Department of Education
Chaudhary Ranbir Singh University, Jind
Year wise Scheme of Examination for B.El.Ed.- Four Year Integrated Programme

I[st] Year of B.El.Ed. programme

Area	Course	Title	Total Marks	Teaching Hours/Week	Theory Examination/External Assessment	Internal Assessment
Theory	F1.1	Child Development	100	6	80	20
	F1.2	Contemporary India	100	6	80	20
	C1.1	Nature of Language	50	3	40	10
	C1.2	Core Mathematics	50	3	40	10
	C1.3	Core Natural Science	50	3	40	10
	C1.4	Core Social Science	50	3	40	10
Practicum (All evaluations are external)	PR1.1	Performing and Fine Arts	75	5		
	PR1.2	Craft	25	2		
	C1.1	Colloquia: School Contact Programme	50	3		
Total			**550**	**34**		

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Year wise Scheme of Examination for B.El.Ed.- Four Year Integrated Programme

2nd Year of B.El.Ed. programme

Area	Course	Title	Total Marks	Teaching Hours/Week	Theory Examination/External Assessment		Internal Assessment
Theory	F2.3	Cognition and Learning	100	6	80		20
	F2.4	Language Acquisition	50	3	26 (Theory)	14 (External Practical)	10
	F2.5	Human Relations and Communication	50	3	26 (Theory)	14 (External Practical)	10
	P2.1	Language Across the Curriculum	50	3	26 (Theory)	14 (External Practical)	10
	Liberal Courses (Optionals I)*						
	O2.1	English-I	100	6	80		20
	O2.2	Hindi-I	100	6	80		20
	O2.3	Mathematics-I	100	6	80		20
	O2.4	Physics-I	100	6	60 (Theory)	28 (External Practical)	12
	O2.5	Chemistry-I	100	6	60 (Theory)	28 (External Practical)	12
	O2.6	Biology-I	100	6	60 (Theory)	28 (External Practical)	12
	O2.7	History-I	100	6	80		20
	O2.8	Political Science-I	100	6	80		20
	O2.9	Geography-I	100	6	60 (Theory)	28 (External Practical)	12
	O2.10	Economics-I	100	6	80		20
Practicum: (All evaluations are external)	PR2.3	Observing Children	75	5			
	PR2.4	Self Development Workshops	50	3			
	PR2.5	Physical Education	25	2			
	C2.2	Colloquia: Story Telling and Children's Literature	50	3			
	TOTAL		**550**	**34**			

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Year wise Scheme of Examination for B.El.Ed.- Four Year Integrated Programme
3rd Year of B.El.Ed. programme

Area	Course	Title	Total Marks	Teaching Hours/Week	Theory Examination/External Assessment		Internal Assessment
Theory	F3.6	Basic Concepts in Education	100	6	80		20
	F3.7	School Planning and Management	50	3	26 (Theory)	14 (External Practical)	10
	P3.2	Logico Mathematics Education	50	3	40		10
	P3.3	Pedagogy of Environmental Studies	50	3	26 (Theory)	14 (External Practical)	10
	Liberal Courses (Optionals II)*						
	O3.1	English-II	100	6	80		20
	O3.2	Hindi-II	100	6	80		20
	O3.3	Mathematics-II	100	6	80		20
	O3.4	Physics-II	100	6	60 (Theory)	28 (External Practical)	12
	O3.5	Chemistry-II	100	6	60 (Theory)	28 (External Practical)	12
	O3.6	Biology-II	100	6	60 (Theory)	28 (External Practical)	12
	O3.7	History-II	100	6	80		20
	O3.8	Political Science-II	100	6	80		20
	O3.9	Geography-II	100	6	60 (Theory)	28 (External Practical)	12
	O3.10	Economics-II	100	6	80		20
Practicum: (All evaluations are external)	SC3.1	Classroom Management	75	5			
	SC3.2	Material Development and Evaluation	75	5			
	C3.3	Colloquia: Developing Research Aptitude	50	3			
	TOTAL		**550**	**34**			

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Year wise Scheme of Examination for B.El.Ed.- Four Year Integrated Programme
4th Year of B.El.Ed. programme

Area	Course	Title	Total Marks	Teaching Hours/Week	Theory Examination/External Assessment		Internal Assessment
Theory	F4.8	Curriculum Studies	50	3	26 (Theory)	14 (External Practical)	20
	F4.9	Gender and Schooling	50	3	40		10
	Option A: Pedagogy (One of the following)						
	OP4.1	Pedagogy of Language	50	3	40		10
	OP4.2	Pedagogy of Mathematics	50	3	40		10
	OP4.3	Pedagogy of Natural Science	50	3	26 (Theory)	14 (External Practical)	10
	OP4.4	Pedagogy of Social Science	50	3	26 (Theory)	14 (External Practical)	10
	OR						
	Option B: Specialized courses in Education (one of the following)						
	OL4.1	Computer Education	50	3	26 (Theory)	14 (External Practical)	10
	OP4.2	Special Education	50	3	40		10
Practicum: (All evaluations are external)	SI4.1	School Internship Programme	250	16			
	PJ4.1	Project	100	6			
	C4.4	Colloquia: Creating a Resource Centre	50	3			
	TOTAL		**550**	**34**			

***Option will be offered as per the availability in respective college.**

F: Foundation Course **O: Optional Liberal Course** **PJ: Project**
OP: Optional Pedagogy **C: Core Course** **PR: Practicum**
P: Pedagogy Course **OL: Optional Course** **SC: School Contact Programme**

In the course nomenclature, the numeral immediately following letters (F,C,P etc.) denotes the year of programme in which the course is to be taught. The second numeral denotes the serial number in a particular course type. For instance, F2.5 signifies that Human Relations and Communication is the fifth foundation course to be taught in the 2nd year of the programme of the study.

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Approved by Competent Authority Under Section 11(7) of University Act, 2014 on dated 01/11/2018

Department of Education
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Syllabus for B.El.Ed. First Year

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Syllabus for B.El.Ed. First Year
F 1.1 CHILD DEVELOPMENT

Time: 3 Hours

Maximum Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

INTRODUCTION

This course offers a critical study of significant theoretical frameworks and methodological approaches to child study. It deals with constructs and issues in the development of children leading to implications for education.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) explain the different theories of human development
(ii) explain the process of development of child from birth to the elementary stage
(iii) critically analyze the developmental variations among children
(iv) understand about the children with special needs i.e. talented, gifted and creative

Unit I

Concept Issues and Theories of Human Development: What is development and why should we study it; developmental principles; influences of heredity and environment; methods for studying development; concepts of socialisation, education and acculturation in context of development; theories of Erikson, Piaget and Kohlberg; significant developmental periods in human life span.

Unit II

Birth and Infancy: importance of conception; pre-natal development and birth; physical and mental development of infants; emotions 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; development of personality with special reference to identification and child-rearing techniques; gender-stereotyping; morality; play patters 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.

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Unit V

Children with special needs: concept of special children-talented, creative, gifted children, slow learners and under achievers; emotionally disturbed children' culturally and socially disadvantages children.

READINGS

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5. Homes, Jeremy. John Bowlby and Attachment Theory, Routledge: London, 1993.
6. Winnicott, D.W. Child, The family and The Outside World, Addison-Wesley: UK, 1992.

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F1.2 CONTEMPORARY INDIA

Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

INTRODUCTION

This course designed to develop an understanding of contemporary Indian realities through a study of key historical, political, socio-cultural and economic issues. Major contemporary concerns in education, childhood, reservation policy, environment and development are examined within inter-disciplinary frameworks.

OBJECTIVES

After completing this course, the student-teacher will be able to

(i) explain the different provisions given in Indian constitution regarding childhood and education
(ii) critically analyze the different issues like economic, political, social cultural etc.
(iii) develop an understanding regarding burning issues like reservation and social conflict in India

Unit I

Emergence of India as a Nation State: India as 'society; civilization'; nation-state'; India 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. Political Issues: main features of the democratic system; central, state-level and local system of government.

Unit IV

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

Unit V

Major Issues in Contemporary India (to be studies by class-room and individual projects): childhood in India; environment and development; reservation as an egalitarian policy; social conflict.

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READINGS

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ADVANCED READINGS

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8. Sinha, Shanta. Child Labour and Educational Policy in India, The Administrator, July-October, 1996.
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C1.1 NATURE OF LANGUAGE

Time: 1 ½ Hours

Maximum Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

INTRODUCTION

This course aims to develop a deep understanding of language as a subject and as metalanguage. The course also equips students to tap the multilingual character of the Indian classroom as a rich source for teaching language as well as for developing analytical thinking.

OBJECTIVES

After completing this course, the student-teacher will be able to

(i) explain the concept of language and communication
(ii) develop analytical thinking about teaching language and various Linguistic systems
(iii) understand the concept of Multilingualism

Unit I

Aspect of Linguistic Behavior-I: verbal and non-verbal communication; human and non-human communication; defining features of a human system of communication; language and mind.

Unit II

Aspect of Linguistic Behavior-II: language and society; language as rule governed behavior and linguistic variability; speech and writing.

Unit III

Linguistic System: the organization of sounds; the structure of sentences; the concept of Universal Grammar; natural and structure of meaning; basic concept in phonology, syntax and semantics (to be taught through suitable illustrations.)

Unit IV

Text and Linguistic System: Organization of Text discourse structure, oral and written, natural and class room discourse. Structure of a story, poem, essay etc., points of entry into texts to teach them more effectively (to be taught through practicum).

Unit V

Languages of India: Multilingualism; using the multilingual resource of a classroom (to be taught through practicum).

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READINGS

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2. Agnihotri, R.K. Multilingualism as a Classroom resource', in K. Heugh, et. Al. (eds.) Education for South Africa. Heinemann: Johannesburg, 1995.
3. Agnihotri R.K. Sociolinguaistic Aspects of Multilingual Classrooms, Paper presented at the International Seminar on Language in Education, Cape Town, South Africa, January 15-20, 1996.
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Syllabus for B.El.Ed. First Year
C1.2 CORE MATHEMATICS

Time: 1 ½ Hours

Maximum Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

INTRODUCTION

This course aims to reconstruct mathematics concepts learnt at school and to enable reflection of one's own mathematical thinking and learning.

OBJECTIVES

After studying this course, the student-teacher will be able to

(i) learn the concept of number and measurement of different units
(ii) critically analyze the concept different space and shapes
(iii) develop an understanding to deal with Algebra equations and practical use of Arithmetic and other data

Unit I

Number and Measurement-I: Counting and place value; arithmetic operations; approximation; estimation; fractions and decimals.

Unit II

Number and Measurement-II: concept and measurement of length, mass/weight, area, volume, time.

Unit III

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

Unit IV

Algebra: Number patterns-forming and solving simple linear equations-other mathematical investigations and puzzles.

Unit V

Practical Arithmetic and Handling Data: Collecting, representing and interpreting data; using elementary statistical techniques; timetables and time tabling; flowcharts; percentage; ratio and proportion; interest; discount; tax.

It is envisaged that the various concepts and operations will be reconstructed through activities and problems, using concrete materials as often from the kitchen as from mathematical kits, to arrive at solutions or conduct investigations. This would be followed by reflective discussions on the concepts, solutions, result and the methods used (both 'right' and 'wrong').

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READINGS

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C1.3 CORE NATURAL SCIENCE

Time: 1 ½ Hours **Maximum Marks: 50**
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

INTRODUCTION

This course aims to review secondary school science content, with a focus on methods of science and the development of skills of scientific enquiry.

OBJECTIVES

After completing this course, the student-teacher will be able to

(i) understand the different concepts of general science
(ii) develop the skill of scientific enquiry
(iii) learn the different methods of science

Unit I

Concept and Classification: Classification, property, concept, relation, law.

Unit II

Measurement, Work and Energy: Measurement of length, mass and time, density, pressure, work and energy, weight, falling of bodies, gravitation.

Unit III

Electricity, Magnetism & Optics: Heat and temperature, states of matter, properties of magnets, electricity, refraction and dispersion.

Unit IV

Physical and Chemical Properties: Physical and chemical changes, separation of mixture, atoms and molecules, metal and non-metals, oxides, acids, bases and salts, air combustion, water-hard and soft.

Unit V

Phenomenon in Living Being: 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.

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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 Phenomenon
P2- Environment and Adaptation
P3- Technology
P4- Health

For suggested lists of possible questions to be investigated see Annexure - I

Annexure-I

P1
1. Why is the sky blue?
2. Why does it rain?
3. Why do stars twinkle?
4. How many colours 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 it 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. How is glass made?
2. How is electricity generated?
3. From where does a TV set get its pictures?
4. What is inside a camera?

P4
1. Why do teeth decay?
2. Why does hair fall?
3. Does bad blood cause pimples?
4. Why do ears run?

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READINGS

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C1.4 CORE SOCIAL SCIENCE

Time: 1 ½ Hours **Maximum Marks: 50**
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

INTRODUCTION

The aim of this course is to make students familiar with the concept and nature of social science and to see the inter-linkages between different branches of social science. This inter-linkage has to be studied both at the conceptual and theoretical level, as also its practical implications. What the social scientist does, the relationships and interactions of people in groups and the importance of perspective in understanding social phenomenon are some of issues which will be dealt with in this course.

OBJECTIVES

After completing this course, the student-teacher will be able to

(i) be familiar with the concept, nature and branches of social science
(ii) understand the relationship between human experience and institutions
(iii) understand about the concept and relationship between different groups i.e. culture, social stratification and social change

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 sciences. (Exemplars: 1857 Secularism/Communalism).

Unit II

Relationship between human Experience and the growth of institutions (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 though 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 group: culture, social stratification and social change.

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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 form 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.

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PR 1.1 PERFORMING AND FINE ARTS

Maximum Marks: 75
(External Marks: 75)

Introduction

The basic conceptual parameter is that drama is education, meaning thereby that it is one of the natural ways available to human species for learning about the world by playfully reconstructing it. This practicum provides an opportunity to discover inherent links between dramatics and education. It is being done in two ways: one, for the teachers and through them linking it to pedagogy, and the other for the children who could be better learners. It does not necessarily mean playing drama in class room or in school, but to use the techniques of drama and orientations of a performer for enhancing teaching-learning.

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PR 1.1 PERFORMING AND FINE ARTS

Objectives

- To provide a theoretical background on the relation between education and drama
- To initiate a process for independent, enjoyable and motivated learning by the learners themselves on the basis of their own experience
- To help realise one's own potential for self-enhancement
- To help recognise the importance of group work and socialisation
- To develop organisational skills, interpersonal relationships and discipline
- To draw linkages between various art forms
- To work on the linkages between dramatics and school subjects
- To develop a repertoire of skills for use in teaching-learning situations
- To grow with an attitude and philosophy about life and learning

Tasks

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.

The practicum can fulfill the objectives only when a series of workshops are organised in continuity and under professional guidance, over the academic year. Suggested activities are given below.

1. **Theoretical background:** Importance of 'play' in general and 'dramatic-play' in particular, child drama, creative drama, children's theatre, theatre in education, drama and theatre, 'role play' in social life and on stage, traditional role of drama and theatre in educating people and its modern use, dramatics in relation to other art forms, uses of dramatics in relation to school subjects.

2. **Drama as playful transformation:** Transformation of 'self', objects, space and time; transformation for realisation; role of empathy; transcendence.

3. **Enhancement of 'self':** The purpose would be to sensitise students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection, etc.

4. **Creating space:** The basic idea is to recognise available space and to create one even under most trying conditions. Components — many ideas about space: physical, mental, social, individual, limited and unlimited (example: limited space of classroom and its unlimited use, or limited space on stage where everything is possible); space for oneself and space shared with others; uses of space in class room, in school and in life.

5. **Taking the floor:** Energetic entry, lively presence and exit on promise of better experience together is common to a teacher and a performer. Each individual style can be sensitised for improvement.

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6. **Communication:** Reaching out to others and different means of doing so; role of dramatics and related art forms as means of communication; performance as a way of communication.

7. **Verbal communication:** Sound extended to music, speech (clarity, diction, volume, tonal variation, emphasis, pause, silence), recitation, story telling, mask and puppet play, and lesson transaction.

8. **Non-verbal communication:** Sign and symbol, importance of contact (touch, eye, etc.), gesture, expression, mime, movement, child art and craft, arrangement and design.

9. **Improvisation:** Role play, observation and imitation, action-reaction, spontaneity, responding to situations.

10. **Problem solving:** Problem solving as an approach to life and work: transcending the problems in class room, school and resources; this also amounts to accepting the fact that children are intelligent human beings and are capable of solving their own problems, the need is to have confidence in them.

11. **Relaxation:** Playfulness and enjoyment of work, learning to relax in the midst of intense activity, relation between energy and relaxation, thinking positive and be creative, relaxation of body and mind.

12. **Linkage activities:** Dramatics incorporates all art forms. The basics of all these can be easily understood and practised by all. These are also language systems, used for communication at various levels and ways. These are also the means to enhance cognitive and affective skills. In addition, linkages can be worked out to enhance organisational skills, human relations, confidence, resourcefulness and self-discipline.

13. **Drama and school objects:** Dramatics can be and have to be linked to curriculum subjects, simply because drama is also a learning process. One has to find the devises for doing so.

The heads mentioned above may overlap. These are classified more for understanding and a sense of direction.

Record Keeping

Each student will be expected to maintain a reflective journal which will include:

- a detailed record of the sessions
- reflective analysis of the activities
- insights gained
- linkages with school subjects, with examples

Time Frame

Each student will be required to attend a minimum of 22 workshops, out of a total of 26. Each workshop will be of 3 hours duration.

Supervisory Support

Workshops must be conducted and supervised by a professional (trained in drama, theatre,

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preferably as it applies to education) and coordinated by a faculty member. Facilitation and supervision will include :

- planning and conducting the activities
- maintaining a diary of comments on each session and on each student
- initiating discussion and building up an environment for critical and reflective sharing

While assessing a student, the change in overall attitude and personality of each student must find mention in Resource Person's comments. The diary maintained by the resource person should be submitted to the college authorities at the time of submission of awards.

Assessment

There will be an ongoing internal assessment of each student by the concerned professional and faculty member, using the following basis and criteria.

Basis	Criteria
Activities	• Regularity • Participation and interest • Self-discipline • Interpersonal adjustments • Organisational skill • Confidence
Performance	• Attitude towards work • Initiative taking • Originality and resourcefulness • Skills acquired • Flexibility and adoptability • Problem solving • Creativity
Reflective journal	• Description of sessions • Analysis of activities • Linking dramatics to pedagogy with examples • Reflections and critical assessment of dramatics in education • Overall presentation, including the arrangement and look of the journal, as a record for future reference.

Note: No separate guideline has been provided for first and third year students. However, for the third year students, the theoretical aspects, linkage with art forms & curricular subjects and all-round communication skills would be of major importance.

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PR 1.2 CRAFT

Maximum Marks: 25
(External Marks: 25)

Introduction

Learning of a wide variety of art and craft skills has been meaningfully integrated in this practicum. This has been done with a view to generate creativity among students, and for them to experience the learning process as a whole. Both in terms of generating fun as well as in creating an emotional outlet, craft work has an important place in the B.El.Ed. curriculum.

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PR 1.2 CRAFT

Objectives

To learn to :

- recognise and actualise one's own potential for creativity
- develop a repertoire of skills in craft
- use craft skills in education in order to stimulate creative expression, imagination and generate confidence among children
- enable children to express their emotions
- provide ways for promoting decision-making in children
- enable children to plan, collect and perform activities on their own, using various creative media

Workshops

Craft activities are to be conducted in the form of workshops for groups of 12-16 students, under the supervision and guidance of professionals. Workshops will include individual and group work. The focus of these workshops should not only be to develop skills of craft but also skills for the use of craft in education.

