



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

(Effective from Session 2020- 2021)

Department of Education

INVERTIS UNIVERSITY

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

CHOICE BASED CREDIT SYSTEM (CBCS)

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

Outline of Choice Based Credit System:

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

2.

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

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

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

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

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

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

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

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

Details of courses under B.El.Ed

Courses	*Credits Theory + Tutorial
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I. Core Courses

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

(4 Papers)

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

4X4=16

II. Ability Enhancement Courses

1. Ability Enhancement Compulsory

(5 Papers of 2 credit each)

(1 Paper of 10Credit)

Environmental Science

5 X 2=10

1X10=10

English/ MIL Communication

2. Ability Enhancement Elective (Skill Based)

7X2=14

(Minimum 2)

Total credit

166

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

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

LIST OF CORE COURSES

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

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

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

LIST OF AECC

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

LIST OF SKILL ENHANCEMENT COURSE (SEC)

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

LIST OF GENERIC ELECTIVE

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

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

		English Literature IV
		History IV
		Political Science IV
		Economics IV

Structure of CBCS Course in B.El.Ed

Year	Sem	Core Course Program(DSC)	Language Core Course(LCC)	Ability Enhancement Compulsory (AECC)	Skill enhancement Course Program(SEC)	Discipline Specific Elective Program (DSE)	Generic Elective (GE)	
1	1	DSC1		AECC1	SEC1			
		DSC2						
		DSC3						
		DSC4						
	2	DSC1			SEC2			
		DSC2						
		DSC3						
		DSC4						
		DSC5						
	2	3	DSC1		AECC2	SEC3	DSE1	GE1
DSC2								
DSC3								
4		DSC1		AECC3	SEC4		GE2	
		DSC2						
		DSC3						
		DSC4						
3		5	DSC1			SEC5	DSE2	GE3
	DSC2							
	DSC3							
	DSC4							
	6	DSC1		AECC4	SEC6	DSE3	GE4	
		DSC2						
		DSC3						
		DSC4						
	4	7			AECC5			
					AECC6			
8		DSC1			SEC7	DSE4		
		DSC2						
		DSC3						
		DSC4						

PROGRAMME OUTCOME FOR B.El.Ed.

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

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

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

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

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

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

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

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

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

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

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

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

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

First Year

Semester I

Course Code	PAPER	Course Title	Course Category	L	T	P	CA	EE	Total	Credit
BELED101	1	Human Growth and Development	DSC	3	1	0	30	70	100	4
BELED102	2	Elementary Education: Introduction	DSC	3	1	0	30	70	100	4
BELED104	3	Nature of Language	DSC	3	1	0	30	70	100	4
BELED105	4	Core Mathematics	DSC	3	1	0	30	70	100	4
BELED103	5	AECC-1	AECC	2	0	0	15	35	50	2
BELED161	6	SEC-1	SEC	0	0	2	15	35	50	2
Total				14	4	2	150	350	500	20

Semester II

Course Code	PAPER	Course Title	Course Category	L	T	P	CA	EE	Total	Credit
BELED201	7	Cognition, Learning and Teaching	DSC	3	1	0	30	70	100	4
BELED202	8	Contemporary India and Education	DSC	3	1	0	30	70	100	4
BELED204	9	Core Social Science	DSC	3	1	0	30	70	100	4
BELED205	10	Core Science	DSC	3	1	0	30	70	100	4
BELED251	11	Reading and Reflecting on text	DSC	2	0	0	15	35	50	2
BELED261	12	SEC- II	SEC	0	0	2	15	35	50	2
Total				12	4	2	150	350	500	20

SEMESTER -I

Course Title: Human Growth and Development

Course Code: BELED101

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

Contact Hours: 60

MM: 100

Course Objective:

- To describe the growth and development of the learner
- To exemplify various defence mechanisms.
- To determine causes of maladjustment, different factors influencing child development and individual differences.
- To find significance of various areas of individual differences among learners.
- To explain the theoretical approaches of human development and their application
- To explain cognition, individual differences, adjustment and maladjustment.

Course Outline:

Unit - I: Concept, Issues and Theories of Human Development:

- Meaning, and definition of growth & development; need of study of growth and development, developmental principal; factors influencing growth and development; methods of studying development; concepts of socialization, education and acculturation in the context of development; theories of Erikson, Piaget and Kohlberg; significant developmental periods in the human life span (stages of development).

Unit - II: Birth and Infancy:

- Importance of conception; pre-natal development and birth; physical and mental development of infants; emotion in infancy; the infant in the family and implications for personality development.

Unit - III: The Pre-school Child:

- Physical growth and motor development; intellectual characteristics; developments of personality with special reference to identification and child –rearing techniques; gender stereotyping; morality; play patterns of pre-school children.

Unit - IV: The Elementary School Child:

- Physical growth and development; the developing mind – intelligence; language and thought; the social world of the child, parents and children, friends, school and media, play; moral attitudes and behavior; development of self-identify, self- concept; gender roles; play, interests and activities of the elementary school child.

