshi Movement, Surat Split (A 1917).
- Rise of revolutionary movement before First World War.

**Unit – II :**

- Rise of communalism during national movement (1900-1919)
- Lucknow Pact, Home Rule Movement and Issue of Dominion Status and Government of India Act. 1919.
- Advent of Gandhi Ji – Idea of Truth & Non-Violence, Early activities-Kheda, Champaran and Bardoli,
- Khilafat Movement.

**Unit – III :**

- Non-co-operation Movement-its impact & regional variations.
- The Swaraj Party-Programmes and contribution.
- Rise of Revolutionary Movement after the Non-Cooperation.
- Constitutional Issues – Simon Commission and Nehru Report.

**Unit – IV :**

- Round table conferences and Government of India Act.-1935
- The quit India movement & its impact.
- India Independence Act 1947
- **Constitutional Issues –** Wavell Plan, Cripps Mission and cabinet Mission.
- **The Communal Issues –** 1920-1947

**B.El.Ed. VI Semester**
**Political Science – Liberal (B.El.Ed. – 610)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Identify and negotiate the difference of Modern Indian Social and Political thought, impact of western contact, with special reference to Raja Ram Mohan Roy & Dayanand Saraswati.
- Use the theories of Social Economic political thought given by Dada Bhai Naroji, Firoz Shah Mehta and Gopal Krishna Gokhle and to comprehend about radical school with special reference to socio-economic & political ideas of different thinkers.
- Comprehend about changing character of socialism upto 1980s collapse of the social union and Eastern Europe and impact of post colonial societies/ third world.
- Analyze changing character of capitalism from Laisez faire to welfare state and their role in post colonial countries.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Select and reproduce Modern Indian Social and Political thought, impact of western contact, with special reference to Raja Ram Mohan Roy & Dayanand Saraswati.
- Distinguish and interpret Socio- Economic political thought given by Dada Bhai Naroji, Firoz Shah Mehta and Gopal Krishna Gokhle and to comprehend about radical school with special reference to socio-economic & political ideas of different thinkers.
- Identify and represent the changing character of socialism upto 1980s collapse of the social union and Eastern Europe and impact of post colonial societies/ third world.
- Assess and demonstrate the changing character of capitalism from Laisez faire to welfare state and their role in post colonial countries.

**Unit – I : Modern Indian Social and Political Thought**

- Modern Indian Social and Political thought in the making, impact of western contact, the social and religious movement of Nineteenth Century with special reference to the ideas of Raja Ram Mohan Roy, Daya Nand Saraswati.

**Unit – II : Social-Economic & Political Thought**

- The liberal school with special reference to socio-economic idea of Dadabhai Nauroji, Firoj Shah Mehta & Gopal Krishna Gokhle.
- Radical School with special reference to the socio-economic & political ideas of Bal Ganga Dhar Tilak, Lala Lajpat Rai, Political ideas of Mahatma Gandhi.

**Unit – III : The changing character of socialism**

- The main feature of socialist thought up to the 1980s.
- Characteristics of socialist countries upto the 1980s.
- Challenges after the 1980s.
- The collapse of the Soviet Union and Eastern Europe.
- Features of the crisis – response from within socialism.
- Impact on post-colonial societies/third world.

**Unit – IV : The changing character of capitalism**

- From laissez-faire to welfare state.
- Capitalism in the 1980s. That cherism and reaganomics.
- Transnational companies and their role in post colonial countries.

**B.El.Ed. VI Semester**
**Geography – Liberal (B.El.Ed. – 611)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Understand nature, context, classification and significance of resource geography.
- Comprehend about population and resources bases, over population and under population, Intensity of utilization of regional disparities and higher developed and low developed regions of the world.
- Apply conservation of soil, forest types and pattern of utilization and brief understanding of forest types. Flatterer of utilization, major soil groups etc.
- Analyze coal, petroleum and iron-ore, and to comprehend production, distribution and trade etc.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Recognize and select nature, context, classification and significance of resource geography.
- Classify and explain population and resources bases, over population and under population, Intensity of utilization of regional disparities and higher developed and low developed regions of the world.
- Identify and represent conservation of soil, forest types and pattern of utilization and brief understanding of forest types. Flatterer of utilization, major soil groups etc.
- Assess and represent coal, petroleum and iron-ore, and to comprehend production, distribution and trade etc.