Some of the suggested media that need to be used for developing craft skills in students :

Paperwork

Origami, paper cutting, collage making

Painting

Drawing, painting of different kinds, with water colours, oil paste, batik, tye and dye, fabric colours etc.

Modelling

Model making, mask making using clay, plaster 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 papermache

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Keeping Records

Each student will keep regular written records of the workshop sessions. This would include :

- detailed description of the activities undertaken
- use of the learnt skills in pedagogy by giving specific examples
- students' reflection and critical assessment of the use of each of the craft skills in education

Time Frame

Each student will be required to attend a minimum of 25 craft workshops in a year. Craft workshops could be conducted either twice a week over half the academic year or once a week over the entire academic year.

Space

Craft workshops require enough floor space for individual and group work. The alloted room must also have storage and appropriate display space.

Supervisory support and professional guidance

Students will participate in craft workshops under the supervision and guidance of professional crafts person(s). In addition, a faculty member will coordinate the craft workshops with the professional resource person(s).

The professional trainer will :

- facilitate the process of learning, covering various media
- help students to draw linkages between specific activities and the teaching-learning process

Assessment

Each student will be assessed internally by the concerned professional on the following basis and criteria :

Basis	Criteria
Various Media	• Skill development • Originality
Individual Reports	• Description of the activity • Visual layout and sample items • Specific pedagogic examples • Reflection and critical assessment of crafts skills in education
Performance	• Regularity • Participation and interest • Creativity • Cooperation with group members • Initiative taking • Repertoire of skill

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COLLOQUIA : SCHOOL CONTACT PROGRAMME

Maximum Marks: 50
(External Marks: 50)

Introduction

In this practicum, interaction with elementary school children is conceptualised in a manner that enables teacher trainees to explore creative ways of organising activities with and for children.

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COLLOQUIA: SCHOOL CONTACT PROGRAMME

Objectives

To learn to

- relate and communicate with children
- place emphasis on craft, theatre, music for organising creative activities and also to plan, design and organise creative activities with children using skills of craft, theatre, music and so on
- conduct meaningful group and individual activities with children
- engage all children in activities and to ensure active participation and free expression
- observe children and collate experiences of interacting with and relating to children
- reflect upon experiences

Tasks

Plan for the School Contact

Planning in terms of theme or topic, method of introduction, content, mode of presentation, duration and specific activities.

School Contact

Interaction with children using planned activities.

Post-Contact

Review and discussion with group members and faculty supervisors. This would include observations of children, collation of experiences and reflection upon experiences.

Record Keeping

Group reports will be informed by systematic written records of each student. Reports will include :

- the plan
- description of the collation of experiences with children, children's involvement etc.
- critical assessment of the plan and the school contact in terms of :
  - ⋆ choice and design of activities
  - ⋆ organisation
  - ⋆ nature of interaction with children
  - ⋆ observations of children
  - ⋆ the difficulties faced and possible innovation

Time Frame

Each student should have a minimum of 6 contact sessions over the year.

- Planning — 2-3 hrs with faculty facilitation
- School Contact — 3-4 hrs per school contact
- Post-Contact discussion — 2-3 hrs with faculty supervisor

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Supervisory Support

Each group of 4-6 students will be supervised by a faculty member who will :

- facilitate the planning process
- observe the interaction of trainee teachers with children during the contact
- give timely feedback and facilitate the process of analysis, interpretation, documentation and reflective learning

The Colloquia

Each group will make a minimum of two presentations based on the collated experiences of all members. Group presentations will be followed by questions, queries and comments from the rest of the class.

Reflective learning

It is expected that the trainees will learn to analyse critically their preparation, choice of activities and materials, developments that take place in a classroom, their own and other classmates' interaction with children. They are also expected to reflect upon issues regarding children's learning, their expressions, creativity, issues of discipline and control and the influence of varying socio-cultural background of children on their learning

Assessment

Each group will be assessed internally by the concerned supervisor on the following basis and criteria

Basis	Criteria
Planning	• theme/topic • choice of activities • relevance of materials • organisation of time
School Contact	• organisation of material • communication • engaging children • spontaneity • time management
Post Contact Discussion	• insights gained • analysis and interpretation • reflective learning
Individual Report	• clarity of thought • organisation and format • analysis and reflection • logical flow
Group Presentations	• identification of key elements • clarity and organisation of ideas • openmindedness to critique • ability to substantiate arguments • critical and reflective questioning • cooperation and coordination among group members

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Department of Education

Syllabus for B.El.Ed. Second Year

2018 -19

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Department of Education
Syllabus for B.El.Ed. Second Year
F 2.3 Cognition and Learning

Time: 3 Hours

Maximum Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks for each question.

INTRODUCTION

This course offers an in depth study of processes of cognition and learning and their socio-cultural contexts. The course also deals with significant features of different theoretical approaches to the study of cognition and their educational implications.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) explain about the functioning of mind and to know how children perceive, learn and remember.

(ii) Acquaint about the problem solving skills of children with the help of Piagetian and other Piagetian perspectives.

(iii) understand about the child's social and personal scenario.

Unit I

The Mind at Work: Cognition and approaches to cognition, individual and Cultural differences.

Unit II

How Children Perceive, Learn and Remember: Elementary cognitive processes-sensation, perception and attention. Basic processes of Learning, strategies, knowledge, meta-memory and current issues. Factors contributing to learning- personal and environmental.

Unit III

The Developing Mind: Concepts and concept formation, developing concepts of time, space, number, relationship etc.

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Unit IV

Child as a Problem Solver: Reasoning and judgment, choice- Piagetian and neo-piagetian perspectives, nurturing creativity and developing problem solving skills.

Unit V

The Child's Personal and Social World: Cognition and Emotion.

READINGS

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Syllabus for B.El.Ed. Second Year
F 2.4 Language Acquisition

Time: 1 Hour and 30 minutes **Maximum Marks: 50**
(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each Unit.

INTRODUCTION

The aim of this course is to study the processes and patterns of language acquisition in children, and to examine the varying theoretical perspectives and linkages with formal language learning.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) Know about the concept of language and cognition with different perspectives

(ii) Enable to understand the mechanism of articulation of language

(iii) critically analyze about the different language disorders

Unit I

Language and Cognition: Cognitive prerequisites for language acquisition, biological foundations, language and thought, innatist hypothesis, cognitive, social and linguistic development, Piagetian and Vygotskian perspectives.

Language Development: the earliest stages and the babbling period, stages of language development, the role of mothers and care-taker, speech, phonology, morphology, syntax and semantics, socio-linguistic aspects.

Unit II

Comprehension and Production: Perceptual strategies, perception of speech and speech comprehension, notions of complexities, speech production, encoding and performance measure, the role of errors in language production.

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Unit III

Formal Means of Language Acquisition with Special Reference to Reading and Writing: Learning to read and understand, measures of readability, schema theory, using cloze, dictation and translation with children, mechanics of writing, representational system, teaching writing.

Language Disorders: Learning about language by studying language disorders, Brain structure and functions, inhibitions, stuttering, aphasia, language among the mentally retarded.

Project for practical work to be evaluated by external examiner as appointed by the university: Student-teacher will prepare a file based on the developmental process of a child including their experiences while interacting with the children having any type of related developmental problem, also explain the problems faced by these children in their adjustment at school.

READINGS

1. Aitchson, J. The Articulate Mammal: An Introduction to Psycholinguistics, Union Hyman: London, 1989.
2. Steinberg, D. D. An Introduction to Psycholinguistics, Longman: UK, 1994.
3. Caplan, D. Language: Structure, Processing and Disorders, MIT Press: Cambridge, Massachusetts, 1997.
4. Crystal, D. Directions in Applied Linguistics, Academic Press London, 1981.
5. Ingram, D. First Language Acquisition: Method, Description and Explanation, Cambridge University Press: Cambridge, 1989.
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Syllabus for B.El.Ed. Second Year
F 2.5 Human Relations and Communication

Time: 1 Hour and 30 Minutes **Maximum Marks: 50**
(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each Unit.

INTRODUCTION

This course attempts to develop the conceptual bases for exploring and understanding student's own self and the dynamics of identity formation. It further seeks to develop in students a capacity to reflect on education as a relational process, requiring communication skills, social sensitivity and receptivity.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) Understand about the personal development of child in different perspectives

(ii) explain the concept of communication and human relations in education

Unit I

Personal Development: Self, identity and Human relationships, Psychoanalytic and humanistic perspectives, perspectives from women.

Unit II

Communication: The adult child gap, assumptions and attitudes, channels of communication, the hidden curriculum.

Unit III

Human Relation in Education: Behaviorist versus Humanistic perspectives, peer learning constructs and dimensions, community involvement.

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Project for practical work to be evaluated by external examiner as appointed by the university:

(The course is to be designed as a series of workshops on concepts and processes with a debrief on theory and building connections in each unit. The course content should be contextualized to an Indian milieu and students are advised to prepare a report on above said workshops).

READINGS

1. Dagner School! Indian (modified) edition, Other India Press: Mapuse, Goa, 1996.
2. Hall, Eric and Hall, Carol. Human Relations in Education, Routledge: London, 1988.
3. Johnson and Johnson, Learning Together and Alone, Prentice Hall: New Jersey, 1987.
4. Josselson, Ruthellen. Finding Herself: Pathways to Identity Development in Women. Jossey-Bass Publishers: Oxford, 1990.
5. Kohn, A. No contest: A Case Against Competition, Houghton Mifflin Company: Boston, 1986.
6. Kumar, Krishna. The Social Character of Learning, Sage: New Delhi 1989.
7. Rogers, Carl. Freedom to Learn for the 80s, Charles R. Merrill Pub. Co.: US, 1983.
8. Tetsuko, Kuroyanngi, Toto Chan, Sahitya Chayan: New Delhi, 1993/NBT: New Delhi, 2000.
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Syllabus for B.El.Ed. Second Year
P 2.1 Language Across the Curriculum

Time: 1 Hour and 30 minutes **Maximum Marks: 50**
(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each Unit.

INTRODUCTION

This course aims to promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) Understand language and learning extensively
(ii) Know about language competencies
(iii) understand the concept of school language and home language along with teacher-student relationship

Unit I

Language and Learning: Language as a means of construction of reality, language and experience, concept formation.

Language at School: Distinction between language as a school subject and language as a means of learning and communication, the concept of register and style, different school subjects as registers.

Unit II

Basic Language Competencies Required at School: Oracy, listening, reading and writing. Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability.

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Unit III

The Child's Language and the School: School language and home language, language as an aspect of teacher child relationship, language environment of school, language of textbooks in different subjects.

Project for practical work to be evaluated by external examiner as appointed by the university:

Suggested Projects for practical:

1. To elaborate their theoretical understanding students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
2. Analysis of text books and other materials used in different subjects from the point of view of registers and styles used in them.

READINGS

1. Agnihotri, R.K. et.al. Prashika: Eklavya's Innovative Experiment in primary education, Ratna Sagar: Delhi, 1994.
2. Badheka, Gijubhai. Divaswapna, National Book Trust: New Delhi, 1990.
3. Government of India, Learning without Burden, Yashpal Committee Report, MHRD, New Delhi, 1993.
4. Holt, John. Learning All the Time, Addison-Wesley Pub. Co: New York, 1990.
5. Kumar, Krishna. The Child's Language and The Teacher: A Handbook, National Book Trust: New Delhi, 1998.
6. Routman, Regie. Invitation: Changing as Teachers and Learners, K-12, Hienmann: New York, 1994.
7. Warner, Sylvia Ashton. Teacher, Touchstone Books: 1400 Second Street Baker City, 1986.
8. Kumar, Krishna. Learning from Conflict, Orient Longman: Delhi, 1986.
9. Strickland, Dorothy S. and Lesley M. Morrow.(eds.). Emerging Literacy: Young Children Learn to Read and Write, International Reading Association: New York, Delaware.1989.
10. Tompkins. Gail. E, Teaching Writing: Balancing Process and Product, 2nd Edition, McMillan Pub. Co: UK, 1977.

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Chaudhary Ranbir Singh University, Jind
Department of Education
Syllabus for B.El.Ed. Second Year
Liberal Cources: Optionals I

Time: 3 Hours

Maximum Marks: 100 (Theory: 80, Internal: 20)

In case of a subject consisting practical examination, the distribution of marks will be as follows:

Total Marks: 100 (Theory: 60, External Practical: 28 and Internal: 12).

INTRODUCTION

Liberal courses offer studies in a specific discipline with academic rigour. These are designed to enrich knowledge base to allow for further study in the chosen discipline and its pedagogy.

OBJECTIVES

After studying these liberal courses, the student-teacher will be able to

(i) Achieved academic rigour in his/her specific discipline opted to study

(ii) Have enriched knowledge base about their subjects

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O 2.1 English I

Time: 3 Hours

Maximum Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each question.

Unit I

Section A: Reading and Writing Skills

(Page references for extracts are from named editions. These may vary in different editions)

Panchtantra: The Monkey and the Crocodile

Hans Christian Anderson: Repunzel

Stephen Leacock: From literary Lapses: My Financial Career (Penguin 1939, Pg. 7-10).

Unit II

Carl Sagan: From Cosmos (Ballantine Books) from chapter 1, Pg. 1-5. "The Cosmos is all that is …'' to …working out our destiny''.

T.S.Eliot: Macavity (Poem).

Wole Suyinka: Telephone conversation (Poem).

Unit III

Anne Frank: The Diary of a Young Girl (Pocket books, New York, 1958) Pg. 49-50. Letter dated Friday 20th November, 1942. From "None of us really knows how to take it all…" to "… about those other miseries".

Lord Byron: From Byron's Letters and Journals Vol. IV (ed. By leslie Merchand) Pg. 326-27. Letter to Tom More, October 31 , 1815. Extracts from "Yesterday I dined out …" to "… the first sprightly runnings of others".

The Times of India: For advertisements from the matrimonial page.

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Unit IV

Philip Kotler: The Principles of marketing (Prentice hall, India) Pg. 159-60 from "Playboy Magazine has passed …" to "… factors that influence and motivate consumer behavior."

Shakespeare: Julius Caesar- Act III Sc. 2 Ln 12-33 and Ln 74-107 (Speeches of brutus and Mark Antony).

Charles Dickens: David Copperfield. (Penguin Classics) Pg.312-314. From "We Entered a Low…" to "… Uriah's dinted nostrils."

Unit V

Section B: Teaching English as a Second Language

1. English Language: Meaning, nature, importance, functions of language and functions of teaching language.
2. The differences between teaching English as a first language, as a second language and as a foreign language. Aims and objectives of teaching English.
3. Methods and Approaches: Its meaning and difference. New and Modern methods of Teaching:
   i. Bilingual Method. ii. Dr. West's Method. And iii. Substitution Method.
4. Common language errors which are likely to be encountered by the teachers of ESL.
5. Implications of teaching language through literature.
6. Teaching techniques and materials such as drama, audio-visual aids, puppetry etc.

READINGS

1. Allen, H. and Cambell, R. (ed.). Teaching English as a Second Language, McGraw Hill: New York, 1972.
2. Brumfit, C.J. and Johnson (ed.). The Communicative Approach to language, Oxford University Press: Oxford, 1979.
3. Kachru, Braj B. 'Non-Native Literatures in English as a Resource for Language Teaching' in Brumfit, C.J. and Carter, R.A. (ed.) Language and Literature Teaching, Oxford University Press: Oxford, 1986.
4. David Lodge, Modern Critical Readings, Longman: London, 1988.
5. Eagleton, Terry. Literary Theory: An Introduction, Oxford, Basil Blackwell: Oxford, 1983.
6. Bradley, A.C. Criticism on Shakespeare's Plays.
7. Singh, Tijender. A History of English Literature.
8. Mehta, P. Teaching of English: Doaba House, Booksellers and Publishers: Delhi, 2012.
9. Sachdeva, M.S. Teaching of English, Twenty First Century Publications: Patiala (Punjab), 2010.
10. Mukalel, J.C. Linguistics for the Teachers, Discovery Publishing House: New Delhi, 2003.

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चौधरी रणबीर सिंह विश्वविद्यालय,जीन्द

शिक्षा विभाग

बी.एल.एड–वर्ष द्वितीय

O 2.2 हिन्दी – I

समय : 3 घण्टे

अधिकतम अंक : 100
(बाहय अंक : 80, आन्तरिक : 20)

खण्ड–एक

भाषा एवं साहित्य (गद्य भग)

भाषा : क. भाषा की परिभाषा, भाषा एवं मानवजीवन

ख. भाषा और भाषा वैविध्य

- भाषा का मौखिक और लिखित रूप
- क्षेत्रीय/प्रादेशिक बोली, समाज, शैली एवं जनसंचार माध्यम के स्तर पर भाषा के विविध रूप
- मानक भाषा की संकल्पना एवं मानकभाषा हिन्दी का विकास (ध्वनि, शब्द भंडार, व्याकरण, अर्थ, लिपि और वर्तनी के स्तर पर)

ग. हिन्दी भाषा का प्रयोगिक पक्ष

क. निबंध और पत्र लेखन

ख. मुहावरे और लोकोक्ति

ग. अपठित

खण्ड–दो

हिन्दी गद्य साहित्य

नाटकः अंधेरी नगरी – भातेन्दु हरिश्चंद्र

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खण्ड– तीन

कहानियां :

1. उसने कहा था– चंद्रधर शर्मा गुलेरी
2. बड़े भाई साहब– प्रेमचन्द
3. ताई– विश्ववंभरनाथ शर्मा "कौशिक"
4. तीसरी कसम– फणीश्वरनाथ रेणु
5. पाजेब– जैनेन्द्र
6. एक और जिन्दगी– मोहन राकेश
7 ब्रहमराक्षस का शिष्य– मुक्तिबोध
8 दूसरी दुनिया– निर्मल वर्मा
9 गुलेल का खेल– भीष्म साहनी
10 मकर संक्रान्ति– अशोक अग्रवाल
11 हींगवाला– सुभद्रा कुमारी चौहान

खण्ड चार

हिन्दी निबंध एवं अन्य प्रमुख गद्य विधाएँ

1 ईश्वर भी क्या ठठोल है – बालकृष्ण भट्ट
2 गेहूँ और गुलाब – रामवृक्ष बेनीपुरी
3 नाखून क्यों बढ़ते है? – हजारी प्रसाद द्विवेदी
4 सदाचार का ताबीज़ (व्यंग्य) –हरिशंकर परसाई
5 भोर का तारा (एकांकी) – जगदीश चंद्र माथुर
6 लक्ष्मी का स्वागत (एकांकी) – उपेन्द्रनाथ अश्क
7 मरी तिब्बत यात्रा (यात्रा वृतांत) – राहुल सांकृत्यायन

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8 भाई जगन्नाथ (संस्मरण) – श्री राम शर्मा

9 घीसा (रेखाचित्र) – महादेवी वर्मा

10 क्या लिखूं? – पदुमलाल पुन्नालाल बख्शी

खण्ड पाँच

मेरा परिवार (संस्मरण) – महादेवी वर्मा

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Syllabus for B.El.Ed. Second Year
O 2.3 Mathematics I

Time: 3 Hours

Maximum Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks for each question.

Unit I

SYMBOLIC LOGIC AND SET THEORY

Statements: negation, conjunction, disjunction; implication, converse and contra-positive; necessary and sufficient conditions; types of proofs, mathematical induction and deduction, truth tables, switching circuits.

Sets, operations on sets, distributive laws, De Morgan's laws, Power set, Cartesian Product.

Relations: equivalence relations and equivalence classes, partitions of a set; partial order relations (in particular divisibility and set inclusion), chains and lattices.