Unit - V: Children with Special Needs:

- Concept of special children – talented, creative, gifted children; slow learners and under achievers; emotionally disturbed children; culturally and social disadvantaged children.

COURSE OUTCOMES:

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

- To identify growth and development;
- To understand the theories of socio-emotional, cognitive and language development and draws educational implications;
- To discuss the child –rearing techniques and play pattern of pre-school children
- Make a chart on Growth and Development.
- They can test intelligence by different techniques.
- They can plan activities related to the children's with special needs.

Suggested Readings

1. Barnes, P. (ed) Personal, Social and Emotional Development of Children, Blackwell: Oxford, 1995, Chapter 1 and 6.
2. Berk, Laura E. Child Development, Prentice Hall of India: New Delhi, 1996.
3. Clarke Stewart, A. and S. Fireman. Child Development: Infancy through Adolescence, John - Wiley and Sons, UK, 1987.
4. Crain, Williams C. Theories of Development: Concepts and Applications, Prentice Hall of India: New Delhi, 1980, 2nd edition.
5. Gardner, Howard. Developmental Psychology: An Introduction, Little brown & Co.: Boston, 1978.
6. Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. W.H. Freeman: New York, 1997.
7. Hetherington, E.M. and R.D. Parke. Child Psychology: A Contemporary View Point, McGraw Hill: Auckland, UK, 1993.
8. Kakkar, S. The Inner World, Oxford University Press; New Delhi: 1980, pp. 189 -211.
9. Papalia, D. and S. Olds. Human Development, Tata McGraw Hill: New Delhi, 1996
10. Sarswathi, T.S. (ed.) Culture, Socialisation and Human Development: Theory, Research and Applications in India, Sage: New Delhi, 1999, pp 13 - 42
11. Winnicott, D.W. Child, The Family and The Outside World, Addison – Wesley: UK, 1992.
12. Betleheim, Bruno. Love Is Not Enough, Free Press: Illinois, 1950.

Course Title: Elementary Education: An Introduction

Course Code: BELED102

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

Contact Hours: 60

MM: 100

COURSE OBJECTIVES:

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

Course Outline:

Unit -I: Constitutional Provisions and Commitments for Universalization of Elementary Education:

Educational provisions in article 21 (A), 29(2) and 45 of constitution

Rights of Children. (Child Act)

Right to Free and Compulsory Education for Child Act -09 (RTE-09)

Unit - II: Developmental History with reference to Elementary Education - I

Concise knowledge of Development of Education in Pre British Period. Charter Acts and Orientalist – Anglieist Controversy, Macaulay Minute and Filtration Theory, Adam Report and Auckland Education Policy, Wood Dispatch, Hunter Commission, Shimla Accord, Curzon Education Policy.

Unit – III: Developmental History with reference to Elementary Education - II

National Education Movement, Gokhlay Bill and Education Policy 1913, Dyarchy, Hartog Committee and Wood – Abbott Report, Wardha Scheme, Kher Committee, Sargent Plan, Kothari Commission, National Education Policy 1968, 1979, 1986, Ram Muriti Review Committee, Janadan Reddy Committee and Revised National Education Policy, 1992, POA 1992, Yashpal Committee, NCF 2005, NCFTE 2009

Unit – IV: Different projects and Programme related to Elementary Education (with reference to U.P)

Operation Black Board, Programme of Mass Orientation for School Teacher (P –MOST), Special Orientation (SOPT), Basic Education Project (BEP), District Primary Education Programme (DPEP), School Readiness Programme, Complete Literacy Campaign, SarvaShikshaAbhiyan (SSA), National Programme for Girls at

Elementary Level (NPEGEL).School Going Movement, Kasturba Gandhi Girls School Plan, Early Childhood Care and Education Programme (ECCE), National Child Labor Project, MDM / Nutritious Meal Distributions, Distribution of Scholarship and Other Incentive Plans (Free Text Books, Uniform, Furniture for Children)

Unit – V: Agencies for Elementary Education.

National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), State Council of Educational Research and Training (SCERT), District Institute of Education and Training (DIET), Block Resource Centre (BRC) and Nayay Panchayat Resource Centre (NPRC), Village Educational Committee.

COURSE OUTCOMES:

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

- To Identify constitutional provisions of Elementary Education.
- To understand Developmental history of Elementary Education
- To gain the knowledge of development of educational system in India in historical perspective.
- To compare the salient features of Indian Education, ancient, medieval and modern periods.
- To criticize recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.
- To plan different activities related to village education.