**Unit –I :**

- Definition, Nature and content of Resource Geography
- Classification of Resources with brief Introduction to Each type
- Significance of Resource Geography.

**Unit –II :**

- Population and Resource Base
- Optimum Population
- Over Population and Under Population
- Intensity of Utilization of Resources and Regional disparities
- Human Resource Regions of the World (Detailed Study of Two : One each from High Developed and Less Developed World)

**Unit –III :**

- Forest Types
- Pattern of Utilization
- Deforestatio – Causes and Effects
- Water Resources
- Spatial Distribution of Surface Water and their problems
- Soils Definition
- Major Soil Groups
- Degradation and Conservation of Soil

**Unit –IV :**

- Coal, Petroleum and Iron-ore
- Production, Distribution and trade

**B.El.Ed. VI Semester**
**Economics – Liberal (B.El.Ed. – 612)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Have knowledge about nature, scope, importance of statistics in economics, methods of data collection, classification and tabulation and diagrammatic representation.
- Comprehend about classical thoughts of Adam Smith, Mill and Malthus. Also to have knowledge about neo-classical thoughts and marginalism.
- Apply Indian Economic thoughts of Dada Bhai Nauroji, M.K. Gandhi and J.K. Mehata.
- Analyze the measure of control Arithmetic, Mean, Median and Mode, also the different measures of dispersion and skewness and Kurtosis.
- Apply index number its various types, agriculture, Statistics and National Income estimates of India with Industrial Statistics and population causes.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Select and state nature, scope, importance of statistics in economics, methods of data collection, classification and tabulation and diagrammatic representation.
- Identify and interpret classical thoughts of Adam Smith, Mill and Malthus. Also to have knowledge about neo-classical thoughts and marginalism.
- Name and summarize Indian Economic thoughts of Dada Bhai Nauroji, M.K. Gandhi and J.K. Mehata.
- Assess and represent measure of control Arithmetic, Mean, Median and Mode, also the different measures of dispersion and skewness and Kurtosis.
- Associate and analyze index number its various types, agriculture, Statistics and National Income estimates of India with Industrial Statistics and population causes.

**Unit – I :**

- Nature, Scope and importance of statistics in Economics
- Method of Data Collection
- Classification
- Tabulation
- Graphic and diagrammatic representation

**Unit – II :**

- Classical Thoughts: Adam Smith, Mill, Malthus
- Neo Classical Thoughts and Marginalism: Marshall, Menger

**Unit – III :**

- Indian Economic Thoughts : Dada Bhai Nauraji, M.K. Gandhi, J.K. Mehata

**Unit – IV : Measures of Central Tendency**

- Arithmetic mean
- Median
- Mode
- Geometric mean and harmonic mean
- Measures of dispersion: range, mean, standard deviation and Skewness & Kurtosis.

**Unit – V : Index Numbers**

- Concept
- Definition and various types of Index numbers
- National income estimates in India.
- Agricultural statistics
- Industrial Statistics and population census.

**B.El.Ed. VII Semester**

**Knowledge & Curriculum – Foundation (B.El.Ed. – 701)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Understand the meaning, concept, objective and components of curriculum.
- Analyze the Philosophical, Psychological and Sociological basis and determinants of curriculum.
- Analyze the approaches, types and principles of curriculum.
- Apply the knowledge of steps of developing curriculum and formulating the educational objective.
- Apply the knowledge of selecting learning experiences and context.
- Apply the knowledge of principles and criteria for developing learning experience.
- Analyze the elements of curriculum from work.
- Evaluate the problem of curriculum load.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Explain the meaning, concept, objective and components of curriculum.
- Differentiate the Philosophical, Psychological and Sociological basis and determinants of curriculum.
- Differentiate the approaches, types and principles of curriculum.
- Use the knowledge of steps of developing curriculum and formulating the educational objective.
- Select the appropriate learning experiences and context.
- Develop learning experiences by using principles and criteria for developing learning experience.