Mappings, injective, surjective and bijective mappings, inverse of a mapping, composite of mappings. Denumerable and non-denumerable sets, cardinality. Permutations and combinations.

Unit II

ELEMENTARY ALGEBRA

Various representations of complex numbers, Algebra of complex numbers; De Moivre's theorem and its applications.

Theory of polynomial equations: relation between the roots and coefficients.

Definitions and operations on matrices over R and C, special types of matrices; determinant of square matrix, properties of determinants; adjoint and inverse of a square matrix, rank of a matrix.

Systems of linear equations; characteristic equation, characteristic roots, Cayley Hamilton theorem.

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Unit III

VECTORS AND ANALYTIC GEOMETRY

Vectors, scalar and vector products; triple products, position vector and applications of vectors to geometry, gradient, divergence and curl.

Straight lines in two dimensions, pair of straight lines; circles and system of circles.

Conics, parabola, ellipse and hyperbola in standard forms, elementary properties.

Sketching of conics.

Planes and straight lines in three dimensions-direction ratios and direction cosines, equations of planes, straight lines and spheres-Cartesian and vector representations. Basic properties of spheres.

Cones, reciprocal cones; right circular cones; cylinders and right circular cylinders.

Unit IV

REAL ANALYSIS

Topological structure of R, neighbourhoods, open and closed sets, limit points, bounded sets.

Sequences and their convergence, monotonic sequences; the number e. Infinite series of positive terms, comparison and ratio tests for convergence of an infinite series.

Limits, continuity and derivability of functions; mean value theorems and Taylors expansions: power series expansions of elementary functions. Indeterminate forms and L'Hopital rule.

Unit V

DIFFERENTIAL CALCULUS

Successive differentation and Leibnitz rule; partial derivatives and Euler's theorem on homogeneous functions.

Monotone functions and inequalities, convexity and concavity of functions; maxima, minima with applications to mensuration, dynamics and economics.

Tangents and normals, curvature, asymptotes and singular points; curve sketching.

Functions of two variables; partial derivatives; maxima and minima of two variables; Langrange's method for constrained optimization (Langrange's method of indeterminate multiplier).

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READINGS

1. Ballabh, Ram. *A Textbook of Coordinate Geometry,* Prakashan Kendra: Delhi, 13th Edition.
2. Narayan, Shanti. *Differential Calculus,* S. Chand and Co.: New Delhi, 13th Edition.
3. Narayan, Shanti. *Analytic Solid Geometry,* S. Chand and Co.: New Delhi, 15th Edition.
4. Singal, M. K. and Asha Rani Singal. *Topics in Analysis I,* R. Chand & Co.: New Delhi, 2000, 6th Edition.
5. Singal, M.K. and Asha Rani Singal. *Algebra,* R. Chand and Co.: New Delhi, 22nd Edition.
6. Arora, S.C. and Ramesh Kumar. *A Text book of Calculus,* Pitamber Publishing Co.: Delhi, 1993.
7. Bartle, R.G. and D.R. *Sherbert. Introduction to Real Analysis,* John Wiley & Sons: New York, 1982.
8. Fraleigh, John, B. *Calculus with Analytic Geometry,* Addison-Wesley: Guion Road, Indianapolis, 1990.
9. Khurana, K. and S.B. Malik. *Elementary Topics in Algebra,* Vikas Publishing House: Delhi, 1994.
10. Spiegel, M. R. *Vector Analysis,* McGraw Hill Book Co.: New York, 1997.

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Syllabus for B.El.Ed. Second Year
O 2.4 Physics I

Time: 3 Hours **Maximum Marks: 100**
(Theory:60, External Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each question.

Unit I

Mechanics: Scalars & Vectors, addition of vectors. Newton's laws of motion, forces and pseudo-forces, work-energy theorem, conservative forces, conservation of energy, conservation of linear momentum, centre of mass, particle collisions (in 2 dimensions). Rotational motion, torque and angular momentum. Conservation of angular momentum. Law of gravitation, inertial and gravitational masses, motion of planets and satellites. Kepler's laws.

Unit II

Oscillations: Free oscillations with one degree of freedom, damped oscillations,forced oscillations, resonance and Q factor; combination of two harmonic motions.

Unit III

Wave Optics: Wave equation, travelling and standing waves, superposition of waves, phase and group velocity. Coherent sources and interference, Young's double slit experiment, interference in thin films. Description of diffraction by a single slit, double slit and diffraction grating. Polarised and unpolarised light, linear and circular polarisation; polarisation by reflection.

Unit IV

Electricity, Magnetism and Electromagnetic Theory: Review of laws of electricity and magnetism - conservation of charge, Coulomb's/Gauss' Law, non-existence of magnetic monopoles, Ampere's law, Faraday's law. Displacement current, Maxwell's equations (in integral form). Electromagnetic waves. Light as an electromagnetic phenomenon. Transmission lines. Optical fibres.

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Unit V

Equilibrium Statistical Mechanics: Review of laws of Thermodynamics. Classical statistics: Maxwell-Boltzmann distribution. Quantum statistics: Fermi-Dirac and Bose-Einstein distributions and their properties.

(To be evaluated by the external examiner appointed by the university)

Practical: At least two from each group

Group I: Mechanics

1. Study of damped harmonic oscillator-Q factor.
2. Coupled pendulums.
3. Moment of inertia of irregular bodies.
4. Experiments with a loaded vertical spring.

Group II: Optics

1. Wavelength of sodium light by Newton's rings.
2. Use of spectrometer-determination of p of glass prism.
3. Diffraction grating-determination of p of sodium light.
4. Polarimeter-specific rotation of cane sugar solution.

Group III: Electricity and Magnetism

1. Study of LCR circuit.
2. Determination of resistance and its variation with temperature of Carey Foster's bridge.
3. Determination of L by Anderson's bridge.
4. Determination of high resistance by leakage method.

READINGS

1. Gamow, George and John M. Cleveland. *Physics, Foundations and Frontiers,* Prentice Hall of India: New Delhi, 1978.
2. Resnick, Robert and David Halliday. *Physics,* Wiley Eastern: New Delhi, 1992.
3. Sears, Francis Weston and Zemansky, M. W. *College Physics,* Complete Edition, Reading, Addison-Wesley Publishing Co: Massachusetts, 1991.

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Syllabus for B.El.Ed. Second Year
O 2.5 Chemistry I

Time: 3 Hours **Maximum Marks: 100**
(Theory:60, External Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each question.

Unit I

Inorganic

(a) Multi Electron System: Pauli's exclusion principle, Hund's rule of maximum multiplicity, Aufbau principle and its limitations; energy level diagrams.

(b) 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.

(C) Chemical bonds and molecules: shapes of simple molecules, bond energy, bond length, types of bonding, lattice energy, Born-Haber cycle, Fajan's rule, dipole moment, metallic bond, hydrogen bond, resonance and hybridization.

Unit II

Organic

The following topics are to be dealt with keeping in mind the introduction to the basic principles as applied to carbon compounds, illustrated with suitable examples.

(A) Concepts in Organic Reaction Mechanism

(i) Covalent bond, homolysis, heterolysis, free radicals, ionic species, carbanion, carbocation electrophile and nucleophile.

(ii) *Tetrahedral Concept:* Catenation, hybridisation- sp, sp^2 and sp^3, nomenclature (IUPAC notation).

(iii) Inductive, Electromeric and Mesomeric (resonance effect).

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(iv) Aromatic Character- Huckel's rule applied to the hydrocarbons (e.g.: benzene, polynuclear and heterocyclic compounds).

(B) Isomerism

(a) Structural Isomerism (chain, positional & functional)

(b) Stereoisomerism (i) Geometrical (cis and trans) (ii) Optical (symmetric and asymmetric carbon atom), Optical Activity, Recemic Mixture and Resolution.

Unit III

Physical

Gases: Characteristics of gases, ideal gases, gas laws, deviation from ideal behaviour, Van der Waal's equation (no derivation but explanation regarding a and b), critical phenomenon (no derivation) and liquefaction of gases.

Liquids: Difference between gases and liquids on the basis of their molecular structure, vapour pressure of liquids, relationship between vapour pressure and boiling point, surface tension, viscosity, their experimental determination and applications.

Unit IV

Chemical Kinetics and Chemical Equilibrium: Rate of a reaction, law of mass action, effect of temperature, concentration and catalyst (qualitative treatment). What is chemical equilibrium, equilibrium law and factors influencing equilibrium states.

Photochemistry: Absorption of light, Lambert-Beer's Law, Laws of Photochemistry, phosphorescence and fluorescence.

Unit V

Ionic Equilibria and Conductance: Ostwald's Dilution Law, ionic product of water, pH value, theory of acid-base indicators, buffer solutions, buffer range and capacity, equivalent and molar conductance, Kohlrausch's law of independent migration of ions, variation of conductance with concentration for weak and strong electrolytes. Hydrolysis of salts (only qualitative treatment). Applications of conductance for determining solubility product of water etc., conductometric titrations.

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(To be evaluated by the external examiner appointed by the university)

Practical work:

(A) Project Work: Each student shall prepare a project which is innovative and application oriented as approved by the teacher.

(B) Laboratory Work: Integrated experiments involving the following aspects such as laboratory techniques, qualitative and quantitative analysis; Some physical experiments using simple compounds such as benzoic acid, copper sulphate and salicylic acid (any 2 of them) and subjecting them to various processes. (see example below).

Integrated Experiments

(i) **Benzoic Acid:** isolating benzoic acid by hydrolysis of sodium benzoate, purifying it by hot water, crystallization, testing its criteria of purity by melting point determination. Finally studying solubility curve and determining VH. Distillation (simple, steam, fractional, under reduced pressure).

(ii) **Copper Sulphate:** preparation of cuprammonium sulphate, studying paper chromatography of both the initial and the final product using colorimetry of various concentrations of copper sulphate to verify Lambert-Beer's Law.

(iii) **Salicyclic Acid:** purification by sublimation, preparation of aspirin (by acetylation), melting point determination; paper chromatography of both salicylic acid and aspirin respectively, complex formation with iron namely (Fe salicylate complex). Using colorimetry to verify Lambert-Beer's Law.

Physical Experiments

(i) Determination of surface tension of (i) Pure liquids (ii) Binary mixtures of liquids by Stalagmoeter.

(ii) Measurement of Viscosities of (i) Pure liquids (ii) Binary mixtures of liquids by Ostwald's viscometer.

(iii) Measurement of pH by pH papers/ pH meter of buffer solutions (acidic & alkaline).

(iv) To study the kinetics of the reaction between $Na_2S_2O_3$ and HC1 using initial rate method.

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READINGS

Inorganic Chemistry

1. Cotton, F. A. and W'son, G. *Advance Organic Chemistry,* John Wiley and Sons: Sussex, 1988 Fifth Edition.
2. James E, Huhey, et.al. *Inorganic Chemistry,* Harper Collins: London, 1993.
3. Lee, J.D. *A New Concise Inorganic Chemistry,* English Language Book Society, Van Nostrand Reinhold International: London, Fifth Edition, 1996.
4. Madan, R.D. and Satya Prakash. *Modern Inorganic Chemistry, S.* Chand and Co.: New Delhi, 1990.
5. Mohan, Bruce H. *Inorganic Chemistry,* Narosa Publishing: New Delhi, 1990.

Organic Chemistry

1. Bahl, R.S. and Arun Bahl. *Advanced Organic Chemistry,* S. Chand and Co.: New Delhi, 1990.
2. Bhutani, S.P. *Selected Topics in Organic Chemistry,* Vol.-I, Vishal Publication: Delhi 1986.
3. March, Jerry. *Advanced Organic Chemistry: Reactions, Mechanisms and Structures,* Fourth Edition, Wiley Eastern Ltd.: New Delhi, 1992.
4. Morrison, R. N. and Boyd, R. N.: *Organic Chemistry,* Prentice Hall India: New Delhi, 1996, Sixth Edition.
5. Norman, R.O.C. and Waddington D.J. *Modern Organic Chemistry,* Collins Educational, Bell & Hyman: London, 1983.

Physical Chemistry

1. Castellin, Gilbert *W. Physical Chemistry,* Narosa Publishing House/Addison-Wesley: New Delhi, 1990.
2. Khosla, B.D., Garg, V.C. and Khosla, Adarsh *Senior Practical Physical Chemisty,* R. Chand and Co: New Delhi, 1982.
3. Liptrot, G.F., Thompson, J.J., and Walker G.R. *Modern Physical Chemistry,* ELBS, Collins Educational: London, 1982.
4. Rastogi, R.P. and Misra R.R. *An Introduction to Chemical Thermo dynamics,* Vikas Publishing House: New Delhi, 1995.
5. Sienko, Mitchell J. and Plane Roberts A. *Chemistry: Principles and Applications,* Mcgraw Hill: London, 1976.

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O 2.6 Biology I

Time: 3 Hours **Maximum Marks: 100**
(Theory:60, External Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each question.

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.

Fungi: Structure, reproduction and its relation to man, e.g. Aspergillus, mushroom.

Unit II

Plantae

A. Structure and reproduction in Algae (e.g. Sargassum) Bryophyta (e.g Riccia & Moss) and Pteridophyta (e.g. Pinus).

B. Angiosperm: Structure and reproduction, modifications (stems, roots and leaves).

Unit III

Animalae

A. Non-chordata

1.Porifera: Structure and reproduction, e.g. Sycon

2.Cnidaria: morphology and reproduction e.g. Coral

3.Platyhelminthes: morphology, reproduction and its relation to man, e.g. tapeworm.

4.Aschelminthes: morphology and repoduction, e.g. Ascaris.

5.Annelida: morphology and reproduction, e.g. earthworm

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6.Arthropoda: morphology and reproduction, e.g. cockroach.

7.Echinodermata: morphology and reproduction, e.g. starfish.

B. Chordata

1. Pisces: generalised account of fish
2. Amphibia: e.g. Frog
3. Reptilia: e.g. Lizard
4. Ayes: a general account of birds
5. Mammalia: e.g. rabbit, rat and man

Unit IV

Origin of life: Brief history, chemical evolution of first cell, Heterotrophs and Autotrophs, advent of oxygen.

Unit V

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.

(To be evaluated by the external examiner appointed by the university)

Practical work

1. Specimens study: Paramoeciu, Ascaris, Pila, Sea Urchin, Sargassum (alga).
2. Study photographs: T- Phage, TMV (Tobacco Mosaic Virus) (e.m.) bacteria.
3. Temporary mounts Spon,e: gemmules and spicules
   Cockroach: mouth parts, trachea
   Earthworm: septal and pharyngeal nephridia
4. Slides of bacteria from pond water and curd
5. Structure and movement of Euglena from pond water and Chlamydomonas from rain water puddles.
6. Mushroom: section cutting, study coloured photographs, grow Aspergillus and examine microscopically.
7. Riccia and moss: study details
8. Fern: section cutting (true and false indusium)
9. Pinus: section cutting
10. Any two families: Solanaceae, Graminae (Arecaceae)
11. Study of any angiosperm, slides of T.S. anther and L.S. ovule.

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READINGS

Zoology

1. Alexander, R. McNeill. *Animals,* Cambridge University Press: Cambridge. 1990.
2. Audersirk, G. and Audersirk, T. *Biology - Life on Earth,* MacMillan: New York, 1992.
3. Dhami and Dhami. *Invertebrates,* R. Chand & Co.: New Delhi, 1985.
4. Easton, T.A. and Rischer, C.E. *Bioscope,* Charles E. Merill Pub. Co.: Ohio, 1995.
5. Raven, P. H. and Johnson, G.B. *Biology,* Brown Publishers, London, 1996.

Botany

1. De Roberti's (E.D.P.) and De Robertis (E.M.F.). *Cell & Molecular Biology,* info-Med Ltd.: Hong Kong, 1988.
2. Keeton, W.T. and Gould, J.L. *Biological Science,* Norton W.W. USA, 1993.
3. Pandey, S.N. and Trivedi, P.S. *A Text Book of Botany, Vol. I & II,* Vikas Publishing House: New Delhi, 1995.
4. Vashistha, B.R. *Fungi,* S. Chand & Company: New Delhi, 1995.
5. Vashishta, B.R. *Algae,* S. Chand & Company: New Delhi, 1990.

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Syllabus for B.El.Ed. Second Year
HISTORY I AND HISTORY II

Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each question.

HISTORY I AND HISTORY II

The purpose of these two courses is to make the students aware of the processes of historical inquiry and to persuade them to look for inter-connections between structures and processes in history.

The course.3 make no effort to provide students with an exhaustive survey of all the phases of Indian history or the history of any other particular country. Such efforts at comprehensive surveys are inevitably elusive and often tiring. The focus therefore is on general problems and issues of historical inquiry.

History I, looks at societal forms, the specificities of different systems and their transformations, the long term trends and processes in history.

History II, shifts the focus away from large systems and trends and probes the connection between culture, identity and power; and through these issues it looks at the history of colonialism and modes of resistance.

The courses will develop around a set of readings, preferably essays. While the focus in paper II will be on India, the discussion and the readings will refer to the history of other countries. Students will be expected to read around 500 to 700 pages for each course. In History I, eight to ten lecture hours will be devoted to each unit and in History II, ten to twelve hours may be spent in discussing the themes of each unit.

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O 2.7 History I

Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each question.

Transformations in History

Unit I

Understanding History: The conceptual basis of history as a discipline, the question of historical objectivity and truth.

Interpreting Sources: the nature of historical source (archaeological, numismatic, epigraphic, literary, written /oral), problems of interpretation.

(These lectures will attempt to understand the problematic nature of historical interpretation and the limits to historical imagination imposed by the nature of sources).

Unit II

Hunting Gathering: Paleolithic, Mesolithic, Neolithic.

Domestication of Plants and Animals: Pastoralism, shifting cultivation, settled agriculture.

(These lectures will discuss the basis and characteristics (social, economic, cultural) of different societal forms).

Emergence of States: Monarchies, Republics. A case study of Ganasanghas/ Magadha / Pallavas / Satavahanas.

The concept of Empire: A case study of Magadha.

(These lectures will discuss the forms of early states and the processes of their emergence; they will analyze how states evolve into empires and how they collapse.)

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No effort will be made to discuss all possible historical instances mentioned above: only one from a basket of cases will be considered.

Unit III

Feudalism: The debate of feudalism; the European case and the Indian experience.

The Medieval State: The absolutist state in Europe; the Mughal State in India: regional state forms in the eighteenth century.

Unit IV

Renaissance and the Process of Secularization: Transformation of religion and the emergence of the ideals of rationality and reason.

Industrialization and Imperialism: Industrialization and the transformation of the economy; the specificities of imperialism in the industrial age.

(The lectures in this unit will focus on the cultural and economic processes that formed a part of the making of the modern world.)

Unit V

The Democratic Revolutions: The French case. End of the ancient regime; the nature and the legacy of the revolution.

The Socialist Revolutions: The Russian case: the ideals of socialism and the nature of the revolution.

Nationalism and the Nation State: The lectures will discuss some of the different ideologies and movements of modern times; they will analyze the difference between European nationalism and nationalism in the colonial context and the link and the opposition between different articulation of nationalism will be discussed.

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READINGS

1. Allchin, B. and Allchin, R. *Civilization in India and Pakistan,* Select Book Service Syndicate: New Delhi, 1988.
2. Wenke, Robert. *Pattern in Pre-History,* Oxford University Press: Oxford, 1980.
3. 'Thapar, Romila. *From Lineage to State,* aford University Press: Bombay, 1984.
4. Thapar, Romila. *Mauryas Revisited,* K.P. Bagehi & Co: Calcutta, 1987.
5. Anderson, Perry. *Lineages of the Absolutist State,* Verso: London, 1979.
6. Aston, T.H. (ed). *The Brenner Debate,* Cambridge University Press: Cambridge, 1985.
7. Bayly, C.A. Rulers. *Townsmen and Bazaars,* Oxford University Press: Oxford, 1992.
8. Rizvi, S.A.A. *The Wonder That was India,* Vol. 2., Sidgwick & Jackson: London, 1987.
9. Burke, Peter. *The Italian Renaissance,* Cambridge University Press: Cambridge, 1986.
10. Lefebvre,' George. *Coming of French Revolution,* Princeton University Press: Princeton, 1989.