Suggested Readings:

- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- G.O.I. (1966) Report of education commission: Education and national development, New Delhi: Ministry of Education
- G.O.I. (1986) National policy of education, New Delhi: MHRD
- G.O.I. (1992) National policy of education, (As modified in 1992) New Delhi: MHRD
- G.O.I. (2009) The right of children to free and compulsory education Act 2009
- G.O.I. (2011) SarvaShikshaAbhiyan: Framework for implementation based on the right of children to free and compulsory education Act 2009

Course Title: LANGUAGE AND COMMUNICATION

COURSE CODE: BELED103

Contact Hours: 30

Credits: 02 (L-2, T-0 P-0)

MM: 50

COURSE OBJECTIVES:

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

CO 2: To define the role of communication in our life.

CO 3: To explain the various techniques/barriers of the communication.

CO 4: To develop self-development skills by social communication, interview and presentation skills.

CO 5: To understand the reading and writing skills by phonetics and comprehensive reading.

CO 6: To explain the writing skills by sentence formation, essay writing, paraphrasing and note making etc.

COURSE OUTLINE:

Unit - I: Unit - I: Introduction to English language.

- Concept, components, forms and characteristics of Language,
- Principles of Language, language as tool of communication
- Role and significance of English language in the present scenario
- Introduction to Listening, Speaking, Reading, writing (LSRW)

Unit -II: Phonetics & Functional Grammar.

- Pronunciation and daily usage correction (speak with differences between p/b, s/sh, f/ph, t/d, v/w sounds)
- Parts of speech, articles, tenses, verbs and modals
- Practice of daily use words, numerals and tongue twisters
- Vocabulary building, Construction of simple sentences: Basic sentence pattern, subject and Predicate

Unit - III: English Communication- About Myself.

- Let's talk, making conversation, meeting and greeting
- Introducing myself, my family and my friends
- My opinions, my likes and dislikes
- Life at college, hostel and workplace

Unit - IV: Personality Development.

- First impression: Dressing sense, good manners, speaking well and respectably
- Positive Attitude: Being happy and alert, a good listener and a good friend
- Consultation among peers: Soliciting advice and giving advice
- Goal setting, confidence building& handling rejection

SUGGESTED READINGS:

1. Anderson, R.C. (1984). Role of Reader's Schema in Comprehension: Learning & Memory.
2. Grellet, F. (1981). Developing Reading Skills:A Practical Guide to Reading & Comprehensive Exercise: Combridge University Press.
3. Kretchman, M.L. &Lowens, P. Dorinne, W. (1998).The Language& Business Communication: John Wiley & Sons, Limited.
4. NCERT (2006). Position Paper: National Focus Groups on Teaching of Indian Language:(NCF-2005) New Delhi: NCERT.
5. Raman, M. & Sharma, S. (2004). Technical Communication & Composition: The oxford press India.
6. Sinha, S. (2000). Acquiring Literacy in School Seminar, P-38-42.
7. Sinha, R. P. (2001).Current English Grammar &usage with Composition: oxford university press.
8. Truk, C. (1985), Effective Speaking: Routledge, Cambridge University Press.
9. Turley, R.M. (2015). Writing Essays: Routledge, II Revised Addition., [2ndEdition],Cambridge's University Press:Cambridge,1996.Chapter 3-8,19-20.

COURSE TITLE: NATURE OF LANGUAGE

COURSE CODE: BELED104

Contact Hours: 60

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

MM: 100

COURSE OBJECTIVES:

CO 1: To gain the knowledge of various communication skills.

CO 2: To define the role of communication in our life.

CO 3: To explain the various techniques/barriers of the communication.

CO 4: To define the vocabulary building and its significations.

CO 5: To understand the writing skills in daily life by formal and informal letters.

CO 6: To develop self-development skills by social communication, interview and presentation skills.

COURSE OUTLINE:

Unit - I: Language and linguistic behavior

- Meaning & concept of language, characteristics of language, function & role of language and its signification, forms of language, languages as a tool, skills of language; Principle of languages.
- Introduction of communication, process of communication, types of communication. Human and non-human communication defining feature of a human system of communication
- language and mind; language and society; languages as rule governed and behavior and linguistic variability; speech and writing.

Unit -II: Linguistic Systems

- The Organization of sounds; the structures of sentences; basic of universal grammar; nature and structure of meaning; basic concept in phonology; syntax and semantics (to be taught through practicum)

Unit - III: Text and linguistic systems

- Organization of text discourse structure, oral and written; nature of class room discourse; structure of a story, poem, easy etc. point of entry into texts to teach them more effectively

Unit - IV: Language of India

- Multilingualism; using the multilingual resource of a Classroom.