**Unit I :**

- Meaning, Concept and Objective
- Components of Curriculum
- Philosophical, Psychological and Sociological basis of Curriculum
- Determinants of Curriculum

**Unit II :**

- Approaches of curriculum
- Type of curriculum
- Principles of curriculum
- Evaluation of curriculum

**Unit III :**

- Steps of curriculum development
- Formulation of educational objectives
- Selection of learning experiences
- Selection of content
- Organization of curriculum

**Unit IV :**

- Principles and criteria for developing learning experiences
- Points to be considered while selecting learning experiences
- Elements of developing curriculum frame work
- Problems of curriculum load

**B.El.Ed. VII Semester**

**Gender and Schooling – Foundation (B.El.Ed. – 702)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Understand the meaning in Gender and Gender Bias and Indian perspective of genders.
- Analyze the causes and remedies of gender bias/
- Comprehend the meaning of gender inequality and scope of gender inequality in pedagogy and classroom.
- Apply the knowledge of socialization and gender, safety of girls at school, home and beyond.
- Understand the role of education, schools peers and teacher's curriculum in gender qualities.
- Understand the role of guidance in gender and security, importance and problems of gender and sex guidance and role of teachers in guiding gender and sex at various levels.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Explain the meaning in Gender and Gender Bias and Indian perspective of genders.
- Analyze the causes and remedies of gender bias.
- Describe the meaning of gender inequality and scope of gender inequality in pedagogy and classroom.
- Use the knowledge of socialization and gender, safety of girls at school, home and beyond.
- Identify the role of education, schools peers and teacher's curriculum in gender qualities.
- Explain the role of guidance in gender and security, importance and problems of gender and sex guidance and role of teachers in guiding gender and sex at various levels.

**Unit I :**

- Meaning of Gender and Gender bias
- Causes of Gender bias
- Remedies of gender bias
- Indian perspective on gender
- Difference between gender, sex and sexuality

**Unit II :**

- Meaning of gender inequality
- Scope of gender inequality in pedagogy and classroom
- Gender inequality in management of school

**Unit III :**

- Theories and uses of gender and education to Indian context
- Socialization and gender
- Safety at school, home and beyond
- Roll of education schools, peers and teacher's curriculum in gender equalities.

**Unit IV :**

- Gender and sexuality Viz Guidance and Counselling
- Importance of gender and sex guidance
- Problems of gender and sex guidance
- Role of teacher in guiding gender and sex at various levels

**B.El.Ed. VIII Semester**

**Philosophical & Sociological Base Education – Foundation (B.El.Ed. – 801)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Understand the meaning nature, relationship, scope, functions of Philosophy of Education.
- Analyze the metaphysical, epistemology and axiology issues.
- Comprehend the meaning, scope and application of Sociology of Education.
- Analyze the Sociological approaches to education and theories of social learning.
- Evaluate the school as a social system and as a sub social system.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Explain the meaning nature, relationship, scope, functions of Philosophy of Education.
- Differentiate the metaphysical, epistemology and axiology issues.
- Explain the meaning, scope and application of Sociology of Education.
- Analyze the Sociological approaches to education and theories of social learning.
- Assess the school as a social system and as a sub social system.

**Unit I: Philosophy and Education**

- Meaning, nature and scope of Philosophy and Education.
- Relationship between Philosophy and Education.
- Nature and Functions of Philosophy of Education.

**Unit II: Metaphysical, epistemological issues and Axiology issues**

- Concept of reality regarding man and nature: their educational implications.
- Values: Meaning, Nature and Kinds.
- Values as enshrined in Indian constitution and their educational implications.

**Unit III: Concept of Educational Sociology**

- Meaning, scope and application of sociology of education.
- Sociological approaches to education and their limitations.
- Theories of Social learning.

**Unit IV: Social System and School as a sub-social system**

- Social structure and Education
- Interaction of culture, polity and economy with education.
- Social development: modernization, urbanization, industrialization and role of education.
- Characteristics of school as a sub-social system.
- Teachers as facilitator of learning opportunities.
- Group dynamics: Learner as a social entity.