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O 2.8 Political Science I

Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each question.

Political Studies: Concepts in Theory and Practice

Unit I

Introduction to the study of Politics:

(i). Perspectives on:

a. Power relations, conflicts and conflict resolution;

b. Social change and social movements.

(ii). *Methods of the study of politics:*

a. Ethics and Philosophy- Aristotle and Hegel;

b. Institutions and Legality- J.S. Mill;

c. Materialist Interpretation of History- Marx and Mao;

d. Behaviouralism;

e. Comparative Politics- Almond, Frank and Wallerstein.

Unit II

Important Theoretical Concepts:

Rights, Liberty, Equality and Justice- in the light of the following:

a. conflict between nature and law in ancient and modern thought;

b. human rights;

c. the feminist critique of theories of justice and rights.

Unit III

Society, Community and Politics

a. polis and the nature of the state in Greek antiquity;

b. monarchy and changing notions of the state;

c. civil society and the modern nation-state;

d. the state in post-colonial societies.

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Unit IV

Nationalism

(i). *In Europe:*

a. emerging identities in the nineteenth century;

b. the rise of fascism in the 1920s and 1930s;

c. the debates of the second International on the right of nationalities to self-determination;

d. new trends in nationalism in the 1980s and 1990s.

(ii). *In the colonies, emerging from different anti-colonial struggles:*

a. Peaceful transfer of power -India, Nigeria;

b. Violent revolutionary struggles-Angola, Algeria;

c. Political visions-Gandhi, Fanon, Cabral, examples from South-East Asia.

Unit V

Imperialism

a. The industrial revolution and imperialism;

b. the new world economic order in the age of Bretton Woods and Comecon; the imperialism of aid and development;

c. its character after the 1950's- Latin America, Vietnam and South Africa.

READINGS

1. Birch, Anthony H. *The Concept and Theories of Modern Democracy,* Routledge and Kegan Paul: London, 1993.
2. Held, D. (ed.) *Political Theory Today,* Stanford University Press: Stanford, 1991.
3. Arblaster, A. *Democracy,* Open University Press: Milton Keynes, 1988.
4. Chantes, J. *Feminism,* Open University Press: Milton Keynes, 1998.
5. Flatman, R. (ed.), *Concept in Social and Political Philosophy,* MacMillan: London, 1993.
6. Mendus, S. Losing the Faith: Feminism and Democracy, in J. Dunn, (ed.) *Democracy: The Unfinished journey 508 B.C. to A.D.,* Oxford University Press: Oxford, 1993.
7. Sullivan, O.N. *Conservatism,* Open University Press: Milton Keynes, 1986.
8. Held, D. *Models of Democracy,* Stanford University Press: Stanford, 1987.
9. Birch, Anthony II. *The Concepts and Theories of Modern Democracy.* Routledge and Kegan Paul: London, 1993.
10. Thirdwall, A.P. *Growth and Development (with special reference to Developing Economies,* MacMillan: London, 1994.

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O 2.9 Geography I

Time: 3 Hours

Maximum Marks: 100
(Theory:60, Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each question.

(Physical Geography)

Unit I

Introduction to Physical Geography: Understanding basic concepts: location, area, flows/network, space and environment; scope of physical geography.

Unit II

Lithosphere: Geological time scale; internal structure of earth; rocks and their types; folds and faults; earth quakes and volcanoes; plate tectonics isostacy, theory of plate tectonics, movement of major plates and their consequences; development of landforms and role of different agencies.

Unit III

Atmosphere: Structure and composition of atmosphere; insolation-factors and spatial distribution; pressure-factors and spatial distribution; general circulation of atmosphere-world wind belts, monsoons and cyclones; classification of climate-Koppen's classification.

Unit IV

Hydrosphere: Temperature, Salinity and Density of ocean water - factors influencing their spatial variation in oceans; movements in ocean waters - waves, currents and tides; major ocean currents.

Unit V

Soils and Vegetation: Soil-formation, classification and general distribution of major soil types; vegetation-factors, classification of vegetation and a general distribution of major

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vegetation types; interrelationship of climate, soils and vegetation in (a) Semiarid (b) Temperate and (c) Equatorial Region.

(To be evaluated by the external examiner appointed by the university)

Practical work:

A. **Understanding Maps and Diagrams (Practical):** (a) Scales; (b) Cardinal Points; Reading and Measuring; and *(c)* Projection-properties and types; topographical maps: identification numbers and interpretation of physical features; weather maps; conventional symbols and interpretation of weather maps; instruments used to measure temperature, pressure, humidity and precipitation ; identification of rocks.

B. **Project Work:** techniques of report writing; a report on geographic study of any region-mountain, desert, coastal or plain.

(Student shall conduct a physical survey at least for 7 days under the supervision of department teachers and prepare a report).

READINGS

1. Barry, R.G. and R.J. Chorley. *Atmosphere, Weather and Climate,* Methuen, London, 1976.
2. Chorley, R.J. and P. Hagget. (ed.) *The Changing Nature of Geography,* Methuen, London,1973.
3. King, C.A.M. *Introduction to Physical and Biological Geography,* English Language Book Society: London, 1975.
4. Sharma, R.C. and M. Vatal. *Oceanography for Geographers,* Chaitanya: Allahabad, 1980.
5. Strahler, A.N. *A Modern Physical Geography,* Wiley: New York, 1983.
6. Tikkha, R.N. *Bhautik Bhugaol,* Kedar Nath Ram Nath: Meerut, 1989.
7. Gupta, S.L. *Bhu-Akriti Vigyan,* Directorate of Hindi Medium Implementation: Delhi,1992.
8. Monkhouse, E.J. *Dicitionary of Geography,* Aldine: Chicago, 1970.
9. Strahler, A.H. and A.N. Strahler. *Exercises in Physical Geography,* John Wiley: New York, 1984.

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O 2.10 Economics I

Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each question.

Unit I

Role of Price Mechanism: Market Demand and Market Supply.

Law of Demand and Demand Curve: Marshallian utility analysis and indifference curve approach. Elasticity of demand, Revenue curves- TR, MR, AR.

Unit II

Production: Factors of production and their combinations; law of returns; economics & diseconornics of scale; cost curves. Constituents of cost, wages, rent, profits, interest, concept of opportunity cost.

Unit III

Market Structure and International Trade

Market Structure: Objectives of a firm-profit maximisation, sales maximisation, cost minimisation, other non profit objectives. Market equilibrium conditions under perfect competition and imperfect competition (details of monopoly, oligopoly, monopolistic competition not required) objectives of non-profit organizations.

International trade: Principle of comparative advantage, terms of trade.

Unit IV

National Income

National Product: structure and concept, circular nature of income flows; methods of estimation; income, product and expenditure; problems of estimation.

National Income Estimation in India: composition of GDP; significance of various aggregates and their interrelationships.

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Unit V

Micro-Economics & Macro-Economics:

Difference between micro-economics and macro-economics. Determination of aggregate demand and aggregate supply to the resultant equilibrium income and employment. The concept of multiplier.

READINGS

1. Becherman, W. *An Introduction to National Income Analysis,* University Book Store: Seattle, 1984.
2. CSO. *National Accounts Statistics,* Government of India, CSO: New Delhi, Latest Issue.
3. Lipsey, R.G. *An Introduction to Positive Economics,* English Language Book Society: London, 1995.
4. Ray, N.C. *An Introduction to Micro Economics,* Macmillan: Delhi, 1975.
5. Sumuelson, Paul A. and William D. Nordhaus. *Economics,* McGraw Hill: New York, 1989.

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PR 2.3 Observing Children

Time: 5 Hours **Maximum Marks: 75**
(External Marks: 75)

INTRODUCTION

The practicum course on observing children provides opportunities for undertaking systematic observations of children in various naturalistic and semi-structured settings. Through specific assignments, students come in contact with children, construct scientific ways of understanding them, while also getting a chance to test universal developmental concepts.

OBJECTIVES

(i) To acquire an understanding of children's development within given socio-cultural, political, economic, familial and personal contexts.

(ii) To establish links between developmental constructs and principles and psycho-social realities of growing children.

(iii) To develop skills in observing and interviewing children, recording and reflective analysis.

Assignments

Students are expected to undertake three assignments over the academic year. Each assignment is designed to give very specific opportunities of generating knowledge from the field, testing given theories and developing skills of interviewing children.

Assignment I: Children at play

Objectives

(i) To understand the nature of children's play at different age-levels.

(ii) To gain insight into the various dimensions of children's play, such as comprehension of rules, rule-making, development of social roles and skills, relationship between language and play, issue of gender.

Task and Time Frame

Students are required to observe a minimum of 4-5 children in each of the following age-groups: 3-5 years and 6-8 years.

Children can be observed in naturalistic settings such as a play-ground or park in the neigbourhood. Observations at each given time would be for about one hour, adding up to a total of 10 hours for each age-group. The hours of observation may spread over a period of 5-6 weeks.

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Record keeping

Students are required to keep detailed records of their observations. Students must learn to discuss the difference between raw data and the observations and interpretations thereof. It is expected that discussions amongst peer group and with faculty supervisors during the time allotted for this, would enable students to evolve frameworks of analyzing the observational data. Supervisors will facilitate the process of analysis and interpretation and help establish links with theory.

Readings

1. Bettelheim, Bruno. *The Importance of Play*, The Atlantic Monthly, March, 1987.
2. Erikson, Eric, H. *Play and Development*, W.W. Norton: New York, 1972.
3. Garvey, C. *Play*, Harvard University Press: Cambridge 1990.
4. Vygotsky, Lev, S. *Mind in Society*, Harvard University Press: Cambridge, 1980 (Chapter 7: The Role of Play).

Assignment II: A Day in the Life of a Child

Objectives

(i) To examine the development of children varying socio-economic contexts.

(ii) To understand the impact of dynamic social influences arising out of varied backgrounds-upon children and their education.

Task and Time Frame

Students are required to undertake observations of individual children and their families in three diverse settings: a neighbourhood child, a child from a 'basti' and a child from an affluent home. The neighbourhood child essentially refers to a child from a middle class socio-economic background. This category must not overlap with any of the other categories. Each of the three setting will require a distinct methodological approach. However, a common guideline which can serve both as an observational schedule and an interview schedule, can be used. Such a guideline would use the following as a framework for gathering data: Family; Physical Space; Material Resources; Health and Nutrition; School Related Factors; Human Support Structures; Family Interactions.

The neighborhood child

Students will be expected to observe a child within the home once on a school day and once on a holiday. Observations should begin from the time a child awakes in the morning and continue till he/she retires for the day, observations may include talking to parents only to fill in gaps. Observations may be conducted unobtrusively and without any attempt to intrude into the privacy of the family. The neighborhood is chosen specifically because it may allow easy access and transparency in the research process.

The child form a 'basti'

The method to know a basti child may require, apart from observations, semi-structured interviews with parents and the community, including teachers. Interviews with basti children

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can be arranged through non-governmental organizations working in slum and resettlement colonies. An advantage in working through NGOs is the necessary orientation that the students can receive in conducting observations and interviews with sensitivity and responsibility.

The child from an affluent home

Using the guidelines mentioned above, individual children from affluent homes may be interviewed. The interviews could be arranged through schools which specifically cater to the affluent sections of society. Individual children could be interviewed within the school.

Record keeping

Students are required to keep detailed records of the data collected through observations and interviews. Based on the discussions with the peer group and with faculty members, students will evolve a framework of analysis, drawing upon socio-psychological principles.

Assignment III: Problem-Solving and Moral Dilemmas

Objectives

(i) To study the nature of children's process of conceptualization in the context of a specific problem-solving task.

(ii) To investigate and understand the nature and development of moral reasoning among children.

(iii) To enhance skills of interviewing young children in order to understand their development and their world.

Task and Time Frame

Problem-solving Task: The Hanoi Tower-A Piagetian Task

Students will administer the task individually to at least three children in the age-groups of 5-6 years, 8-9 years and 11-12 years. Detailed guidelines explaining the procedure of conducting the task, recording responses and analysis, will be provided by the supervisor.

Record Keeping

Students will be required to record the initial instructions given to the child any additional instructions given during the execution of the task, the questions asked, and the responses of individual children. Students will then analysis the observations with respect to the level of "cognizance" the children have attained. The framework given by Piaget can be used.

Readings

Piaget.J. The Grasp of Consciousness, Routledge and Kegan Paul: London, 1977, The Hanoi Tower.

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Moral Dilemmas: Piagetian and Kohlberg

Students will identify four children, two each in the age-group of 5-6 years and 8-10 years respectively and present the moral dilemmas to the children one at a time, in an interesting story-telling manner. Students will then ask the children a number of questions in order to get a thorough insight into the child's understanding of morality and ethics. Detailed guidelines explaining the procedure of conducting the task, recording responses and analysis will be provided by the supervisors.

Record Keeping

Students will be required to maintain a record of basic information such as the child's name, accurate age, sex and socio-economic status. The entire interview protocol would be recorded verbatim, indicating the questions asked and the responses given (verbal or through gestures) both of the interviewer and the child. Students will be expected to analyses the responses of children in terms of Piaget's theoretical framework of moral judgment and the stages of moral development as given by Kohlberg.

Readings

1. Berk, Laura. Child Development, Prentice Hall: New Delhi, 1996.
2. Gilligan, Carol. In a Different Voice: Women's Conception of Self and Morality, Harvard Educational Review, 47 (4), 1977.
3. Piaget, J. The Moral judgment of the child, Rutledge and Kegan Paul: London, 1932 (Chapter 2: Adult Constraint and Moral Realism).

Supervisory Support

The practicum should be conducted in small groups not exceeding eight in number. Each group will be facilitated by a faculty member, who will:

(i) Introduce the assignments
(ii) Help establish a methodology for each assignment
(iii) Invite discussions on observed data
(iv) Facilitate developing a framework of analysis
(v) Promote reflective learning in small groups and facilitate systematic report writing.

Agnihotri

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Assessment

Students learning through this practicum will be externally assessed by the examiners as appointed by the university using the following bases and criteria:

Assignment I: Children at Play

	Basis	Criteria
(i)	*Observations*	-Required number of hours -Ability to focus on key elements
(ii)	*Class Participation*	-Involvement in discussions
(iii)	*Report*	-Framework of analysis -links with theory and coherent use of observations

Assignment II: A Day in the Life of a Child

	Basis	Criteria
(i)	*Observations*	-Required number of hours -information gathered
(ii)	*Class Participation*	-Involvement in discussions
(iii)	*Report*	-Framework of analysis -Children's profiles and Comparative analysis

Assignment III: Problem Solving and Moral Dilemmas

	Basis	Criteria
(i)	*Execution of task*	-Presentation of the task -Questions asked -Creative inputs -Clarity in presenting dilemmas
(ii)	*Report*	-Record of details -Framework of analysis -Links with theoretical constructs -Use of observations of substantiate arguments

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PR 2.4 Self Development Workshops

Time: 3 Hours **Maximum Marks: 50**
(External Marks: 50)

INTRODUCTION

The self-development workshops have been conceptualized to facilitate further the teacher trainee's process of personal development. The workshops aim to complement the learning's of the theory course on Human Relations and Communications. Self-development workshops are essentially meant to cover broad areas of awareness of: one's own strengths and limitations, developing sensitivity, open mindedness and positive attitudes, the ability to communicate and relate with children and adults and developing one's own personal aim and vision as a teacher and as a person.

Objectives

(i) To explore the self for greater awareness, personal growth and reflective thinking.

(ii) To develop insight into the various dimensions of the self-perceptions and assumptions about and attitude towards: people, children in particular and social issues.

(iii) To learn to be self-critical, questioning and reflective about our thoughts, actions and reactions.

(iv) To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.

(v) To cultivate positive attitudes and sensitivity towards each other, towards children and towards education.

(vi) To develop skills for effective communication and the capacity to listen, empathies and relate.

(vii) To facilitate and stir the process of attitudinal change, creativity and life-long learning in each student.

Workshops

A series of workshops should be conducted over a year, under the supervision and guidance of professionals, trained for the purpose. Broadly, these workshops should address the following:

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Exploring the Self

Ability to listen and observe; dreams and fantasy; personal and professional aspirations; factors influencing identity formation; views on gender issues; personal, familial and social conflict; understanding social issues; projecting and building images; exploring ethics and values, developing empathy.

Understanding Our Own Childhood

Articulating childhood memories and experiences-fantasy, longing, hurt, joy, recognition; major influences in childhood; visualizing the limitations and potential of one's own childhood; listening to and empathizing with other childhood experiences, discovering similarity in needs and feelings, discovering differences in nature and experiences; getting in touch with childhood feelings.

Understanding the gap in perception between child and adult

Evoking insight into children's perception, attitude and imagination; observing adult thoughts, perceptions, ideas and prejudices; observing differences and similarities in child and adult approaches in everyday life; exploring sensitivity towards children, challenging adult assumptions and attitudes, recreating and understanding responsible and sensitive adult intervention.

Creativity

Understanding and facilitating self-expression, realizing one's own creative potential, comprehending the child's learning processes, understanding the significance of self-expression through humor, art, music; relating and linking the creative potential between the adult and the child, teacher and pupil, personal and social, the benefits of creativity in education.

Fear and Trust

Observing and understanding feeling of fear and trust in the past and present, the influence of such feelings in personal and social attitude, analysis of the repercussion of fear and trust in school, observing the role of fear and trust in stifling or facilitating creativity and learning, exploring alternative interventions.

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Competition and Cooperation

Understanding one's own attitude to competition and cooperation, analyzing and observing the impact of competition in personal life, in school and societal structures, observing and understanding the motivations behind cooperative learning and its impact, analyzing the drive towards excellence, exploring alternative interventions.

Communication

Observing the role of listening, attention and empathy; observing and analyzing information gathering and exchange; exploring personal and social relationship; analyzing the role of the media; understanding communication in friendship, in the family, in the community; exploring the role of teacher as communicator, in establishing a relationship with the child.

Time Frame

Each student will be required to attend a minimum of eight full day workshops over one academic year.

Reflective Learning

It is expected that through these workshops students will be able to understand themselves as well as learn from and about others and cultivate feelings of group cohesiveness, sensitivity and empathy.

Supervisory Support

Each workshop session will be organized and conducted under the guidance and supervision of professionals trained in conduction personal growth/Counseling workshops. In addition, the faculty member teaching the theory course, Human Relations and Communication, must function as a coordinator of this practicum.

Assessment

In order to assess any individual student's personal growth, it is imperative to be in continuous touch with the students through the interactive workshops. The responsibility of assessment therefore lies entirely with the resource persons, who conduct workshops and faculty members who have participated in all the self-development workshops.

As part of overall assessment, first of all, students should be asked to evaluate their own personal growth individually. Each student will have to prepare himself/herself a self evaluation report by

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using given criterion of personal growth. Given below are two examples of students who have evaluated and graded themselves may be used by student and also substantiated their own assessment.

Example 1 Self Evaluation Grade C+ on 'Nature of Participation'

"I am not at all responsive. Something holds me back. I feel that whatever examples I would place in the workshop to substantiate an issue would not be fully accepted."