SUGGESTED READINGS:

1. Agnihotri, R.K. and Khan A.L.(eds.) English grammar in context, Ratnasagar: Delhi, 1996.
2. Agnihotri, R.K. Multilingualism as class room resource, in K. Heugh, et.al.(eds) Education for south Africa, Heinemann: Johannesburg 1995
3. Agnihotri, R.K. Sociolinguistic aspect of multilingual classrooms, paper presented at the 1st international seminar on languages in Education, Cape town, South Africa, January 15- 20, 1996
4. Aitchison, J. linguistics, Hodder and Stoughton: London, 1978. Chap.1.5
5. Brumfit, C.J. and J.T. Roberts, languages and languages Teaching, Batsford Academic and Educational (H): London, 1983. Chap.1-5, 7.
6. Hudson, R.A. Sociolinguistics, Cambridge University press: Cambridge, 1980, Chapter 1 and 2.
7. IGNOU, CTE-02 Certificate Program in Teaching of English as a Second Language: The Structure of English, IGNOU: New Delhi, 1995.
8. IGNOU, EEG-02 Elective Course in English: The Structure of Modern English, Blocks 1 and 2: Phonetics and Phonology: Blocks 3 and 4: Morphology; Block 5, 6 and 7: syntax: IGNOU: New Delhi, 1989.
9. IGNOU, ATR-01. Application in Translation IGNOU: NEW DELHI; Reprint 2000.
10. Shapiro, M.C.A. A Primer of modern standard Hindi, Motilal Banarsidass: Delhi, 1989 Chapter 1-3, 27, 28.

Course Title: Core Mathematics

Course Code: BELED105

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

Contact Hours: 60

MM: 100

Course Objectives:

- To develop an understanding in trainees, relation between mathematical words, mathematical operation and symbols used in Math's.
- To develop knowledge of subject matter and understanding of their concepts.
- To train the trainees to present the contents of Math's through resources available in surrounding/materials/activities of students.
- Train the trainees to present the need and utility of the contents in interesting manner.
- To get the T.L.M./activity/computer game/puzzle prepared by the trainee related to the subject matter.

Course Outline:

Unit I: Number and Measurement:

- Counting and place Value; arithmetic operations; approximation; estimation; fractions and decimals concept and measurement of length, mass/weight, area, volume, time.

Unit II: Space and Shape:

- Symmetry and pattern-properties of two and three dimensional objects e.g. symmetries, projection, perspective, tessellation, closest packing etc.

Unit III: Algebra: number patterns –

- Forming and solving simple linear equations – other mathematical investigations and puzzles.

Unit IV: Practical Arithmetic and Handling Data:

- Collecting, representing and interpreting data; using elementary statistical Techniques; timetables and time tabling; flow charts; percentage; ratio and proportion; interest; discount; tax.

Course Outcomes:

The student will be able:

- To identify measurement of length, mass/weight, area, volume, time.
 - To understand Symmetry and pattern-properties of two and three dimensional objects.
 - To draw flow charts for interpreting data.
 - To compare mathematical approximation; estimation.
 - To judge mathematical investigations and puzzles.
 - To construct the time table.

Suggested Readings:

1. Bolt, Brain Mathematical Activities, A Resource Book for Teachers, Cambridge University Press: Cambridge, 1982.
2. Bolt Brian and David Hobbs. 101 Mathematical Projects, Cambridge University Press: New York, 1990.
3. Burns, M. The I Hate Mathematics Book, Cambridge University Press: Cambridge, 1987.
4. Furth, H.G. and S.H. Wachs. Thinking Goes to School, Oxford University Press: New York, 1975.
5. Gary L. Musser and Willam, F. Burger. Mathematics, for Elementary Teachers: A Contemporary Approach, Macmillan: UK, 1994, Third Edition.
6. Hold, M. and Z. Dienes. Let's Play Mathematics, Penguin: Harmondsworth, 1973.
7. IGNOU, AMT -01. Teaching of Primary School Mathematics, UGNOU: New Delhi, 1991.
8. IGNOU, LMT -01. Learning Mathematics, IGNOU: New Delhi, 2001.
9. Joanna, O. Man Singila and Frank Lester. Mathematics for Elementary Teachers via Problem Solving, Prentice Hall: UKI, 1998.
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11. Perelman, Ya. Mathematics is Fun, MezhumurondnayaKniga: Moscow, 1985.
12. Robert F. Reyes, Marilyn. N. suydam and Mary M. Lindquist. Helping Children learn Mathematics, Allyn and Bacon: Massachusetts, 1992, Third Edition.
13. Kamii, C.K. Young Children Reinvent Arithmetic, Teacher's College Press / Oxford University Press: New York, 1985.
14. Liebeck, P. How Children Learn Mathematics, Penguin: London, 1983.
15. Lovell, K. The Growth of Basic Mathematical and Scientific Concepts in Children, University of London Press: London, 1961.

Course Title: Fine Arts & Craft Participatory Work, and Psychological Assessment and Academic Enrichment Activities

Course Code: BELED161

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

Contact Hours: 30

MM: 50 COURSE

Course Objectives:

- To develop aesthetic sensibilities and learn the use of art in teaching-learning.
- To integrate curricular and co-curricular activities for overall development of learners.
- To Understand basics of different art forms and impact of art forms on the human mind.
- To understand artistic and aesthetic sensibility for responding to the beauty in different art forms, through genuine exploration, experience and free expression.
- To understand drama and art as a form of self-expression for enhancing creativity.