**B.El.Ed. VIII Semester**

**Philosophical & Sociological Base Education – Foundation (B.El.Ed. – 802)**

**Credits – 2**

**MM: 35+15 = 50**

**Objectives :**

After the course, pupil teachers will be able to:

- Understand the concept and operational aspects of School Management.
- Enlist the physical resources of the school and their maintenance.
- Understand the importance of social life in school and the role of administrators and the teachers in it.
- Become successful teachers in future.
- Develop practical skills in organizing school programmes and activities.

**Unit I : Organization and Management**

- School as Organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
- School Plant: Importance, Essential characteristics, selection of site and maintenance of different School components.
- Institutional Planning: Meaning, objectives, advantages and characteristics of institutional planning.
- Preparation o fan institutional Plan

**Unit II : Essential Facets of School Organization**

- Leadership: Concept, need & development of leadership qualities among teachers and students.
- School Time Table: Importance, types and principles of time table construction.
- Discipline: Concept, Basis of discipline, causes of indiscipline and its remedial measures.
- Rewards and punishment as techniques of maintaining discipline.

**Unit III : Quality Enhancement and Management in Schools**

- Supervision: Meaning, aims, principles, areas, types and procedures of supervision, modern trends in supervision.
- School Records and Registers: Importance, types and essential requirements and maintenance of school records.
- Co-curricular Activities: Meaning, Importance, principles of organizing co-curricular activities- Morning Assembly, NSS/NCC, Field trips.

**Unit IV : Innovations in Educational Technology**

- Concept and principles of selection and utilization of learning resources.
- Online learning resources: e-journals and e-books.
- Programmed Learning – Concept, Principles and Types of Programmed learning (Linear, Branching, Mathetics and CAI)
- Role of Information and Communication Technology (ICT) in teaching and learning.

**Unit V : Classroom Communication and Classroom Problems**

- Class Communication – Concept, Process and Types.
- Barriers and remedial measures of classroom communication
    - Types of Classroom problems.
    - Solutions of Classroom Problems.
- Action Research – Meaning, goals and steps in action research.

**B.El.Ed. VIII Semester**
**Language – Pedagogy (B.El.Ed. – 803)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives:**

To enable the student-teacher to-

- Analyze the behavioural aspects of the learner.
- Understand the learning context like learning situations, monolingual and multilingual acquisition.
- Apply the knowledge of methods and models of grammar.
- Understand the language acquisition multilingual settings.
- Analyze the materials and teaching aids.
- Apply the knowledge of evaluation testing, dictation and translation.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Categories the behavioural aspects of the learner.
- Explain the learning context like learning situations, monolingual and multilingual acquisition.
- Use the knowledge of methods and models of grammar.
- Describe the language acquisition multilingual settings.
- Analyze the materials and teaching aids.
- Use the knowledge of evaluation testing, dictation and translation.

**Unit I:**

- The Learner : social and individual aspects
- Nature of family background, Schooling, Exposure
- The role of Mass Media, Affective Filter, Attitudes, Motivation, Aptitude
- Social and linguistic stereotypes, Ethnocentrism, Authoritarianism

**Unit II:**

- Learning Contexts : Typology and learning situations
- Monolingual and multilingual Societies
- First and second language acquisition.

**Unit III:**

- Methods and Models : Grammar – translation method, Direct method, The structural approach, Audio-lingualism, Communicative approaches, Natural Method, Monitor Model, Total Physical response, Sociolinguistic approaches, Teaching in a multilingual classroom

**Unit IV:**

- Language acquisition in multilingual settings: Theory of interference
- Constrictive analysis and its limitations, Error analysis, Errors as stage in the process of learning, Inter Language, Approximative systems.