Example 2 Self Evaluation Grade A on 'Potential for Personal Growth'

"After these workshops I have started giving serious thought to various matters. Even my parents tell me, 'you have emerged as a new being'. The most important thing is that I have started taking responsibility for my own actions whether the matter is of small scale or large scale."

Finally, the external examiner appointed by the university will assess the development of students and their self-evaluation reports by using the following basis and criteria:

Basis	Criteria
A. *Regularity*	(i) Number of workshops attended (ii) Punctuality in sessions (iii) Regularity in submitting reports
B. *Participation*	Nature of participation
C. Personal Growth	(i) Questioning the self (ii)Insight into oneself-limitations and strengths (iii)Integration of thought and action, feeling and intellect (iv)Self confidence/Self Concept (v)The ability to draw connections between different thought processes (vi)Open-mindedness (vii)Listening ability (viii)Social sensitivity (ix)Empathy (x)Taking initiative (xi)Attitudes
D. Self Evaluation	Criteria would be the same, as for personal growth

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PR 2.5 Physical Education

Time: 2 hours

Maximum Marks: 25
(External Assessment: 25)

Introduction

The essential aim of this course is to impart knowledge about physical activity, which is an important element in improving the quality of life. Physical Education in the B.El.Ed. ought to hold the promise of developing two crucial perspectives: first, sound physical and mental health is not the absence of disease and second, body confidence, an important element of physical education is intimately related to an overall sense of well-being and self-worth.

Another significant aspect of physical education is the development of a spirit of participation rather than competition. For this purpose equal importance is given to educating students on the fundamentals of physical education along with participation in actual field situations where they are instructed on minor games, lead up games and ultimately the actual game situation. They are also provided with inputs on psychological interaction and first-aid for actual situations on the field. Assignments and field participation form the basis on which students will be evaluated externally by the external examiner appointed by university.

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Colloquia: Story Telling and Children's Literature

Time: 3 hours

Maximum Marks: 50
(External Assessment: 50)

Objectives

(i) To examine and develop criteria of evaluating a variety of children's literature including picture books, folk tales, activity books, fiction and not-fiction.

(ii) To develop skills of story-telling and the creative use of children's literature.

(iii) To develop of building up a resource of stories and children's literature for use in classrooms.

(iv) To learn to use stories as a medium to facilitate expression, imagination and creative use of language in children.

Workshops

A series of workshops could be organized, spread over the academic year, on specific themes suggested below:

Story-telling

A series of discussions with students to identify skills of storytelling, relevant and interesting stories that children enjoy at different age levels. Subsequently, students will tell stories among peer groups, with the facilitation of supervisors. Groups will then critically reflect on story presentations. Workshops must also be organized with the participation of professional story tellers in Hindi and English.

Bulletin Board

Students in groups of 5-6 will take charge of a bulletin board for a given period of time. The task will be to take up a thematic topic and put up materials related to selected stories, in order to learn formal ways of attracting children's attention. Groups can then share their experiences during whole class discussions.

Story Folder

Students will classify available stories into different categories. Each story card will have key information about the story that is thus classified. This will enable students to develop a portfolio of stories that would be appropriate for specific age levels and interests.

Time Frame

Story-telling and children's literature activities are expected to be organized once every week for two hours. Workshops may be organized for a longer duration, as and when possible.

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Supervisory support

Students will work under the professional guidance of resource persons as well as the facilitation of faculty supervisors.

Assessment

Students will be externally assessed by the examiners appointed by the university using the following bases and criteria:

Basis	Criteria
A. Regularity	- Participation in workshop and related sessions
B. Bulletin Board	-Selection of the theme and presentation of stories
C. Story Folder	-Collection
	-References
	-Classification and retrieval system
	-Developing an evaluation criteria for children's literature
D. Story Telling	-Selection of story as per theme, age etc.
	-Animation
	-Voice pitches, clarity
	-Involvement, eye contact, gestures, book handling.

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Syllabus for B.El.Ed. Third Year

2018-19

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Syllabus for B.El.Ed. Third Year
F 3.6 Basic Concepts in Education

Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each.

INTRODUCTION

This course attampts to introduce students to certain basic ideas in educational theory. It provides Philosophical and Sociological frameworks within which assumptions about human nature, knowledge and learning are examined. While exploring the societal context of education, students also learn to distinguish between formal knowledge and experiential knowledge.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) explain about the different functioning of mind.

(ii) know how children perceive, learn and remember.

(iii) Ecquent about the problem solving skills of children with the help of Piagetian and other Piagetian perpectives.

(iv) understand about the child's social and personal scenario.

Unit I

Philosophical and Sociological Perspectives: Basic assumptions about human nature, knowledge and learning.

Unit II

Knowledge: Distinction between 'body of knowledge' and the child's construction of knowledge. Knowledge in the context of curriculum, syllabus and textbooks, school knowledge and children's experiential knowledge, universal and local facets of knowledge.

Unit III

The Learner and Teacher

The learner: The child as a learner, the individual child and the age group, home and school, Socialisation and Learning, Activity and Experience.

The Teacher: Teaching as a professional activity, Teacher and Parents, Teacher and Curriculum, Teacher and Society.

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Unit IV

General introduction to progressive thought in Education: The tradition of Rousseau, Pestalozzi, Montessori, Dewey and Susan Isaacs. Progressive educational thoughts in Indian context: Tagore, Gandhi, Gijubhai and Krishnamurthy. Detailed Study of Tagore's essay 'My School' and Dewey's essay 'My Pedagogic Creed'.

Unit V

Societal Context of Education: Equality, Authority, Conflict and Change.

READINGS

1. Dewey, John. 'My Pedagogic Creed' in D.J. Flinders and S.J. Thorton (eds.) The Curriculum Studies Reader, Routledge: New York, 1997.
2. Letter to a Teacher: From the children of the school of Barbiana, Sahitya Chayan, New Delhi, 1992.
3. Margret, K.T. The Open Classroom, Orient Longman: New Delhi, 1999.
4. Warner, Sylvia Ashton. Teacher, Touch Stone Books: 1400 Second Street Baker City, 1986.
5. Badheka, Gijubhai. Divaswapna, National Book Trust: New Delhi, 1991.
6. Dewey, John. The child and the Curriculum, University of Chicago Press: Chicago.
7. Krishnmurti, J. On Education, Orient Longman, New Delhi, 1974.
8. Krishnamurti, j. On Education and the Significance of Life, Krishnamurthy Foundation: Cheennai,1953.
9. Montessori, Maria The Absorbent Mind, H. Holt and Co.:Delhi, 1991.
10. Sykes, Marjorie.The story of Nai Taleem, Nai Taleem Samiti: Wardha, 1988.

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Syllabus for B.El.Ed. Third Year
F 3.7 School Planning and Management

Time: 1 Hour and 30 minutes **Maximum Marks: 50**
(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each Unit.

INTRODUCTION

This course attempts to expose to students to the current educational scenario in India, to familiarize them with school as a system and its relationship with other institutions and to create consciousness among students about the possible role they can play to change the situation.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(v) Explain about the organization and management of school education.

(vi) Understand the complete system of a school.

(vii) To know how to maintain the standard of school.

(viii) To develop the different type of skills related to the establishment and management of a school.

Unit I

Organisation and Management of School Education: Role of centre, state and local bodies; Sources of Funding.

Unit II

The School as a System: Introduction, training and teacher support programmes. Planning the School curriculum- Academic, co-curricular and Sports, community involvement.

Different Types of Schools. The management committee and its functions; school administration, staffing pattern; the school budget; annual planning; documentation and information systems; Physical infrastructure requirements; selection of materials and equipment for the school and selection of suppliers.

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Unit III

Maintaining Standards: Physical and Psychological needs of children, teaching and non-teaching staff in a school; developing a collaborative perspectives. Staff supervision- models and application: evaluation and feedback; establishing accountability.

Project for practical work to be evaluated by the external examiner as appointed by the university:

(A). Case study of an "Existing School" or "Planning for a new School" (i) Objectives (ii) Vision of School (iii) Strategic population (its needs, whether first or second generation learners, socio-economic background etc.); achieving targets realistically.

(B) A group project on the status of education in a particular area (collecting and interpreting data about school enrolment, retention, availability of facilities etc.).

READINGS

1. Abbott, Lesley. and Rosemary Rodger. (eds.). Quality Education in the Early Years, Open University Press: Buckingham, USA, 1994.
2. Aitken, Robert and Charles Handy. Understanding Schools as Organisation, Penguin Books: England, 1990.
3. Austin, Lucille N. Basic Principles of Supervision, Social Casework 33, December, 1952.
4. Craige, Ian. (ed.) Managing the Primary Classroom, Longman: London, 1987.
5. Cross, Rod. The role of the Mentor in Utilising the Support System for the Newly Qualified Teachers, School Organisation, March, 1955: 15 (1).

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Syllabus for B.El.Ed. Third Year

P 3.2 Logico-Mathematics Education

Time: 3 Hours **Maximum Marks: 50**
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 8 marks each question.

INTRODUCTION

This course Prompts students to gain insight into the nature of children's thinking in mathematics and engage in the process of the incorporating this in teaching practical with the due consideration to the content specific pedagogy.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) Explain about the pedagogic considerations about the different theorists like Piaget, Bruner, Dienes etc.

(ii) Know how children learn mathematics at school level.

Unit I

Nature of Children's Logico-Mathematics Thinking: Theories of Piaget, Bruner, Dienes and Vygotsky; intuitive mathematics; mental mathematics; cultural difference and specificities.

Unit II

Language and Mathematics: Language of mathematics.

Unit III

Critical Study of some pedagogic considerations with reference to Learning Theories and Practice: Readiness, consolidating mental arithmatics, circular reactions (ref.) Piaget), Zone of Proximal Development (ref.) Vygotsky), Organising and Structuring learning tasks, Group and individual activity, drill, memorization and algorithmization.

Unit IV

Mathematics in the Context of Schools: Text books, curricula and Classroom practices; nature of mathematics–conceptual and procedural; areas (space, measurement and operations etc.); Research on children's learning in specific areas; errors; feedback; testing and evaluation; the hidden curriculum; mathematics phobia and failure.

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Unit V

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

READINGS

1. Clements, D.H. and M.T. Battista, Geometry and Spatial Reasoning, in P.A. Grouws (ed.), Handbook of research on Mathematics Teaching and Learning, Reston: V.A. 1992.
2. National Council for Teachers of Mathematics (NCTM), Professional Standards for Teaching Mathematics, NCTM: Reston: V.A. 1989.
3. National Council for Teachers of Mathematics (NCTM), Curriculum Standards for School Mathematics, NCTM: Reston: V.A. 1989.
4. National Council for Teachers of Mathematics (NCTM), Assessment Standards for School Teaching Mathematics, NCTM: Reston: V.A. 1989.
5. National Council for Teachers of Mathematics (NCTM), Yearbook, Communications in Mathematics, K-12 and Beyond, NCTM: Reston: V.A. 1989.
6. Floyd, Ann (ed.) Developing Mathematical Thinking, Addison Wesley Pub. Ltd.: UK, 1981.
7. Nunes, Terezinha, children Doing Mathematics, Blackwell Publishers: Cambridge, 1998.
8. Rampal, Anita. Et.al. Numeracy Counts, National Literacy Resource centre: Mussoorie, 1998.

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Syllabus for B.El.Ed. Third Year
P 3.3 Pedagogy of Environmental Studies

Time: 1 Hour and 30 minutes

Maximum Marks: 50
(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each Unit.

INTRODUCTION

This course aims to expose students to the significance of EVS as a curricular area at the primary level. While engaging in a critical enquiry of EVS as a school subject, students also learn to develop insight into the issues of curriculum design and implementation.

OBJECTIVES

After studying this Course, the student-teacher will be able to

(i) explain about the basic concept of environmental studies.

(ii) Understand about the basic considerations in the development of curriculum of EVS.

(iii) Explain that EVS as a science subject.

Unit I

Concept of Environmental Studies (EVS): Its evolution and significance as a curricular area at primary level; EVS- an approach, a discipline or both; Environmental Studies and Environmental Education; its scope- integration related to physical, social, historical and cultural aspects of environment.

Unit II

Basic Considerations in Developing Curriculum in EVS: relating cognitive growth of children to the development of concepts; alternative frameworks; differences in approaches to the construction and transaction of curriculum at classes I and II and classes III to V; a review of different sets of curricular materials including textbooks.

Unit III

Understanding the Method of Science: process approach in EVS; Planning for and organisation of Teaching-Learning activities; Unit and Lesson planning; role of inquiry, experiment, discussion, drama etc.; evaluation and testing.

for D. Sandeep Berwal
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Practical work to be undertaken which will be evaluated by the external examiner as appointed by the university:

(i) Organizing and planning for an excursion; learning how to make observations and recording them; conducting surveys.

(ii) Using equipments and materials; films, reports, documents, newspapers, local maps, atlas, wall charts, map drawing and reading weather charts; making charts diagrams and models.

(iii) Collection and presentation specimens: Leaves, Rocks, Stamps, Flags, News items etc. (Classify the material collected and maintaining a museum).

(iv) Undertaking a project e.g. Planting and Nurturing a tree (in Science) and an oral history project (in Social Studies).

READINGS

1. Centre for Environmental Education. The Green Teacher: Ideas Experiences and Learnings in Educating for the Environment , CEE: Ahmedabad, 1997.
2. Hardeovik, S.W. and Hottgreive, D.E. Geography for Educators: Students, Themes and Concepts, Prentice Hall: UK, 1996.
3. NCERT. National Curricular Framework for Elementary and Secondary Schools, NCERT: New Delhi, 1988 and 2001.
4. Harlan, J. Science Experience for Early Childhood Years, Mc Millan: New York, 1995.
5. Martin R. et.al, Science for all Children, Allyn and Bacon: New York, 1998.

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Syllabus for B.El.Ed. Third Year
Liberal Courses: Opetionals II

-85-

Time: 3 Hours

Maximum marks: 100 (Theory: 80, Internal:20)

In case of a subject consisting practical examination, the distribution of marks will be as follows:

Total Marks: 100 (Theory:60, External Practical:28 and Internal:12).

INTRODUCTION

Liberal courses offer studies in a specific discipline with academic rigour. These are designed to enrich knowledgebase to allow for further study in the chosen discipline and its pedagogy.

OBJECTIVES

After studying these liberal courses, the student-teacher will be able to

(i) Achieved academic rigour in his/her specific discipline opted to study.

(ii) Have enriched knowledge base about their subjects.

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Syllabus for B.El.Ed. Third Year
Liberal Courses: Opetionals II

O3.1 English II

Time: 3 Hours **Maximum Marks: 100**

(Theory:80, Internal:20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each.

INTRODUCTION

This paper follows an approach-based structure. While introducing students to various ways of looking at a text, an emphasis is also laid on incorporating some significant writing in English, into the syllabus.

Unit I

Components

Approaches to texts with which students should be familiar are-

Historical, Psychological, Marxist and Feminism.

New criticism: Structuralism, Deconstruction and Formalism.

(Students should be able to look at the texts in a variety of ways. They are required to study two plays, two novels and all poems from Unit- II, Unit- III and Unit- IV respectively).

Unit II

Drama (Any Two):

(1) Arthur Miller: All My Sons

(2) Girish Karnad: Tughlaq

(3) Henrik Ibsen: A Doll's House

(4) Bertolt Brecht: The Good Person of Szechwan (Translated by John Willett).

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Unit III

Novels (Any Two):

(1) V. S. Naipaul: A House for Mr. Biswas

(2) J. Steinbeck: Of Mice and Men

(3) Jane Austen: Pride and Prejudice

(4) Margaret Atwood: The Handmaid's tale.

Unit IV

Poetry (All Poems):

(1) Shakespeare: Sonnet No. 130: My Mistress's Eyes are Nothing Like the Sun.

(2) John Donne: The Sonne Rising

(3) Blake: London

(4) Shelley: Song to the Men of England

(5) Langston Hughes: I Too Sing America

(6) Stephen Spender: An Elementary School Classroom in a Slum

(7) Countee Cullen: Incident: Baltimore

(8) Ted Hughes: The Jaguar

(9) Gieve Patel: On Killing a Tree.

(10) A.K. Ramanujan: Of Mothers Among Other Things (In selected Poems)

Unit V

English Essays

Francis Bacon: His style of writing and status in English Literature.

His Essays for detailed study: (i) Of Studies (ii) Of Marriage and Single Life (iii) Of Truth (iv) Of Friendship (v) Of Great Place and (vi) Of Adversity.

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चौधरी रणबीर सिंह विश्वविद्यालय,जीन्द

शिक्षा विभाग

बी.एल.एड.–वर्ष तृतीय

O3.2 हिन्दी II

समय : 3 घण्टे

अधिकतम अंक : 100
(बाहय अंक : 80, आन्तरिक : 20)

खण्ड–एक
(काव्य एवं उपन्यास)

- हिन्दी साहिन्य की ऐतिहासिक पृष्ठभूमि
- हिन्दी काव्य यात्रा : भक्तिकाल से आधुनिक काल
- काव्यांग परिचय
- उपन्यास

खण्ड–दो

हिन्दी साहित्य की ऐतिहासिक पृष्ठभूमि : आदिकाल से आधुनिक काल तक सभी प्रमुख धाराओं का संक्षिप्त परिचय, प्रवृतियां/विचारधाराएं

खण्ड–तीन

हिन्दी काव्य साहित्य :

क. मध्यकालीन काव्यः निम्नलिखित कवियों की कुछ प्रतिनिधि रचनाएं

1 कबीर

2 सूरदास

3 तुलसीदास

4 मीरा

5 बिहारी

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

ख आधुनिक काव्य : निम्नलिखित कवियों की कुछ प्रतिनिधि रचनाएं

1 हरिऔध

2 मैथिलीशरण गुप्त

3 निराला

4 महादेवी वर्मा

5 बच्चन

6 सुमित्रानंदन पंत

7 दिनकर

8 बालकृष्ण शर्मा नवीन

9 अज्ञेय

10 मुक्तिबोध

11 रघुवीर सहाय

खण्ड–चार

रस, छन्द एवं अलंकार : संक्षिप्त परिचय

क रस के अंग : स्थायी भाव, विभाव, अनुभाव आदि

ख रस के भेद : लक्षण एवं उदाहरण

ग अलंकार : अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, दृष्टान्त, उत्प्रेक्षा, व्यतिरेक, व्याजस्तुति, विभावना, विशेषोक्ति, विराधाभास, अर्थान्तरन्यास।

घ छन्द : दोहा, सोरठा, चौपाई, रोला, हरिगीतिका, मतगयंद, सवैया, घनाक्षरी, वंशस्थ, द्रुतविलंबित, मंदाक्रांता

खण्ड–पाँच

उपन्यास : 'मैला आंचल' – फणीश्वरनाथ 'रेणु'

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Department of Education
Syllabus for B.El.Ed. Third Year
O 3.3 Mathematics II

– 90 –

Time: 3 Hours

Maximum Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each.

Unit I

Algebraic Structures I: Binary operations; Commutative and associative operations; Identity Element and inverse of an element.

Groups, Subgroups; Cosets and Lagrange's theorem, normal subgroups and Quotient groups, Homomorphisms, isomorphosism and fundamental theorem; Permutation group.

Unit II

Algebraic Structures II: Rings, Integral domains and fields, Subrings, Ideals and Quotient rings; Ring Homomorphisms, isomorphosisms and embeddings.

Vector Spaces, subspaces; Quotient spaces; Linear dependence and independence, Basis and dimension; Study of R as a vector space.

Linear transformation; Associated Matrix, Rank and determinant of a Linear transformation; Minimal Polynomial.

Unit III

Integral Calculus and Differential Equations: Integration by substitution and by parts; integration of rational, irrational and trigonometric functions, Reduction formulae.