Course Outline:

(a) Performing and Fine Arts:

The students must be guided to acquaint with four thrust areas. One is related to developing the student's own personality and capacity. The second is to help develop the potentialities of school children to the point of driving home the fact that child is the creator of knowledge. The third is to develop communication and interaction capabilities. And the fourth is to find linkages between various art forms and school subjects so as to develop a holistic view about learning.

Students will complete the activities given below:

1. Listening/viewing and exploring regional art forms of music, dance, theatre and puppetry.
2. Viewing/listening to live and recorded performances of classical and regional art forms; and their appraisal.
3. Participation and performance in any one of the Performing Arts keeping in mind the integrated educational approach.
4. Designing and management of stage-setting for a performance/presentation (properties, costume, make-up, set design, lighting etc.)

To achieve the objective of above activities a series of workshops will be organized in continuity and under professional guidance, over the semester. After completing the above activities student will keep the record of all activities in the form of reports.

(b) Craft Participatory Work:

Craft activities are to be conducted in the form of workshops for groups of 10-15 students under the supervision and guidance of professionals. Workshops will include individual and group work. The focus of workshops will be to develop skills of craft and to use craft in education.

Students will complete the activities given below:

Paperwork: Origami, paper cutting, collage making

Painting: Drawing, of different kinds, with water colours, oil paste, batik, tie and dye, fabric colours etc.

Modelling: Model making, mask making using clay, pastel of Paris or any other medium.

Waste Material: Making different forms of animal and human figures using natural materials such as flowers, twigs, leaves, making objects or puppets out of waste material such as ice-cream sticks, empty match boxes, wool, cotton, socks, thread, sticks etc.

Puppet making: Using paper, cloth and other materials to make puppets.

Paper Mache: Making various objects and masks using the skill and the technique of paper-mache.

To achieve the objective of above activities a series of workshops will be organized in continuity and under professional guidance, over the semester. After completing the above activities student will keep the record of all activities in the form of reports.

(c) Psychological Assessment:

Psychological assessment of **any two test or experiments related to following psychological traits will be performed by students under professional guidance.**

- Intelligence
- Adjustment
- Achievement

- Habits
- Interest
- Memory

After completing the above activities student will keep the record of all activities in the form of reports.

COURSE OUTCOMES:

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

- To List the different art forms in India
- To Explain Classical and regional art forms and there appraisal
- To design stage for performing any art form
- To compare different craft skills
- To judge different performing art
- To construct different types of article by using waste materials.

SEMESTER II

Course Title: Cognition, Learning and Teaching

Course Code: BELED 201

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

Contact Hours: 60

MM: 100

Course Objectives:

- To enable the pupil teacher-
- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories;
- Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners;
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers;
- Be acquainted with group dynamics and various roles of the teachers in teaching learning process;
- Understand the concepts of professionalism and be encouraged to develop competencies to act as professionals;
- Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction;

Course Outlines

Unit I: Process of Knowing and Learning:

- Concept and meaning of Education, Goals of Education
- Learning: Meaning, nature, characteristics, principles & types
- Factors affecting Learning: maturation, attention, interest, fatigue, school related factors
- Motivation: definition, types and techniques, Maslow's theory

Unit II: Approaches to Learning:

- Concept, theories and educational applicability of following approaches to learning
- Behaviourist Approach: Thorndike's theory of Trial & Error; Pavlov's theory of

- Classical Conditioning: Skinner's theory of Operant Conditioning
- Humanistic Approach: Roger's Social Learning Theory
- Cognitive Approach: Bruner's theory of Discovery Learning and Kurt-Levin's Field theory
- Constructivism: cognitive constructivism and social constructivism (concept and features)

Unit III: Differences in Individual Learners:

- Intra and Inter Individual differences: meaning, dimensions and factors
- Intelligence: nature, theories- Thurston's Theory, Guilford's three Dimensional theory (S.I. Model), Gardner's theory of Multiple intelligence and assessment
- Personality: meaning and types, Alport's Trait theory.
- Freud's Psychoanalytical theory
- Creativity: concept, factors and nurturing creativity

Unit IV: Classroom Dynamics and Role of teacher:

- Development of inter personal relationships, use of socio-metric techniques,
- Teacher as a leader of group and facilitator of learning
- Teacher's accountability
- Professional ethics and code of conduct for teachers in formal schools

Unit V: Teaching as a Complex Activity:

- Concept of Teaching: meaning, definition, characteristics, forms
- Levels of Teaching: memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching

COURSE OUTCOMES:

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

- To define Goals of education
- To understand various theories of learning and their applications for teaching children.
- To make charts of different intelligence theories.
- To compare types and traits personality theories.
- To test socio metric techniques for inter personal relationship.
- To Plan code of conduct for teachers.