**Unit V:**

- Materials and teaching aids : Selection of Materials , Gradation
- The Concept of linguistic complexity, Cohesion and coherence, Idea, Density, Levels of readability, Schema theory, Teaching aids, Language Lab, CALT

**Unit VI:**

- Evaluation : Taxonomy of tests
- Discrete point and integrative tests, Cloze
- Dictation and Translation-new perspectives, Communicative testing, Process evaluation
- Participatory evaluation and the discourse of equality and justice, Feedback into curriculum

**B.El.Ed. VIII Semester**

**Mathematics – Pedagogy (B.El.Ed. – 804)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Understand the nature, History, scope of Mathematics and contribution of Indian Mathematics.
- Understand the pedagogical consideration in geometry, practical arithmetic, number algebra, data handling and statistics.
- Apply the communicating Mathematics, graphical methods, construction, measurement modeling and computation.
- Analyze the learning resources in Mathematics, community resources for Mathematics learning.
- Apply the methods of feedback testing, evaluation and remedial teaching.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Explain the nature, History, scope of Mathematics and contribution of Indian Mathematics.
- Explain the pedagogical consideration in geometry, practical arithmetic, number algebra, data handling and statistics.
- Use the communicating Mathematics, graphical methods, construction, measurement modeling and computation.
- Classify the learning resources in Mathematics, community resources for Mathematics learning.
- Use the methods of feedback testing, evaluation and remedial teaching.

**Unit I:**

- What is Mathematics : Patterns, Reasoning, Generalizations
- Nature of Mathematical statement – Axioms and postulates, Explanations and proofs, Parsimony, Necessity and sufficiency
- Nature of Mathematics in the curriculum : structure, language, notation, concepts and procedure, History of Mathematics with special emphasis on teaching of mathematics, Contribution of Indian Mathematicians, Aesthetic sense in Mathematics, Contribution of Indian Mathematicians, Aesthetic sense in Mathematics, Contribution of Indian Mathematicians, Aesthetic sense in Mathematics, Coexistence of precision and beauty in Mathematics, Scope of Mathematics.

**Unit II:**

- Development of children's logical thinking
- Reasoning and representation (formal operations and abstraction)

**Unit III:**

- Pedagogical consideration in geometry, Practical arithmetic, Number, Algebra, Data Handling, Statistics, Ration and proportional reasoning

**Unit IV:**

- Communicating Mathematics: Activity, Graphical Methods, Construction, Measurement, Modeling, Computation
- Use of computers and calculators in instruction

**Unit V:**

- Learning Resources in Mathematics : Textbooks and audio-visual multimedia – selection and designing
- Using community resources for mathematics learning
- Pooling of learning resources in school complex/block/district level
- Handling hurdles in utilizing resources.

**Unit VI:**

- Feedback, testing, evaluation and remedial teaching.

**B.El.Ed. VIII Semester**

**Natural Science – Pedagogy (B.El.Ed. – 805)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives :**

To enable the student-teacher to-

- Understand the nature, structure and significance of natural science in the curriculum.
- Analyze the approaches and strategies of learning natural science.
- Understand the aims and objectives of teaching science.
- Apply the knowledge of integrated approach to teaching and levels of disciplinary growth of different natural sciences.
- Analyze the basic considerations in developing and transacting curriculum, appraisal of existing curricula including innovative
- Apply the knowledge of evaluation techniques in science.

**Course Outcomes :**

After the completion of the course the pupil-teacher will be able to-

- Explain the nature, structure and significance of natural science in the curriculum.
- Explain the approaches and strategies of learning natural science.
- Explain the aims and objectives of teaching science.
- Use the knowledge of integrated approach to teaching and levels of disciplinary growth of different natural sciences.
- Analyze the basic considerations in developing and transacting curriculum, appraisal of existing curricula including innovative
- Use the knowledge of evaluation techniques in science.

**Unit I :**

- Nature and structure of natural science
- Significance of natural science in the curriculum at the upper primary level.

**Unit II :**

- Approaches and Strategies of Learning natural Science: Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge
- Scientific method – observation, enquiry, hypothesis, experimentation, Data Collection, Generalization, Communication in biological sciences, Problem Solving, Investigatory approach, Concept mapping, Collaborative learning, Experimental learning in biological science.

**Unit III :**

- Relating the study of cognitive growth and learning to the development of understanding and appreciation of science.
- Aims and objectives of teaching science.

**Unit IV :**

- Disciplinary and integrated approach to teaching
- Levels disciplinary growth of different natural sciences-descriptive, Inductive, Casual and formal, Significance and bases of integration
- Aims and objectives of teaching integrated science.