Definite integrals and their properties; integral as the limit of a sum and Riemann's approach; area under a curve.

Simple Differential Equations; Differential Equations of first order, linear differential Equations with constant coefficients. Applications of Differential Equations to natural and social sciences – Radioactive decay, Newton's Law of Cooling, Population Growth and Compound growth.

for Dr. Sandeep Berwal
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C.R.S.U., JIND (Haryana)

Unit IV

Statistical Methods: Measures of Central Tendency, Dispersion, Moments, Skewness and Kurtosis. Correlation and Linear Regression. Sampling Techniques based on z, t, F and x2 tests.

Unit V

Probability and Probability Distributions: Approaches to Probability; Laws of Probability, Bayes theorem and its applications. Random Variables, Probability Distributions and Mathematical Expectation, EMV criterion in business. Binomial and Poisson distributions. Continuous random variables and normal distribution.

READINGS

1. Fraleigh, John B. A First Course in Abstract Algebra, Addison-Wesley: UK, 1989, 4th Edition.
2. Gupta S.C. and V.K. Kapoor. Elements of Mathematical Statistics, Sultan Chand and Co.: New Delhi, 1999.
3. Kapur, J.N. and S.K. Gupta. A First Course in Abstract Algebra, R. Chand and Co.: New Delhi, 1976, 4th Edition.
4. Khanna, V.K. and S.K. Bhambri. A Course in Abstract Algebra, Vikas Publishing House: New Delhi, 1999, 2nd Revised Edition.
5. Kapoor, N.M. A Textbook of Differential Equations, Pitamber Pub. Co.: Delhi, 1993, 2nd Revised Reprinted Edition.

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O 3.4 Physics II

Time: 3 Hours **Maximum Marks: 100**
(Theory:60, Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each.

Unit I

Introduction to Quantum Physics: Introduction to quantum Physics; Review of Classical Physics and its inadequacies. Particle behaviour of light-Photoelectric Effect, X-rays, Compton Effect; wave behaviour of matter; de Broglie's hypothesis, wave function; wave and group velocity, uncertainity principle and application. Energy levels; Franck-hertz Experiment; Correspondence Principle.

Unit II

Quantum Mechanics: Quantum Mechanics: Schrodinger's equation in one dimension; Time Independent Schrodinger equations transmission through a barrier, particle in a box. Qualitative discussion of Hydrogen- Like atom, Spin exclusion principle.

Unit III

Solid State Physics: Solid state physics; free electron theory of metals; band theory of solids- Bloch's theorem, kronig- Penney model(without derivations); metals, insulators, semi conductor; Fermi energy; intrinsic and extrinsic semi-conductors; Solid state devices- p-n junction, diodes, solar cell; bi-junction transistor.

Unit IV

Relativity and Cosmology: Special theory of relativity; Michelson-Morley experiment; Einstein's postulates; Lorentz transformation; time dilation and length contraction; relativistic addition of velocities, relativistic mass; mass energy relation.

The Universe: our galaxy; expansion of the universe- Hubble law; Newtonian Cosmology; Microwave back ground radiation (description).

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Unit V

Nuclear Physics: Nuclear Physics: nuclear masses and sizes; contituents of nucleus, binding energy. Radioactive decay, half life, Radioactive series; Application- Carbon dating; Qualitative description of Alpha, beta and gamma decay. Nuclear fission, Chain reaction; Nuclear Fusion; source of energy in stars, elementary particles and fundamental interactions.

(To be evaluated by the external examiner appointed by the university)

Practical: (In experiments 1-3, the theory should be done in conjunction with the lab). In addition to the usual laboratory examination, the final examination should have a written component which tests the student's understanding of the theory.

Group I (Experiments):

1. Study of Power Supply.
2. Study of transistor and its use as amplifier.
3. Study of op. amp. And simple applications.

READINGS

1. Beiser, Aurthor. Concepts of Modern Physics. McGraw Hill, Japan, 1981.
2. Gamow, George and John M. Cleveland. *Physics, Foundations and Frontiers,* Prentice Hall of India: New Delhi, 1978.
3. Resnick, Robert and David Halliday. *Physics,* Wiley Eastern: New Delhi, 1992.
4. Sears, Francis Weston and Zemansky, M. W. *College Physics,* Complete Edition, Reading, Addison-Wesley Publishing Co: Massachusetts, 1991.
5. Verma, H.C.. Quantum Physics, TVS 2nd edition, 2012.

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O 3.5 Chemistry II

Time: 3 Hours

Maximum Marks: 100
(Theory:60, Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each.

Unit I

Acid-Base Chemistry: Elementary data of Bronsted-Lowry and Lewis concept of acids and bases: difference between strong and week acids and Bases in terms of equilibrium constants; applications of Arrhenius theory of ionization to weak, mono and polybasic acids; effects of solvent on the strengths of acids and bases-levelling effect of solvent.

S and P Block Elements: Comparative study of elements of zero, s and p block: an elementary idea of general group trends, electronic configuration, atomic radii, inert pair effect, ionization potential, electron-affinity and electronegativity; a brief knowledge of transition and inner transition elements.

Common Inorganic Compounds: Study of some common useful inorganic compounds:

a). Sodium chloride

b). Sodium Hydroxide

c). Sodium Carbonate

d). Sodium Bicarbonate

e). Basic Lead Carbonate

f). Sodium Thiosulphate

g). Copper Sulphate

h). Hydrogen Peroxide

i). Silver Nitrate

j). Read Lead

k). Zinc Oxide

l). Bleaching Powder

m). Potassium Permanganate

n). Potash Alum

o). Gypsum Salt

p). Plaster of Paris

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Unit II

Organic Functional Group: Functional Group: Difference between a functional group and a substituent. Preparation, Physical and Chemical properties of compounds containing:

A) Halo-alkanes and halo-arenes.

B) Alcohols and Phenols.

C) Aliphatic Carbonyl Compounds.

Acid-Base Chemistry:

(1) **Synthetic and Natural Polymers:** Classification of Polymers-natural and synthetic polymers (General preparation of polymers such as Teflon, PVC (Poly Vinyl Chloride) Polystyrene, Nylon 6, 6, Terylene, Resins).

(2) **Brief knowledge of difference between (i)** Soaps and detergents **(ii)** Insecticides and Pesticides

(3) **Chemistry in action:** Chemicals in medicines – analgesics, antipyretics, antibiotics and disinfectants.

Unit III

Environmental Chemistry: Environment and Pollution: definition, causes, impact, TLV (Threshold limit value), unit (ppm), synergism and antagonism, various types of pollution (elementary knowledge), Environmental Segments as atmosphere, Lithosphere, Biosphere, Hydrosphere etc. special stress on depletion of ozone layer and its effects, photochemical smog, green house effect, Acid Rain and Black Rain.

Unit IV

Solution and Colligative Properties: Solutions: Types of solution-

(a) Solution of Solid in Liquid- solubility, effect of temperature on solubility.

(b) Solution of Gas in Liquid- henry's Law.

(c) Solution of Liquid in Liquid- (i) Miscible Liquids, Raoult's Law, Ideal Solution and non-ideal solution, Fractional distilation. (ii) Partially miscible Liquids, critical solution temperatures (iii) Immiscible liquids, steam distilation.

(d) Solution on non volatile solutes- colligative properties, lowering of vapour pressure, elevation of boiling point, depression in freezing point, osmotic pressure and reverse osmosis (only qualitative treatment with no derivations).

Distribution Law: Partition coefficient, definition, limitations, factors affecting the partition coefficient and applications such as solvent extraction.

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Unit V

Chemical Thermodynamics: Thermodynamics: Exothermic, endothermic reactions, systems, surroundings, types of systems, states of a system, state functions, process, types of process, reversible na d irreversible, intensive and extensive properties, energy, work, heat capacity, first law of thermodynamics, heat of reaction at constant pressure and constant volume, hess's law, Born-Heber cycle, bond energy and bond dissociation energy. Heat of neutralisation.

(To be evaluated by the external examiner appointed by the university)

Practicals II:

(a) Inorganic:

(1) Determination of percentage of Na_2CO_3 in a sample of washing soda.

(2) Analysis of a given sample of water for pH, conductance etc. and determination of its hardness complexometrically.

(b) Organic

(1) Detection of extra elements (N, S,Cl, Br, I) in organic compounds, not more than two such elements may be present in a compound.

(2) Detection of functional groups in mono functional organic compounds (Only qualitative treatment).

(3) Abnormal constituents of urine (sugar, ketobodies, proteins etc.)

(c) Physical

(1) Determination of CST for phenol-water.

(2) Determination of heat of neutralisation of HCL/NaOH.

(3) To study any simple distribution system and determine the value of partition of coefficient.

Other Experiments:

1. Stains such as acid, blood, betel, iodine, paint, marking ink etc. and their removal.
2. Preparation of a toilet soap/washing soap.
3. Preparation of red ink/blue ink.

READINGS

Inorganic Chemistry

1. Bruce, H. Mohan, (University Chem.) Inorganic Chemistry, Narosa Publishing House: New Delhi, 1990.

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2. Cotton and Wilkinson. Advance Organic Chemistry, John Wiley and Sons: Sussex, 1988, 5th Edition.
3. Lee, J.D. A New Concise Inorganic Chemistry, English Language Book Society (ELBS)Van Nostrand Reinhold International: London, 1996.
4. Madan, R.D. and Satya Prakash. Modern Inorganic Chemistry, S. Chand and Co.: Delhi, 1990.

Organic Chemistry

1. Bahl, R.S. and Arun Bahl. Advanced Organic Chemistry, S. Chand and Co.: Delhi, 1990.
2. Bahl, R.S. and Arun Bahl. Text Book of Organic Chemistry, S. Chand and Co.: Delhi, 1998.
3. Jerry, March. Advanced Organic Chemistry: Reactions, Mechanisms and Structures, New Age International/Eastern: New Delhi, 1992.
4. Morrison, R.N. and R.N. Boyd. Organic Chemistry, Prentice Hall of India: New Delhi, 1996, 6th Edition.
5. Norman, R.O.C. and D.J. Waddington. Modern Organic Chemistry, Bell & Hyman: London, 1994.

Physical Chemistry

1. Castellan, Gilbert W. Physical Chemistry, Narosa Publishing House: New Delhi, 1990.
2. Khosla, B.D., et.al. A Senior Practical Physical Chemistry, R. Chand and Co.: New Delhi, 1982.
3. Rastogi, R.P. and R.R. Misra, An Introduction to Chemical Thermo-dynamics, Vikas Publishing House: New Delhi, 1995.

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O 3.6 Biology II

Time: 3 Hours **Maximum Marks: 100**
(Theory:60, Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each.

Unit I

Structure and Function I

Plants: types of tissues (xylem, phloem, stomata) in relation to processes-transportation, ascent of sap, photosynthesis (ATP generation), cellular respiration, growth and development.

Unit II

Structure and Function II

Animals: study of digestion, respiration, circulation, excretion, transmission of nerve impulse, hormonal regulation.

Unit III

Cell Biology and Genetics

(1) **Interaction of Genes:** Epistasis, co-dominance, polygenic inheritance, multiple alleles. Linkage, crossing over and genetic maps.

(2) **Techniques in Cell Biology:** Microscopy, fractionation, tissue culture and somatic cell hybridization, DNA technology.

(3) **Nucleus and Nucleic Acids:** Structure of chromosomes- prokaryotes and eukaryotes DNA replication, protein synthesis, genetic control, gene mutation and chromosomal aberrations.

Unit IV

Developmental Biology, Development of human embryo.

Unit V

Environmental Science

(1) **Biomes, flow of energy:** Food chains and pyramids.

(2) **Pollution:** Water, Air, Soil, Noise Pollution.

(3) **Biosphere and its future:** Population explosion, Nuclear Winter, Acid Rain, Green House Effect.

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(To be evaluated by the external examiner appointed by the university)

Practicals

1. Working out dihybrid ratios with seeds.
2. Epistasis.
3. Experiment on transpiration.
4. Oxygen evolution in photosynthesis.
5. Anaerobic-germinate seeds (Hg level).
6. Grow seeds and measure and record growth pattern.
7. Effect of IAA on decapitated plant.
8. Effect of salt concsentrations on PBC.
9. Qualitative estimations of proteins, carbohydrates (Sugar & Starch) and fats.
10. Abnormal constituents of Urine.
11. Chick embryology: 18 hrs, 24 hrs, 33 hrs and 72 hrs.
12. Slides of Frog Blastula, Gastrula, Neurula stages.
13. Study of quadrat (Ecology).
14. Water analysis.

READINGS

1. Beri, A.K. Textbook of Animal Physiology. EMK Pub.: North Suite, 313 Ponte, 1981.
2. Burns, S. Science of Genetics: An Introduction to Heredity, McMillan: New York, 1980, 4th Edition.
3. Devlin, R.M. and Witham, F.H. Plant Physiology, CBS Publishers and Distributers: Shahadara, 1986.
4. Noggle, G.R. and G.J. Fritz. Introductory Plant Physiology, Prentice hall: New Delhi, 1976.
5. Raven, P.H. and G.B. Johnson. Biology, Brown Publishers: England, 1995.
6. Verma, P.S. Ecology, Chand Publishers: New Delhi, 1986.

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O3.7 History II

Time: 3 Hours

Maximum Marks: 100
(Theory:80, Internal:20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each.

Unit I

Colonialism and Underdevelopment: The relationship between colonialism and under-development and the variety of ways in which colonial power asserts itself will be discussed.

Education and Society: This theme will discuss the history of different forms of pedagogy (in pathshala, Tols, madarsas, schools etc.) and the structures of formal and informal education in colonial and pre-Colonial India.

Unit II

Language and Identity: The significance of language in the formation and assertion of identities and the link between language and power will be discussed. The conflict between languages, the histories of their transformations and the processes of their interaction will be touched upon.

Unit III

Science, Knowledge and Power: The different frameworks of scientific knowledge, the conflicts between forms of indigenious and western knowledge and the link between colonial hegemony and the domination of western science will be discussed with specific inference to medicine and scientific forestry.

Unit IV

Art, Society and Politics: The lectures will trace the shifting forms of art/architectural styles in India and their links with questions of identity and power.

Religion, Politics and Society: The lectures will discuss the history of different forms of patronage of Religions; the conflict between heterodox and orthodox sects and the relation between religion and politics.

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Unit V

Resistance and Domination: The lectures will discuss a variety of forms of resistance to domination:

1. **Silent Protests/Open Rebellion.**
2. **Everyday Resistance/Political Movements.**
3. **Cultural/Political Resistance.**
4. **Passive/Active Resistance.**

READINGS

1. Kumar, Krishna. Political Agenda of Education, Sage: New Delhi, 1991.
2. Breckenbridge and Peter Van du Veer (eds.).Orientalism and the Post-Colonial Predicament. Read Essay by Pollack on Sanskrit and David Lelyveld on Hindustani. Oxford University Press: New Delhi, 1994.
3. Sheth, D.L. The Great language Debate, Politics of Metropolitan Versus Vernacular India, in Upendra Baxi and Bhikhu Parekh, Crisis and Change in Contemporary India, Sage: New Delhi, 1995.
4. Arnold, David. Colonizing the Body, Oxford University Press: New Delhi, 1993.
5. Baxi, Upendra and Bhikhu Parekh. (eds.) Crisis and Change in Contemporary India, Sage: New Delhi, 1995.
6. Nandy, Ashish. The Intimate Enemy: Loss and Recovery of self under Colonialism, Oxford University Press: Delhi, 1993.
7. Miller, Barbana Stoler. (ed.) The Power of Art, Read Essays by Goswamy, Partha mitter and Bernard Cohn., Oxford University Press: Delhi, 1992.
8. Metcalf, Thomas R. An Imperial Vision, Indian Architecture and British Raj, Faber and Faber: London, 1989.
9. James C.Scott. Weapons of the Weak: Everyday Forms of Resistance, Oxford University Press: Delhi, 1990.

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O3.8 Political Science II

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Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks for each question.

Some New Issues in Politics

INTRODUCTION

A Reappraisal of the Concerns of Politics:

1. From institutional and state centered conceptions of politics to politics as a study of relations of power in society.
2. The entry of hitherto marginal groups and issues into political mainstream.
3. The transformation of the global balance of power in the late twentieth century.

Unit I

Gender

1. The challenge of political theory from the concept of gender.
2. Major issues in feminist politics: women's access to employment, property and other resources-capitalist development in post colonial societies and their impact on women issues relating to "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 labour movement.
3. The Indian women's movement: central issues, ideological differences within the movement, relationship with other social movements.

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Unit II

Environment and Development I

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

Unit III

Environment and Development II

1. The ecology movement- history and context of emergence of western movements (e.g. Greenpeace, Friends of Earth, CND) and non-western movements (e.g. 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).
2. The contradictions 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.

Unit IV

The changing Character of socialism

1. The main features of socialist thought upto the 1980s.
2. Characteristics of socialist countries upto the 1980s.
3. Challenges after the 1980s:
   a. Collapse of the Soviet Union and Eastern Europe.
   b. Features of the crisis-response from within socialism.
   c. Impact on post colonial societies/ third world.

Unit V

The changing character of the Capitalism:

1. From laissez fair to welfare state.
2. Capitalism in the 1980: Thatcherism and Reaganomics.
3. Transnational Companies and their role in the post colonial countries.

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READINGS

1. Wignaraja, P. (ed.) New Social Movements in South: Empowering the People, Zed: London, 1992.
2. Gandhi, N. and N. Shah. The Issues at Stake, Manohar: New Delhi, 1992.
3. Jaggar, A. Feminist Politics and Human Nature, Rowman and Allanheld: New Jersey, 1983.
4. Kumar, R. The History of Doing, Kali for Women: New Delhi, 1993.
5. Banerjee, B.N. Can the Ganges be Cleaned? D.K. Publishers: Delhi, 1989.
6. Smart, C. Feminism and the Power of Law, Routledge: New York, 1989.
7. The Group of Green Economists. Ecological Economics: A Practical Programme for Global Reforms, Zed: London 1992.
8. Thirdwall, A.P. Growth and Development (with special reference to Developing Economics), MacMillan: London, 1994.
9. Wingnaraja, P. (ed) new social movement in the south: Empowering the people, Zed: London, 1992.
10. Blackburn, R.After the fall, Collapse of communication and the future of socialism, Verso: London 1991.
11. Bottomore, T. The Dictionary of Marxist Thought, Basil Blackwell: Oxford, 1993.

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O3.9 Geography II

Time: 3 Hours **Maximum Marks: 100**

(Theory:60, External Practical:28 and Internal:12)

NOTE FOR PAPER SETTER

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks i.e. 12 marks each question.

(Human Geography)

Unit I

Human Geography: Major paradigms in changing trends.

Resource Geography: Definition and classification of resources; land resource and land use classification; water resources-ground water and surface water; energy resources-conventional (fuelwood, coal, petroleum and hydro) and non conventional (solar, wind and geothermal); biotic-forest and fisheries.

Unit II

Agricultural Geography: type of farming; study of the following agricultural type- (a) Shifting Agriculture (b) Subsistence (c) Commercial (d) Plantation and (e) Dairy Farming. Study of the following crops- (a) Wheat (b) Rice (c) Cotton and (d) Sugarcane; World Agricultural Problems.

Industrial Geography: factors affecting industrial location; major industries: (a) Mineral-based (Petro-chemicals and Iron & Steel) (b) Agro-based (c) Consumer-based (Automobiles and Electronics); Patterns and Trends of Industrialization.

Unit III

Population Geography: Demographic variable-Fertility, Mortality and Migration; Population growth and Demographic Transition Model; causes and consequences in international migration; Population Resource Relationship-over, under and optimum population. Population Polices: type-Pronatalist and Antinatalist.