Suggested Readings:

- Bower and Hilliard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall

- Bruner, J.S. (1967) *A Study of Thinking*, New York: John Wiley

- Chand, Tara and Parkas', Ravi (1997) *Advanced Educational Psychology* New Delhi: Kanishka Publications

- Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi:
➤ Vikas Publishing House

- Kudus, C.L. and Tutu, D.N. (2000) *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.,

- Kuppaswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers

- Man gal, S.K. (1998) - *Advanced Educational Psychology*, Prentice hall of India, New Delhi. New York.

- Dr. A.B. Bhatnagar (2016), *Learning and Teaching*, R. Lal Publication. Meerut

Course Title: Contemporary India and Education

Course Code – BELED 202

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

Contact Hours: 60

MM: 100

COURSE OBJECTIVES:

- To gain knowledge of philosophy and education.
- To get an overview of the contribution of various school of philosophy and great educational thinkers to the field of education.
- To understand the different teaching methods and discipline in educational process.
- To create awareness about contemporary educational practices.

Course Outline:

Unit I: Education and Indian Society:

Education: Meaning, nature, process and Concept of education at different stages and Functions of education.

Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of Democracy, socialism, secularism and national integration, Constitutional provision.

Unit II: Philosophical and Educational Schools:

Relationship between Philosophy and Education

Thoughts on Education – Idealism, Naturalism, Pragmatism, Realism -features and their educational implications

Unit III: Philosophical and Educational Thinkers:

Western thinkers: Plato, Rousseau, Froebel, Montessori, Dewey

Indian thinkers –Mahatma Gandhi, Ravindra Nath Tagore, Swami Vivekananda and Shri Aurbindo Ghosh.

Unit IV: Issues and concerns in education:

Different forms of diversity and inequality, its implication for education – Religion,

Caste and tribe; sex, class and others

Meaning and Concept of liberalization, globalization and privatization and its impact

On education, national integration, vocationalization of education and skill development.

Unit V: Policies for the welfare of children

Laws, Policies and Programmes for Children within the framework of Human Rights

Programme for children- Integrated Child Developmental Scheme (ICDS);

Integrated Programme for Street Children, Child-line service.

COURSE OUTCOMES:

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

- To Describe Concept of education at different stages.
- To Explain – Idealism, Naturalism, Pragmatism, Realism.
- To Make charts on Indian and western Educational thinkers.
- To compare philosophy of Indian and Western Educational thinkers .
- To judge different child welfare schemes.
- To construct programmes for street children's.

Suggestion Readings

- Sharma, R.A. (2013): *Philosophical and Sociological Foundation of Education*, Lal Book Depot, Meerut
- Pandey, R. (2014-15): *Teacher in Emerging Indian Society*, AlokPrakashan, Allahabad
- Pathak, P.D. & Tyagi, G.S.D. (1994): *Principle of Education*, VinodPustakMandir, Agra
- G.O.I. (1966) *Report of education commission: Education and national development*, New Delhi: Ministry of Education
- G.O.I. (2009): *The right of children to free and compulsory education Act 2009*
- Kumar, K. (2013): *Politics of education in colonial India*, Rout ledge
- Naik, J.P. and Narullah, S. (1974): *A students' history of education in India (1800-1973)* Macmillan
- NCERT (2005): *National curriculum framework for school education*, New Delhi :NCERT.
- NCERT (2006). *Position paper – National focus group on gender issues in education*, New Delhi : NCERT
- Saxena, N.R.S. (2010). *Principles of education*, Meerut: International Publishing House.

Course Title: Core Social Science

Course Code – BELED204

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

Contact Hours: 60

MM: 100

Course Objectives:

Course Outlines:

- To provide knowledge about industrial pollution. Make them aware about transport and communication in India.
- To develop the knowledge of Ancient and Medieval History of India.
- To make them aware about freedom struggle and major revolutionaries.
- To provide the knowledge of India about its independence and democracy.
- To provide awareness about challenges of Indian democracy.
- Elementary knowledge about Economic aspect.
- Elementary knowledge about Rights and duties of consumers.

UNIT – I: First struggle for Freedom and after:-

- First struggle for Freedom of 1857. Introduction to important
- Revolutionaries, birth of Indian National Congress, Moderates and Extremes.

Events related to Independence Revolution:-

- Important events of the Indian struggle for Independence, Revolution of BangBhang Portion of India in 1947 and its silent features.

UNIT – II: Indian Constitution:-

- Organisation of Constitution Draft Committee, Salient Features of Indian Constitution.

Working of Indian Democracy:-

- Federal System, Division of Administrative Power between Centre and States, Organs of Government:
- Legislature, Executive and Judiciary, Local Administration.

UNIT – III Transport, Communication and Foreign Trade:-

- Transport-Utility and types - Railways, Roadways, Airways, Waterways, Pipelines, Ports & Harbours.
- Communication, Importance of Communication in modern days, Means of Communication.

UNIT – IV: Consumer Awareness:-

- Need and Importance,
- Consumer Exploitation,
- Causes and Remedies.
- Standardisation of Commodities,
- Government Role.