**Unit V :**

- Basic considerations in developing and transacting curriculum
- Appraisal of existing curricula including innovative curricula in India and abroad.
- Text analysis – text book, work-book and teacher's guide.

**Unit VI :**

- Evaluation in Science, Cognitive, Psycho-motor and affective aspects, Test construction
- Analysis and interpretation.

**B.El.Ed. VIII Semester**

**Social Science – Pedagogy (B.El.Ed. – 806)**

**Credits – 2**

**MM: 35+15 = 50**

**Course Objectives:**

To enable the student-teacher to-

- Understand the conceptualization, philosophical and theoretical basis and major discipline of social science.
- Understand the use of social science at primary and elementary education with special reference to Indian condition.
- Understand the nature and scope of Social Science and Social studies and rational for a social studies programmes at the elementary school.
- Understand the class and continuity cause and effect, time perspective and chronology empathy and special interaction.
- Analyze the methods and materials of inquiry and evidence based teaching.

**Course Outcomes:**

After the completion of the course the pupil-teacher will be able to-

- Explain the conceptualization, philosophical and theoretical basis and major discipline of social science.
- Describe the use of social science at primary and elementary education with special reference to Indian condition.
- Explain the nature and scope of Social Science and Social studies and rational for a social studies programmes at the elementary school.
- Explain the class and continuity cause and effect, time perspective and chronology empathy and special interaction.
- Classify the methods and materials of inquiry and evidence based teaching.

**Unit I:**

- Conceptualization of Social Science : Concept, nature and scope of Social Science
- Philosophical and Theoretical basis of Social Science
- Distinguishing between natural science and social sciences
- Major social science disciplines in schools.
- Social science at primary and elementary education with special reference to Indian Conditions.

**Unit II:**

- Social Science and Social Studies: defining its scope and nature
- Rationale for a social studies programme at the elementary school.

**Unit III:**

- Developing concepts, skills and attitudes through the teaching of Social Studies.
- Understanding change and continuity, cause and effect, time perspective and chronology, empathy, spatial interaction – to be taught through the following
    - Society : Personality, social structure, groups, community
    - Civilization : history, culture
    - State : authority, citizen
    - Region : Resource, space
    - Market : exchange

**Unit IV:**

- Methods and materials : inquiry and evidence based teaching
    - Identification of problems and questions (themes and issues)
    - Importance of empirical evidence
    - Assessment of example as evidence
    - Teaching Methods: Application of the heuristic/discovery method in social science.
- Project :
    - Secondary Source
    - Field Work
- Integrating text based knowledge with the social context
- Personal/experimental knowledge as a base for critical thinking.

**B.El.Ed. VIII Semester**
**(Select Any one)**
**Computer Education – Pedagogy (B.El.Ed. – 807)**

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives:**

To enable the student-teacher to-

- Understand the meaning, definition and historical perspective computer generation and block diagram of computer.
- Analyze the binary number system, decimal number system octal number system and Hexadecimal number system.
- Understand the input devices, output devices and measuring unit of computer.
- Apply the knowledge of opening system concept of booking and MS-windows
- Apply the knowledge of MS-Word, MS-Excel and MS-PowerPoint.
- Apply the knowledge of digital sharing and exchange the knowledge of computer application in education system.

**Course Outcomes:**

After the completion of the course the pupil-teacher will be able to-

- Explain the meaning, definition and historical perspective computer generation and block diagram of computer.
- Differentiate the binary number system, decimal number system octal number system and Hexadecimal number system.
- Classify the input devices, output devices and measuring unit of computer.
- Use the knowledge of opening system concept of booking and MS-windows
- Use the knowledge of MS-Word, MS-Excel and MS-PowerPoint.
- Use the knowledge of digital sharing and exchange the knowledge of computer application in education system.

**Unit I:**

- Meaning, Definition and Historical perspectives of Computer.
- Meaning and Definition of computer with its characteristics & limitations.
- Historical perspectives.
- Computer generations and its classifications.
- Block Diagram of computer peripherals and working.
- Number system – Binary number system, Decimal Number System
- Octal Number system and Hexadecimal Number system with their conversion.