Unit IV

Settlement Geography: Classification-of settlements-Rural and Urban; Rural Settlements-factor and types of rural settlements; Urban Settlement-origin, classification criteria and world urbanization pattern, city and its region.

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O 3.10 Economics

Time: 3 Hours **Maximum Marks: 100**
(Theory: 80, Internal: 20)

Note for paper setter

Paper setter will set 10 questions in all i.e. two from each unit. The students will be required attempt 5 questions, selecting one from each unit. All questions will carry equal marks i.e. 16 marks each.

Unit I

Problem of Economic Development: role of capital and technology; nature and causes of economic backwardness; key issues in economic transition-capital formation, unemployment, growth and income distribution. Colonialism and under development in the Indian context.

Unit II

Planning: Objective of planning; strategy of growth in mixed economy: role of public sector. Assessment of performance under Five year plan trends of Ny & PCY. Mobilization of financial resources for plans.

Resource allocation across sectors; industry, services, foreign trade: between 1951 and the current five year plan .Critical assessment of the policies and achievement of various sectors.

Unit III

Indicators of Development: Demographic indicators of development-quantitative and qualitative*dimension; quality of life Index (performance in education, health child labour, participation of women in the work force, etc).

**Poverty, problem of unemployment; reclassification of groups (educated and uneducated unemployment, employment in the informal sector, disguised unemployment).*

Unit IV

Frequencies Distribution: Univariate Frequency Distributions: measures of location and of dispersion. Elementary discussion on bivariate frequency distribution association of attributes. Correlation, regression & factor analysis.

Unit V

Economic Indices: Index number of agricultural and industrial production (wholesale & consumer prices; meaning and use) Indices of human development with special reference to education development.

Time Series: objective, components of time series, Calculation of Trend-linear and non-linear trends.

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Unit V

Transport Geography: World Pattern of Rail, Road, Air and Water Ways.

(To be evaluated by the external examiner appointed by the university)

Practical work:

Understanding Maps and Diagrams (Practical): use of thematic maps (dot, croropleth and isopleths method); located statistical diagram (bar diagram, pie chart and graphs).

Project Work: a report based on local study of the geographical characteristics related to any theme mentioned in different units in paper II (Resources, Agriculture, Industrial and Other).

READINGS

1. Alexander, J.W. and Hartshome, Economic geography, Prentice Hall: New Jersey, 1988.
2. Chanda, R.C.An Introduction to Population Geography, Kalyani Publication: Delhi, 1987.
3. Grigg, D.B. An Introduction to Agricultural Geography, Hutchison: London 1984.
4. Hagget; P.Geography: A Modern Synthesis, Harper and Row: New York, 1979.
5. Jarrett, H.R. Geography of manufacturing Macdonald and Evens: Plymouth, 1977.
6. Jasbir, S and S.S.Dhillon Agricultural Geography, Tata McGraw Hill: New Delhi, 1984.
7. Mitchell, B.Geography and Resource Analysis, London: 1988.
8. Aggarwal, S.N.India's Population Problem, Tata McGraw Hill: New Delhi, 1987.
9. Alexander, J.W.and L.J Bibson Economic Geography, Prentice Hall: Englewood cliffs, 1979.
10. Becht, J.E.and L.D.Belzung. World Resource Management: key to Civilization and Social Achievement, Prentice Hall: New York, 1975.
11. Cartar, H.study of Urban Geography, Arrnod: London, 1975.
12. De Blij, H.J.Human Geography: Culture, Society and Space, Wiley: New York, 1977.
13. Hagget, P.et.al. (ed.) Diffusing Geography Essays for Pater Haggett, Blackwell: Oxford, 1995.
14. Sharma, T.C. and O. Coutinho. Economic and Commercial Geography of India, Vikas Publishing House: New Delhi, 1988.
15. United Nation Environment Programme: Environment Data Repot, Basil Blackwell: Oxford Monitoring and Assessment Research Centre Publication, 1997.

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READING

1. Bhaduri, Amit and Deepak Nayyar .The Intelligent Persons Guide to Liberalisation, Penguin Books: New Delhi 1996.

2. Gupta, S.P. Statistical Methods, Sultan Chand and sons: New Delhi, 1989.

3. Jalan, Bimal. (ed.) The Indian Economy: Problems and Prospects, Penguin Books: New Delhi, 1992.

4. Kapila, Uma. Indian Economy: Issues in Development Planning and Sectorial Aspects, Academic Foundations: New Delhi, 2000.

5. Kapila Uma. (ed.) Indian Economy Since Independence, Academic foundation: New Delhi, annual updated edition.

6. Mishra, S.K. and Puri, V.K. Indian Economy, Himalyan publishing house: Bombay annual edition.

7. Nurkese, R. Problems of Capital Formation in Underdeveloped Countries, Oxford University Press: Bombay, 1974.

8. Todaro, M.P. Economic Development in the Third World, Longman: New York, 1989.

(Students are advised to consult regularly the journal of Economic and Political weekly.)

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SC 3.1 CLASSROOM MANGEMENT

SC 3.2 MATERIAL DEVELOPMENT AND EVALATION

Maximum Marks: 75 +75 = 150 (75 marks for each practical to be evaluated by external examiner(s) as appointed by the university.

(External Practical Marks: 75+ 75=150).

INTRODUCTION

The two practicum courses i.e. *'SC 3.1 Classroom Management'* and *'SC 3.2 Material Development and Evaluation'* are complementary with the aim to involve teacher trainees to explore curricular, pedagogic and classroom organization issues. Student are expected to study and reflect upon official documents in education, observe teaching-learning practices and measures of discipline in the classroom as also to critically analyse their relevance to the contemporary concerns of education. The practicum courses would also include conceptualizing alternatives in pedagogy and evaluation within real classroom contexts.

OBJECTIVES

1. To develop a comprehensive understanding of existing classroom practices.
2. To develop a critical understanding of textbook lessons of individual subjects and their suitability for learning.
3. To draw lessons from innovative classroom practices of alternative or progressive schools.
4. To draw linkages between various pedagogy courses and classroom practices.
5. To critically review policy and state documents on education and seek to effect ideas into classroom practices.
6. To develop and design alternative teaching-learning materials.
7. To assess factors that contributes to classroom culture, its creation and maintenance.
8. To explore possibilities of innovations and create space for alternative practices.
9. To design, choose, organize and conduct individual and group activities.
10. To reflect on personal experiences of classroom management in terms of students involvement, interest, discipline, communication, time management, organization of material, design and choice of activities.

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Tasks

Student will take up the following tasks in the given sequence, over the academic year.

Tasks I: Observation of classroom

Student in group of 4-6 will visit select schools and conduct classroom observations, individually. Each classroom is to be observed by a single student only. The objectives would be:

(a) To document and reflect on actual classroom practices of teachers engaged in teaching language, mathematics and environmental sciences with a view to understand the kind of learning such practices engender.

(b) To study lessons from textbook and plans (if any) in order to understand the objectives of the concerned topics, the design and presentation of the lesson and to critically evaluate their suitability for learning.

Task II: Visits to Centres of Innovation in Elementary School Education

Students in groups of 4-6 will visit one centre of innovative practice in elementary school education in or outside Haryana. The aim is to expose students to the practice of innovation in diverse settings: rural, urban, formal, nonformal etc. This could include detailed observations of alternative practices as well as trying innovative approaches with children.

Task III: Document and Text Analysis

(a) To study significant issues in National Curriculum Framework documents, National Policy documents other relevant official documents on education and their linkages with issues of pedagogy and curriculum design.

(b) To critically review elementary school textbooks in order to understand the sequencing and progression of concepts; the requirement of diverse learning experiences, opportunities for individual learning capacities and pace; conceptual demands and the scope for spiral learning.

(c) To undertake a comparative study of state curriculum and an alternative curriculum developed within the country or outside.

Task IV: Block Teaching

(a) Student will teach for a block period of two weeks in pairs in government elementary school. They will choose two or three topics or units of study in each subject with the aim to develop these units. The units could be those which the students have critically analysed.

(b) To develop a "thematic" unit to teach, brining in as many different aspects (relating to different subjects) of learning as possible and different ways of working with children.

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

Task V: Record Keeping

Students are expected to keep detailed raw records of their classroom observation for an interpretive analysis of these.

Students are expected to maintain a diary visits to centres of innovation for reflection.

Students are expected to keep detailed records of their teaching experiences in government elementary school. Records will be maintained in the form of unit plans and reflective journals which will include the following:

- Description of activities
- Reflective and critical analysis of the teaching-learning process in terms of choice of activities; organization of activities; evaluation of materials used for communication; children's responses and indicators of learning.

Time Frame

Each student is expected to observe classrooms in a government elementary school for a period of 5-7 days. Classroom observations could be organized in the months of August and September of the relevant year.

- Each student must visit centres of innovation for a minimum period of two weeks during the autumn and or winter vacations.
- Each student is expected to teach for a block period of two weeks in a government elementary school during the months December to February of the relevant year….

Supervisory Support

The school Contact Programme is to be facilitated and supervised by faculty with specialization in language, math's and environmental science pedagogy, as well as faculty dealing with more general pedagogy and issue of classroom organization and management. Supervisors will:

- Assist students in formulating guidelines for observations
- Coordinate weekly meeting for reflective and analytical discussions based on observations and experiences in the classrooms
- Facilitate in planning and development of materials for teaching in schools
- Observe classroom interaction during teaching and assist students to reflect on their practices

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

Reflective Learning

It is expected that through this practicum students would develop a critical understanding of curricular materials and teaching practices in terms of their suitability for learning. They learn to study policy documents critically and identify specific issues and problems in Indian education, they would also learn to construct appropriate alternative to the materials and the teaching practices they have critiqued, thus internalizing the process of reflective teaching.

Assessment

The following basis and criteria will be used for assessment by the external examiner(s) as appointed by the university:

Basis	Criteria
A. Observation	- Detailed records -Focus on key elements
B. Individual and group reports	- Interpretive Analysis -Logical and Analytical Reflections -Linkages with various concepts in pedagogy courses
C. Material Development	- Relevance, simplicity and adequacy -Innovation -Organization of material -Time-frame for different activities -Method of introduction and summing up
D. Journal	-Assessment of an activity's success or failure -Indentifying reasons -Linkages with theory -Reflective learning for future practices -Possible innovations

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

Chaudhary Ranbir Singh University, Jind

Department of Education

Syllabus for B.El.Ed. Third Year

C 3.3 Colloquia: Developing Research Aptitude

Time: 3 hours **Maximum Marks: 50**
(External Assessment: 50)

OBJECTIVES

1. To impart the knowledge about the concept, need and aims of Evaluation and Research (Action Research) along with the best testing and innovation in education.
2. To develop research aptitude and to impart the knowledge of action research and innovation to solve the problems of Elementary Education.
3. To train the student-teacher in applying action research in class.
4. To train the student-teacher for applying diagnostic teaching method for the progress of weak and problematic students.
5. To encourage them to conduct Action Research and Educational Innovations in teaching learning.

Workshops

A workshop shall be organized, spread over the academic year, on specific themes suggested below:

Evaluation (CCE-Continuous and Comprehensive Evaluation) and Research (Action Research)

A series of discussions with students make them aware of the concept and importance of evaluation and research especially in the field of classroom teaching. It is important that for overall development of a child and with the highly extension of innovation with the advent of new technology in the field of education, its impossible to take proper care of teaching learning process. For making a teacher effective in teaching, he/she must be train to handle classroom situation with proper care. He must be innovative with the help of research aptitude. Subsequently, students will be explained to use action research in class and develop innovative ideas and skills and carefully evaluate their students the facilitation of supervisors.

Therefore, all the topics and activities should be conducted to fulfill the above stated objectives.

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

Practical work/Project work/ Model:

To impart intrinsic knowledge and concept of every lesson of educational evaluation, action research and innovation. The student-teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments.

The indication list of the expected models/projects is given below:

The teachers can decide to prepare models/projects on other topics also.

-As a project work, trainees will identify and work on at least ten students to bring positive changes in their behavior and evaluate the changes during their internship.

-Every student-teacher will identify two educational problems and present the solutions for the problem in form of action research with report.

-To present evaluation, its factor affecting and teaching learning through model/chart.

-To prepare chart/model/Material to differentiate for measurement & test, measurement & evaluation.

-To prepare chart/model/material on the importance of innovation in education.

Time Frame

Research (Action Research) and Evaluation activities are expected to be organized atleast twice a month for two to three hours. Workshops may be organized for a longer duration, as per the suitability of the students and staff members and/or whenever possible.

Supervisory support

Students will work under the professional guidance of resource persons as well as the facilitation of faculty supervisors.

Assessment

Students will be externally assessed by the examiners appointed by the university using the following bases and criteria:

Basis	Criteria
A. Regularity	- Participation in workshop and related sessions
B. Evaluation	-Developing the criteria and application the evaluation tool.
C. Action Research	-Selection of classroom problem. -Resolving the problem.
D. Innovation	-generation of new idea or any abstract thing helpful in teaching. -Preparing of Records and handling of documents.

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

Chaudhary Ranbir Singh University, Jind

Department of Education

Syllabus for B.El.Ed. Fourth Year

2018-19

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
Department of Education
Syllabus for B.El.Ed.-Year 4th
F 4.8 CURRICULUM STUDIES

Time: 01 Hour and 30 Minutes **Maximum Marks: 50**
(Theory: 26, External Practical: 14, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each unit.

INTRODUCTION

This course offers a critical analysis of considerations in curriculum design including the role of socio-cultural and ideological factors; developing varied perspectives of curriculum organization and enquiry and insights into processes of curriculum transaction and evaluation.

OBJECTIVES

After studying this course, the student teacher will be able to

(i) Explain theoretical concepts related to curriculum, its design and development.
(ii) Explain the different models of curriculum.
(iii) Acquire different skills used in construction & development of curriculum.

Unit 1

Determinants of curriculum: national aspirations and needs; culture; social change; value system and ideological factors. Basic considerations in curriculum design (with reference to John Dewey): the learner, the subject matter; the teacher; the milieu.

Unit 2

The curriculum; curriculum and syllabus; curriculum and text books; curriculum as the teacher's programme for the school day; hidden curriculum (reflections of sex-sterotype, prejudice against linguistic and religious minorities etc.) Curriculum organization: subject-centred; thematic; activity or experience-based (child centred). Study of an innovative curriculum (Basic curriculum as an example of the past and any one innovative curriculum in the present).

Unit 3

Influences shaping the daily curriculum: ideological factors; children's social background; teacher's social background; physical conditions of the school. Curriculum evaluation; role of evaluation in the curriculum improvement process; principles of curriculum evaluation such as goal oriented, continuous, comprehensive, diversified, systematic etc; models of curriculum evaluation-Tyler Bloom model, illuminative paradigm, Stake's countenance model etc.

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(To be evaluated by external examiner appointed by the university).

Practicum: Study of a primary school in (1) a slum; and (2) in a middle class locality.

(i) Studying a curriculum in action
(ii) Evaluating a course
(iii) Classroom observations
(iv) Control of curriculum

READINGS

1. Agnihotri, R.K. et.al. Prashika: Eklavya's Innovative Experiment in Primary Education, Ratna Sagar: Delhi, 1994.
2. Badheka, Gijubhai. Divaswapna, National Book Trust: New Delhi, 1990.
3. Deviprasad. Art: the Basis of Education, National Book Trust: New Delhi, 1998.
4. Kumar, Krishna. What is Worth Teaching, Orient Longman: New Delhi, 1994.
5. Kumar, Krishna Learning from Conflict, orient Longman: New Delhi, 1996.
6. Seminar. 400, December 1992; Udeikigt abd Edycatuib; 493, September 2000: Redesigning Curriculum, Seminar: New Delhi.
7. Pollard, Andrew (eds). Readings for Reflective Teaching in the Primary School, Cassell : London, 1996.
8. Pollard, Andrew. Reflective Teaching in the Primary School: A Handbook for the Classroom, Cassell : Lindon, 1998 3rd Ed.

For Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND

Department of Education

Syllabus for B.El.Ed.-Year 4th

F 4.9 GENDER AND SCHOOLING

Time: 3 Hours **Maximum Marks: 50**

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 08 questions in all i.e. two from each unit. The students will be required to attempt four questions, selecting one from each unit. All questions will carry equal marks i.e. 10 marks each.

INTRODUCTION

This course helps the student to examine critically gender inequities in society using feminist theoretical frameworks; to learn to observe and analyse manifestations of gender inequities in the process of schooling and to develop strategies for intervention.

OBJECTIVES

After studying this course, the student teacher will be able to

(i) Understand the meaning & different approaches related to sex and gender.
(ii) Explain the psychological & sociological perspectives of sex and gender.
(iii) Be able to understand about the social construction of gender.
(iv) Enable himself to know about gender inequalities at school.

Unit 1

Sex and Gender: Psychological and sociological perspective (Redical Feminist, Socialist-Feminist, Psychoanalytic and other Perspectives) and recent debates.

Unit 2

Social Construction of Gender: Socialization, Family and Gender Identity; the media, gender roles and stereotypes; caste, class, community and gender relations.

Unit 3

Gender Inequalities in Schooling: Organization of Schooling; Gender bias in text books, Curricular choices and The Hidden Curriculum (teacher attitudes, classroom interaction and peer culture).

Unit 4

Gender and Schooling: Case studies of interventions in school education; reflections form the field and strategies for change.

READINGS

1. Mandell, Nancy (ed), Feminist Issues: Race, Class and Sexuality, Prentice Hall: Ontario, 1995.
2. Nambissan, Geetha B. Gender and Education : The social Context of Schooling Girl Children in India. Perspectives in Education, 1995, 2, 3 and 4 : 197-209.
3. Statham, June. Daughters and Sons, Basil Blackwell: London, 1986.
4. Tong, Rosemarie. Feminist Thought: A Comprehensive Introduction, Westview Press: San Francisco, 1989.

for Dr. Sandeep Berwal
Chairperson,
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C.R.S.U., JIND (Haryana)

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
DEPARTMENT OF EDUCATION
Syllabus for B.El.Ed.-Year 4th
OP 4.1 PEDAGOGY OF LANGUAGE

Time: 3 Hours **Maximum Marks: 50**
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setter will set 08 questions in all i.e. two from each unit. The students will be required to attempt four questions, selecting one from each unit. All questions will carry equal marks i.e. 10 marks each.

INTRODUCTION

This course offers an indepth study of language learning as a process determined not only by an awareness of language structure but one that is critically influenced by the sociocultural aspects of a child's milieu. The course also equips students with skills of designing activities and developing techniques to transact the language curriculum.

OBJECTIVES

After studying this course, the student-teacher will be able to

(i) Understand the basic concepts and different Pedagogical methods.
(ii) Achieve academic rigour in his/her specific discipline opted to study.
(iii) Have enriched knowledge base about their subjects
(iv) Acquire different Pedagogical skills and evaluation process in pedagogy subject.

Unit 1

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. Learning Contexts: typology and learning situations, monolingual and multilingual societies; first and second language acquisition.

Unit 2

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 3

Language Acquisition in Multilingual Settings: Theory of interference; contrastive analysis and its limitations; error analysis; errors as stage in the process of learning: interlanguage; approximative systems.

Unit 4

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. 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.