UNIT – V: Disaster Management:-

- Natural Calamities - Drought, Flood, Earthquake, Landslides, Tsunami. Man Made Calamities -
- Nucleonic, Biotic and Chemical, Bomb Blast. General Calamities - Precautions and Security.

Outcomes-

- To define first struggle for freedom of 1857.
- To discuss Development of Indian constitution.
- To make a chart on different organs of government.
- To Compare Powers between central and State Government.
- To critically examine the interdependence of Legislature, Executive.
- To design a plan of action for Natural calamities.

Suggestion Readings

Eklavya, (1994), SamajikAdhyayanShikshan: EkPrayog, Eklavya: Hoshangabad.

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Course Title: CORE SCIENCE

Course Code – BELED 205
Contact Hours: 60

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

Course Objectives:

- To develop scientific thinking of what, why, How.....
- To develop understanding of the subject matter of science.
- To educate the trainees to present the contents through resources and material available in the surroundings.
- To train them to present the content of science in interesting ways.
- To get the T.L.M./experiment prepared by the trainees related to the subject matter.

Course Outlines:

UNIT – I: The Universe Solar system and exploring space –

- Exploring space - Solar System, planets, asteroids, comets and meteors; Earth origin, evolution and structure stars, Constellations, milky way, galaxy, structure of universe and its theories.
- Brief history of space explorations:-Elementary ideas about space craft's Different types of artificial satellites and their orbits. Uses of artificial satellites in Communication, weather forecasting, remote sensing and space exploration

UNIT – II: Source of Energy

- Renewable and Non-renewable sources, Renewable sources : Solar energy (Solar Cooker, Solar water heater, Solar Cell); Wind energy,
- Non-renewable source:-Fossil fuel (Coal, Petroleum and Natural gas). Conditions for Combustion choice of a good Fuel, Fuel efficiency, nuclear fusion and nuclear fission, chain reaction, Nuclear reactor.

UNIT – III: Metals and non-metals

- Ores and minerals, metallurgy, Enrichment of ores, extraction of metal from ores, refinement and purification of metal with reference to Iron and aluminium, Activity series of metals, general properties and corrosion of metals, Alloys, Components, properties and uses of steel; stainless steel, Brass.
- Non-metals:- Importance and general. Properties, method of preparation of hydrogen, properties and its uses. Manufacturing of ammonia (Only reactions). Its properties and uses.

UNIT – IV: Life Processes

- Nutrition, Modes of nutrition: Autotrophic, heterotrophic, Parasitic and saprophytes.
- Nutrition of plants: - Photosynthesis factors affecting the photosynthesis:
- Nutrition in animals: Amoeba grasshopper, digestive system of human.
- Respiration: -Respiration and Breathing Respiration in Plants and animals type of respiration:
- Aerobic and anaerobic respiration; Respiration through Skin, gills, trachea lungs. (Earthworm, Fishes, Grasshopper and Human). Knowledge of structure and function of respiratory system of human.

UNIT – 5: Reproduction, growth, Heredity and Evolution

- Reproduction and growth: -Types of Reproduction
- Asexual: Fission budding, regeneration vegetative propagation in plants, cutting, grafting and layering,
- Parthenogenesis. Sexual reproduction and its significance Reproductive parts of plants, pollination and
- Fertilization. Human reproductive system, Mental and physical change during human development.

COURSE OUTCOMES:

After Completion of Course the Students will be able to

- To define solar system
- To Explain History of space Exploration.
- Make a Chart on Renewable and non-renewable resources of Energy.
- To compare different properties of Metals and Non-Metals.
- To judge Autotrophic, heterotrophic, Parasitic and saprophytic modes of nutrition.
- To Design Project on reproduction system in Human and plants.

Suggested Readings Open University Press: California. Chapter 6: Discussion in School Science:

Learning Through Talking,

Chapter 5: Writing for Learning Science. NCERT, (2006) *Position Paper on Science Education*, NCERT: New Delhi.

EPC – I: Reading and Reflecting on Texts

Course Code: BELED251

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

Contact Hours: 30

MM: 50

COURSE OBJECTIVES:

1. To understand different types of reading skills and strategies.
2. To gain the knowledge of nature and style of writing.
3. To develop competencies of discussing and arguing interactively in groups. Reading of newspapers, magazines, journals, computer will make students relate themselves with the world
4. Students will be able to develop various practical skills and capabilities as understanding, thinking, retention, analyzing and summarizing.

Course Outline:

Unit I: Reading Skills

- Different Types of Reading Skills and Strategies: Extensive, Intensive, reading aloud, Silent Reading, Purposes of Reading, reading between the lines, Read and response to a variety of texts in different ways.
- Reading for Comprehension: Process of reading, Skimming and Scanning, Narrative text, Expository text, reading a wide variety of texts, including empirical, Conceptual and Historical, Policy Documents.
- Role of Language and the Pedagogy of Reading across other Subjects: Reading a text, enhance capacities as readers, newspapers, magazines, journals, computer, framing questions to think about.
- Problems of Reading and Methods of Teaching Reading: Readings interactively individually and in small groups, use of dictionary, Diagnosis of readings skills deficiencies and remedial teaching.