**Unit II: Computer Hardware**

- Input Devices: Keyboard, Mouse, Joystick, Touch Screen, MICR, OMR, Bar Code, Reader, Scanner & Web case.
- Output Devices:Monitor, Printers (Line, Serial, Dot Matrix, Inkjet, and DeskJet & Laser Jet.
- Measuring Unit of Computer.
- Primary Storage Devices : RAM, ROM and its types.
- Secondary Storage Devices : FDD, HDD, CD, DVD, Pen Drive

**Unit III: Operating System**

- Operating system and its types. Foundation of O.S.
- Concepts of Booting.
- MS-Windows – Basic Components of Windows,
- Control Panel, File Manager, Accessories, Paint and Notepad.

**Unit IV: MS-Office**

- MS-Word – Concept of word processing, entering text, selecting and inserting text, editing text, making graphs, moving and coping, searching and replacing, formatting character and paragraph, handling multiple documents.
- MS-Excel – Basics of MS-Excel, Creating and saving of a worksheet, Manipulation of cells, Column and Rows, Editing and Formatting a Worksheet, Use of Simple statistical functional features/ functions, sort and filter.

- MS PowerPoint – Basic of PowerPoint creating a presentation, Preparing of different types of slides, slide design and printing the slides and handouts.

**Unit V: Digital sharing and exchange the data/information**

- Concept of Internet, www, websites, web browsers, URL Addressing, Search Engines, Exploring the sites and downloading the materials from websites, e-mail.

**Unit VI: Computer in Education**

- Computer Application in Educational Institution –
  - Academic Work/Activities.
  - Administrative Work/Activities.
  - Co-Curricular Activities.
  - Examination Work
  - Library
  - Classroom Activities.

**Task and Assignments –**

- Administrative use – Letter correspondence and e-mail.
- Construction of a portfolio and question paper of teaching subjects.
- Crafting learning materials, handouts
- Maintaining the student's record.
- Student's progress report/record – Tabulation and graphical representation of results of an academic test.

## B.El.Ed. VIII Semester
## (Select Any one)
## Special Education – Pedagogy (B.El.Ed. – 808)

**Credits – 2**
**MM: 35+15 = 50**

**Course Objectives:**

To enable the student-teacher to-

- Comprehend the concept and nature objective types, historical perspective of special education.
- Apply the knowledge of education of mentally retarded and visually impaired.
- Apply the knowledge of education of hearing impaired and orthopedically handicapped child.
- Apply the knowledge of education of gifted and creative children.
- Apply the knowledge of education of disabled children and Juvenile Delinquents

**Course Outcomes:**

After the completion of the course the pupil-teacher will be able to-

- Explain the concept and nature objective types, historical perspective of special education.
- Use the knowledge of education of mentally retarded and visually impaired.
- Use the knowledge of education of hearing impaired and orthopedically handicapped child.
- Use the knowledge of education of gifted and creative children.
- Use the knowledge of education of disabled children and Juvenile Delinquents

**Unit I:**

1. Concept and Nature of Special Education
   - Objectives
   - Types
   - Historical Perspective
   - Integrated Education
2. Education of Mentally Retarded
   - Characteristics of the retarded
   - Educable mentally retarded
   - Teaching strategies
   - Enrichment programmes
   - Remedial programmes
   - Etiology and prevention.
   - Mental Hygiene as remediation

**Unit II :**

1. Education of the visually impaired
    - Characteristics
    - Degree of Impairment
    - Etiology and prevention
    - Educational programmes
2. Education of the Hearing Impaired
    - Characteristics
    - Degree of Impairment
    - Etiology and prevention
    - Educational Programmes

**Unit III :**

1. Education of the Orthopedically Handicapped
    - Types of Handicap
    - Characteristics
    - Educational Programmes
2. Education of the Gifted and Creative Children
    - Characteristics
    - Creativity and identification process
    - Educational Programmes

**Unit IV :**

1. Learning Disabled Children
    - Characteristics
    - Identification
    - Educational Programme
2. Education of Juvenile Delinquents
    - Characteristics
    - Problems of alcoholion, drug, addiction.
    - Anti-social and character disorder
    - Educational programmes for Rehabilitation.