

**SWAMI VIVEKANAND SUBHARTI UNIVERSITY,  
MEERUT**



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

(From Session 2024-Onwards)

**Department of Education**  
(Faculty of Education)

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

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

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

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

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

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

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

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

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

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

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

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

# B.El.Ed. SEMESTER-I

## (1<sup>st</sup> Year)

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

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



# B.El.Ed. SEMESTER-I

## (1<sup>st</sup> Year)

B.El.Ed.(Semester-1)

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

**B.El.Ed.(Semester-1)**

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

**B.El.Ed.(Semester-1)**

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

**B.El.Ed.(Semester-1)**

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

**B.El.Ed.(Semester-1)**

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

**B.El.Ed.(Semester-1)**

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

**B.El.Ed.(Semester-1)**

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

**B.El.Ed.(Semester-I)**

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