Unit II: Writing Skills

- Mechanics of writing and elements of good writing (e.g. coherency and cohesion). Nature and style of writing, combining reading and writing for the development of critical skills.
- Writing –Words: Sentences and Paragraphs, Role of Language and Pedagogy, Writing Across Other Subjects.
- Writing messages, notices, Circulars, Invitations, Bio data, agreement/disagreement, Opinion.
- Writing Composition: Letters, Types of Letters, Essays, Reports, Autobiographical narratives, Field notes, Ethnographies. Formal and Informal writing. Assignments, Variety of texts, Activities for Writing, dialogues, short poems and short skills, writing within the context of other ideas.

Practical Activities

Activities Related to Reading of Text:

- Teacher Educator will give a topic (related to empirical, conceptual and historic work, policy document) for reading. After reading, pupil teachers will discuss their view in group on the given topic of reading. Teacher educator will examine/observe the handling with the diverse texts of the students and remedial suggestions will be given.

Activities Related to Skills and Strategies:

- Teacher educator will demonstrate essential skills (model reading, drill, pronunciation, silent reading etc.) of reading and writing. Narrative texts, expository texts from diverse sources, autobiographical narratives and field studies etc. could also include addressing various reading skills and strategies.
- Teacher educator will set goal for learning, monitoring, comprehension and self-reflection
-

Activities Related to Observation and Discussion:

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

Activities Related to Evaluation and Reflection:

- Students will develop reflections from experience and observation. Teacher educator will evaluate reflections.
-

Assignments (Any two)

- Write a paragraph on the topic suggested and frame five questions from it for making unseen passage. Also write the suitable answers for the questions framed.
- Write a self-composed poem/dialogue writing on any current issue.
- Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.
- Make an attractive invitation card for any occasion or prepare your bio-data to be submitted for the vacancy created in any reputed organization.

COURSE OUTCOMES:

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

- To recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.
- To become more conscious of their responses to experiences observations of life situations, as also of ideas and issues that arises in their minds, and to judge their capacity for reflection.
- To demonstrate their capacities as readers, writers and thinkers when they learn reading and writing together.
- To critically analyse the various text structures.
- To evaluate themselves as a good citizen and develop various practical skills and capabilities.

Suggested Readings:

- Anderson, R.C. (1984). Role of the reader's schema in comprehension learning and memory.
- Anderson, R.C., Osborn, J & Tierney, R.J. (Eds.), Learning to read in American Schools: Basal Readers and content texts, Psychology Press.
- Bhatt, H (n. d). The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-schoolteacher-eng.pdf.
- Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension exercises. Cambridge University Press.
- Sabyasach; B. (1997). The Mahatma and the Poet: Letters and Debates Between Gandhi and Tagore. National Book Trust.
- Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co.
- Vygotsky, L. (1997) Interaction Between Learning and Development. In
- Gauvain, M. & Cole, M. (Eds.) Readings on the Development of Children, New York: WH Freeman & Company.
- Peter Hannon. Reflecting on Literacy in Education, Routledge Publication
- Gillie Bolten. Reflective Practices: Writing and professional development. Sage Publication
- Williams R. Smalzer. Write to be Read Teacher's manual: Reading, Reflection and Writing. Cambridge University Press.
- Deborah Brandt. Literacy and Learning: Reflection on Writing, Reading, and Society. Wiley Publishers.
- Jane West berg PhD and Hilliard Jason MD. Fostering Reflection and Providing Feedback: Helping Others Learn from., Springer Publications
- Andrea Izzo. Research and Reflection: Teacher Take Action for Literacy Development, Information age Publication
- Judy Richardson, Raymond Morgan, Charlene Fleener. Reading to Learn in the content Areas, Cengage learning.

Course Title: Scout & Guide Camp /Drama & Arts and Music Activities and Academic Enrichment Activities

Course Code – BELED 261

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

Contact Hours: 30

MM: 50

COURSE OBJECTIVES:

- To understand the concept of Bharat Scout and Guide Organization / Community Awareness Programs.
- To explain the role of Scout and Guide Camp/ Community Awareness Programs in teaching learning process
- To understand the importance of various activities of Scout and Guide Camp / Community Awareness programs.

Course Outlines:

One Week Scout Guide Camp and other co-curricular Activities

It will have three components-

1. Participation in all activities of Scout and Guide Camp / Community Awareness Programs.
2. Report writing for Scout and Guide Camp / Community Awareness Programs with your participation details.
3. Participation in Viva voce at the end of semester.

COURSE OUTCOMES:

After going through the course the teacher trainee will be able

- To analyse the importance of Scout and Guide Camp & Community Awareness Programs.
- To develop skills needed to become a successful Scout or Guide / Community Awareness volunteer.
- To organize various activities related to Scout and Guide Camp / Community Awareness Programs..

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