READINGS

1. Brooks, J.G. and M.G. Brooks. Honoring the Learning Process: In search of Understanding the Case for Constructionist Classrooms. Alexandria: V.A., 1993.
2. Currant, R. and H. Robbins. What is Mathematics? An Elementary Approach to Ideas and Methods, Oxford University Press: New York, 1996.

for Dr. Sandeep Berwal
Chairperson,
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3. Grouws, P.A. Handbook of Research on Mathematics Teaching and Learning, Reston: V.A. 1992.
4. Prevost, F.J. Rethinking How We Teach : Learning Mathematical Pedagogy, The Mathematics Teacher, Volume 86, (1).
5. Durkin, K. and B. Shire. (eds. Language in Mathematical Education Research and Practice, Open University Press : Milton, Keynes, 1991.
6. Earnest, P. (ed.) Mathematics Teaching – The State of the Art, Palmer Press : London, 1989.

for Dr. Sandeep Berwal
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CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
DEPARTMENT OF EDUCATION
Syllabus for B.El.Ed.-Year 4th
OP 4.2 PEDAGOGY OF MATHEMATICS

Time: 3 Hours **Maximum Marks: 50**
(Theory:40, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 08 questions in all i.e. two from each unit. The students will be required to attempt four questions, selecting one from each unit. All questions will carry equal marks i.e. 10 marks each.

INTRODUCTION

This course attempts to develop an understanding of the nature of mathematics and of children's thinking and implications for pedagogical practice at the upper primary level.

OBJECTIVES:

After studying this course, the student teacher will be able to

(i) Understand the basic concepts and different methods of concerned course.
(ii) Acquire different Pedagogical skills and evaluation process in pedagogy subject.

Unit 1

What is Mathematics: patterns; reasoning; generalizations; nature of mathematical statements-axioms and postulates; explanations and proofs; parsimony; necessity and sufficiency. Nature of mathematics in the curriculum: structure; language; notation; concepts and procedures.

Unit 2

Development of children's logical thinking, reasoning and representation (formal operations and abstraction). Pedagogical considerations in geometry, practical arithmetic, number, algebra, data handling and statistics, ratio and proportional reasoning.

Unit 3

Communicating Mathematics: Activity; graphical methods; construction; measurement; modeling; computation. Use of computers and calculators in instruction. Helping children develop a mathematical view of the world, initiating students investigations and independent activity and problem solving strategies.

Unit 4

Feed back, testing, evaluation and remedial teaching.

READINGS

1. Donald, J. Len and Charles K. Kinzer. Effective Reading Instruction, Prentice Hall: Uk, 1995, Chapters 10 and 11.
2. Rhodes, Lynnk. And Nancy L. Shankin. Windows into Literacy: Assessing Learners K-8, Heinemann: Portsmouth, NH, 1993.
3. Tompkims, Gail E. Teaching Writing: Balancing Process and Product, McMillan; California, 1994.
4. Mason, J.M., and S. Sinha. Emerging Literacy in the early childhood years: Applying a Vygotskian model of learning and development, in B. spodek (ed.), Handbook of Research on the Education of young Children, Mcmillan: New York, 1993, pp. 137-150.

for Dr. Sandeep Berwal
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C.R.S.U., JIND (Haryana)

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
DEPARTMENT OF EDUCATION
Syllabus for B.El.Ed.-Year 4th
OP 4.3 PEDAGOGY OF NATURAL SCIENCE

Time: 01 Hour and 30 Minutes **Maximum Marks: 50**

(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each unit.

INTRODUCTION

This course attempts to develop an understanding of the nature and structure of science and also the ability to transact and analyse science curriculum.

OBJECTIVES

After studying this course, the student teacher will be able to

(i) Understand the basic concepts and different methods of concerned course.

(ii) Acquire different Pedagogical skills and evaluation process in pedagogy subject.

Unit 1

Nature and structure of natural science; significance of natural science in the curriculum at the upper primary level. Relating the study of cognitive growth and learning to the development of understanding and appreciation of science. Aims and objectives of teaching science.

Unit 2

Disciplinary and integrated approach to teaching; Levels of disciplinary growth of different natural sciences-descriptive, inductive, causal and formal. Significance and bases of integration; aims and objectives of teaching integrated science. Role of observation, experiment, discovery and intuition. 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 3

Evaluation in science; cognitive, psycho-motor and affective aspects. Test construction, analysis and interpretation.

(To be evaluated by external examiner appointed by the university).

PRACTICAL

1. Devising simple experiments related to topics in Class VI, VII, VIII.
2. Maintenance of Junior Science Laboratory.
3. Development of skills like observation; use of environmental and local resources; improvising apparatus; organizing science clubs, fairs, museum and exhibitions.
4. Field trips.

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

READINGS

1. Collette, Alfred T. and Eugene L. Chiappetta. Science Instruction in the Middle and Secondary School, MacMillan: New York, 1994.
2. Gega, P.C. and J.M. Peters. Science in Elementary Education, Merrill: New Jersey, 1998.
3. Sundarajan, S. Teaching Science in Middle School; A Resource Book, Orient Longman: Hyderabad, 1995.

Students are expected to consult the following journals regularly:

1. School Science, NCERT, New Delhi.
2. The American Biology Teacher, National Association of Biology Teachers.
3. The Physics Teacher, American Association of Physics Teachers, USA.

for *Dr. Sandeep Berwal*
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
DEPARTMENT OF EDUCATION
Syllabus for B.El.Ed.-Year 4th
OP 4.4 PEDAGOGY OF SOCIAL SCIENCE

Time: 01 Hour and 30 Minutes **Maximum Marks: 50**

(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each unit.

INTRODUCTION

Permeating across boundaries of individual social science disciplines is the key pedagogic process unfolding in this course. This will help students in understanding how social science inquiry necessarily includes experiences of interaction in and with society and the environment. Critical thinking, inquiry and search for evidence, examining text-based knowledge in social contexts are essential components.

OBJECTIVES:

After studying this course, the student teacher will be able to

(i) Understand the basic concepts and different methods of concerned course.

(ii) Acquire different Pedagogical skills and evaluation process in pedagogy subject.

Unit 1

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

Unit 2

Developing concepts, skills and attitudes through the teaching of social studies. Understanding change and continuity, case and effect, time perspective and chronology, empathy, spatial interaction-to be taught through the following (i) Society: personality, social structure, groups, community (ii) Civilization: history, culture (iii) State: authority, citizen (iv) Region: resource, space (v) Market: exchange.

Unit 3

Methods and Materials: inquiry and evidence based teaching: (i) identification of problems and questions (themes and issues) (ii) importance of empirical evidence (iii) assessment of example as evidence. Developing critical thinking : (i) search for facts with respect to problems or questions at hand, distinguishing fact from opinion, recognizing bias (text books, news editorials, hidden curriculum) (ii) concept of Data (iii) Sources of data collection-primary (direct observation/experience), secondary (other people's works in different media), (iv) Handling and analyzing data. Teaching Methods: Application of the heuristic/discovery method in social science; Project – (i) secondary source (ii) field work. Integrating text based knowledge with the social context, personal/experiential knowledge as a base for critical thinking.

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

(To be evaluated by external examiner appointed by the university).

PRACTICAL

1) Critique a historical film, serial or a novel from the view point of authenticity.
2) An oral history project. Establish its reliability by comparing with data from other sources.
3) Map a locality and its position in the city, keeping in mind the distance and directional relationship to your school or college, mark out institutions and points of interest-eg. Historical monuments, Reserve Bank, Local Stock Exchange, Parliament House, etc.
4) Study the transport related needs of a community, analyse different vehicles people own and use and their reflection on gender and socio-economic groups in society; assess the economic and environmental aspects of various forms of transport used.

READINGS

1. Bauman, Z. Thinking Sociologically, Basil Blackwll: Malden, 1990.
2. Cooper, Hilary. The Teaching of History: Implementing the National Curriculum, Taylor and Francis: London, 1992.
3. Ellis, A. Teaching and Learning Elementary Social Studies, Allyn and Bacon, Massachsetts, 1991.
4. Eklavya. Social Science Textbooks for classes VI, VII and VIII, Eklavya: Bhopal, M.P. Revised Ed.
5. Michaelis, J. Social Studies for Children, Allyn and Bacon: US, 1992.
6. Hitchcock, Graham and David Hughes. Research and the Teacher: A Qualitative Introduction to School-based Research, Routledge and Kegan Paul: London, 1989.

Dr. Sandeep Berwal
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CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
DEPARTMENT OF EDUCATION
Syllabus for B.El.Ed.-Year 4th
OL 4.1 COMPUTER EDUCATION

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Time: 01 Hour and 30 Minutes **Maximum Marks: 50**

(Theory:26, External Practical:14, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 7 questions in all. Question 1(with internal choice of consisting 2 questions of 4 marks each from complete concerned syllabus) will be compulsory. There will be two questions from each unit, out of which students are required to attempt one from each. All questions will carry equal marks i.e. 06 marks per question from each unit.

INTRODUCTION

This course aims to introduce students to the use of computers in education both as a pedagogic tool and as content knowledge. Through hands-on experience students learn to use different software packages, multimedia application in education and programming to deal with pedagogical issues on the classroom.

OBJECTIVES:

After studying this course, the student teacher will be able to

(i) Understand the basic concepts and different methods in computer education.

(ii) Acquire different Pedagogical skills and evaluation process in the subject of computer education.

Unit 1

Getting Started: hands on knowledge of how to use a computer and its associated peripherals; operational aspects. Familiarity with selected general purpose software tools: paint box and graphic packages, data base systems and spreadsheets, word processing.

Unit 2

Software Styles and Theories of Learning: historical perspective; traditional and innovative software; associated paradigms of learning-instructional, revelatory, conjectural, emancipator, examples of drill and practice, tutorial, simulation, problem-solving, model exploration, adventure-game format programmes. Multimedia/hypermedia. Recent trends in CAL. **Logo:** Logo as a powerful education tool; child as a programmer (Seymour Papert); methodology for introducing Logo to the very young; Logo and development of problem soving and cognitive skills; use in teaching of geometry; grammar etc.

Unit 3

Pedagogic and Practical Issues in Classroom use: choice and implementation of package programmes; modes of student guidance–interactive or self-paced learning; discussion of instructional objective; modes of intergrating with traditional teaching; creating new learning environment and teaching strategies; criteria for design and evaluation relevance to existing curricula and strategies for possible curriculum enhancement.

for Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

(To be evaluated by external examiner appointed by the university).

PRACTICAL

Introduction to a Programming Language (e.g. basic): tabulation and graphing of data and function; string manipulation; menu-driven programming.

Project: production of simple CAL package. Documentation of programme (learning objective, software usage, strategies for integration into classroom teaching, student's and teacher's guide. Evaluation through field trial and feedback).

READINGS

1. Gottfried, B.S. Theory and Problems of Programming with BASIC, Schaum's Outline Series, Tata McGraw Hill: Delhi.
2. Papert, Seymour. Ming Storms: Children, Computers and Powerful Ideas, The Harvest Publishing: 642, Hidden Valley, Traverse City, 1993.
3. Sinha, P.K. Computer Fundamentals, BPB Publications : Delhi, 1999.
4. Stultz, R.A. Learn MS Office '97. BPB Publications : Delhi, 2000.
5. Swell David, F. New Tools for New Minds, Harvest, Publishing : 642, Hidden Valley Traverse city, 1990.
6. Tomek, I. (ed.) Computer Assisted Learning, Springer, Verlag : 24 Hudoon Street Kinderlook, 1992.
7. Watson, Deryn. Developing CAL: Computers in the Curriculum, Heper and Row: UK, 1992.

For Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
DEPARTMENT OF EDUCATION
Syllabus for B.El.Ed.-Year 4th
OL 4.2 SPECIAL EDUCATION

Time: 3 Hours **Maximum Marks:50**
(Theory:40, Internal:10)

NOTE FOR PAPER SETTER

Paper setter will set 08 questions in all i.e. two from each unit. The students will be required to attempt four questions, selecting one from each unit. All questions will carry equal marks.

INTRODUCTION

This course seeks to develop critical perspectives on special education as a theoretical construct and as professional practice. While examining prevalent practices of diagnosing and dealing with disability, students learn to conceptualise and design educational programmes that would be appropriate in meeting the needs of children.

OBJECTIVES

After studying this course, the student teacher will be able to

(i) Explore the basic knowledge of special education.
(ii) Define disability, its impact on growth and development along with changing trends in special education.

Unit 1

Nature, extent and prevalence of disability among children in Indian context. Prevention of disability: major causes, critical preventive measures.

Unit 2

Impact of disability on growth and development: physical, intellectual and social dimensions. Assessment of disability and implications for designing educational programmes.

Unit 3

Changing trends in special education: reorganization of learning situation, curriculum, family and community involvement. Sensitisation of teacher to the problems and needs of children with disability.

Unit 4

Simple equipment to be used at the elementary level: Braille slates; arithmetic slates; simple embossed maps; hearing aids; simple pure-tone audiometer; speech training equipment; calipers; wheel chairs, crutches; surgical shoes.

READINGS

1. Baquer and Sharma. Disability Vs Challenges, Can Publishers: Delhi, 1998.
2. Barnes, C.,G Mercer and T. Shakespeare. Exploring Disability: A Sociological Introduction, Polity Press: US, 1999.
3. Ghai, A. and Anima Sen. Play and the Mentally Handicapped Child, Digest, Vol. 4(1) 13-14, 1991.
4. Ghai, A 'Marginalisation and Disability: experiences from the third world', in M. Priestley (ed.) Disability and the Life Course: Global Perspectives, Cambridge University Press: Delhi.

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5. Government of India. New Education Policy 1986, MHRD, New Delhi, 1986.
6. Government of India. Disabilities Act, Ministry of Social Justice and Empowerment: New Delhi, 1996.

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CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
DEPARTMENT OF EDUCATION
Syllabus for B.El.Ed.-Year 4th
SI 4.1 SCHOOL INTERNSHIP PROGRAMME

-130-

Time: 16 Hours **Maximum Marks: 250**
(External Assessment: 250)

INTRODUCTION

The School Internship Programme is envisioned to offer an intense and focused school experience. Structured to be a process in partnership between the school and the intern, the programme seeks to provide physical and psychological space for evolving innovations in teaching. While functioning as a regular teacher, the intern gets the opportunity to translate his/her knowledge base, pedagogic theory, understanding of children and repertoire of skills into reflective classroom practice. The school benefits from this alliance in terms of witnessing possibilities of unconventional pedagogies.

OBJECTIVES

- To experience the school in its entirety, inclusive of classroom teaching, organization of activities outside the classroom and parent interaction.
- To learn to set realistic goals in terms of children's learning, classroom culture and management, curricular form and content and pedagogic practices.
- To develop the ability to innovate within existing frameworks thereby creating space for alternative practices.
- To learn to choose, design, organize and conduct meaningful classroom (and other) activities.
- To learn to critically reflect upon one's own classroom practices to institutionalize innovations.
- To develop strategies for evaluating children's learning both as a process and a product.
- To purposefully use the skills of systematic observations, record keeping and analysis for reflection on teaching-learning processes.
- To establish and sustain structural mechanisms such as a teacher resource room for continued efforts towards innovations.

TASKS

The school Internship programme starts with a week-long period of intense classroom observations. It is expected that an analytical and reflective understanding of existing practices will equip the intern to translate innovative pedagogical theory into meaningful practice. The specific tasks divided in two phases will be as follows: (Phase I & II)

PHASE I

REFLECTION ON CLASSROOM OBSERVTIONS

Observe classroom to understand children's needs and levels of learning, classroom practices and the classroom culture. Interns are expected to observe the classroom they will teach in during internship.

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RAPPORT BUILDING WITH TEACHERS

Establish rapport with the regular staff of the school in order to sustain a positive and professional work culture during internship.

CLASSROOM OBSERVATIONS

Interact with B.El.Ed. faculty to reflect upon experiences in the school during observations and rapport building. This is to facilitate the interns to make sense of existing work and learning conditions. This in turn will help the process of translating ideas of teaching learning into practice.

DEVELOPING UNITS PLANS

Study select readings, discuss and analyse with supervisors and peers with the aim to develop plans to teach during internship.

PHASE II

Teaching in primary classes will involve teaching of all subjects, while middle level will involve teaching of specific subjects.

TEACHING

- Develop unit plans of the curriculum to be transacted. These may vary in format for individual students.
- Choose and design activities for the transaction of unit plans. This may require out of classroom activities as will.
- Transact the planned activities and critically assess the developments that take place during the teaching learning process.
- Identify and make available materials and teaching aids for curriculum transaction. This will serve towards developing a resource centre in the school.
- Identify needs of individual children including mentally and physically challenged, children 'labelled' as failures and children with specific learning and other difficulties.
- Keep detailed records of individual children's learning for improving classroom practices. This will serve towards projects that the interns are expected to undertake.

DEVELOPING RESOURCES

- Develop and sustain for continuity, a teacher's resource centre in the school. This is expected to be a team activity for all the interns in a given school. The resource centre will comprise of material support for regular teachers and future interns.
- Identify infrastructural problems within the school such as poor blackboard surface, broken furniture, inadequacy of space, drinking water etc. and attempt to find appropriate individual and school level solutions.

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RECORD KEEPING

1. Maintain regular written records of the units plans. This will include monthly and daily plans. While maintaining individual creativity in designing plans, the intern is expected to include the following:
    - Subject or topic of the unit,
    - Rationale for choosing it
    - Methods of introduction
    - Organisation of activity chosen and designed, and
    - The materials required.
2. Maintain regular reflective daily journals which would include: a reflection of the activities transacted their success or failure, issues in the process of transaction, appropriateness of material and activities, children's involvement and learning, time management, discipline in the classroom and cooperation amongst children. The journal should include the intern's reflection on choice of activity in terms of children's levels of learning and interest. Reflections should also express the linkages that the intern draws between pedagogy and theory courses and their appropriate with skills of teaching. The journal must project the lessons that the intern draws out of his/her own classroom, the experience and suggestions for future practices.

TIME FRAME

Each intern is expected to spend 17 weeks in the internship programme. Of these, one week is expected to be spent on classroom observations at the beginning of the internship. The subsequent 16 weeks are to be divided into two blocks for regular teaching. The first block of 11-12 weeks is to be spent in teaching a primary class (I-V). In the second block of 4-5 weeks, the interns will teach middle level (VI-VIII) classes.

The intern is expected to teach a minimum of four days per week, adding up to a total of 64 days. It is expected that the internship programme will be considered complete only after an intern has satisfied the requirement of one week of observations and a minimum of 55 days of teaching.

SUPERVISORY SUPPORT

Interns will work under the professional guidance and facilitation of faculty supervisors. Supervision will be provided at two levels.

a) General in terms of teaching-learning processes, classroom organization management and planning.
b) Subject supervision in terms of Language, Math's and Environmental Science at the primary level and the required subjects at the middle level.

Supervision visits need to be worked out amongst the faculty. A minimum of two supervisory visits per week are recommended. The supervisors would follow agreed upon, appropriate formats for recording observations of interns and evaluation parameters and criteria. More specifically, the supervisors will:

- Act as a mediator between the intern and the B.El.Ed vision and curriculum.
- Help liaise between the intern and the cooperating (regular) teacher of the school.

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- Facilitate the intern to reflect on her classroom practice, her struggle with unconventional practice, matters of classroom discipline, translating ideas/plans into effective practice, and clarifying concepts to be taught.

ASSESSMENT

The basis and criteria suggested below may be used for evaluating the intern at the primary and middle level of teaching. The weightage of a total of 250 marks per school internship could be divided in the following manner: 100 marks for classroom observation, 75 marks for Reflective Journals and 75 marks for Unit Plans. A peer review exercises could be undertaken amongst colleges for greater objectivity in assessment. Each intern will be assessed by the external examiners as appointed by university on the following basis and criteria:

Basis		**Criteria**
Classroom observations	:	Knowledge-base
Regular supervision and	:	Oral and written communication
Rotatory supervision	:	Culture of learning, Choice of activities and Materials
	:	Sensitivity towards needs of children
	:	Classroom management
Reflective journals	:	Descriptions of classroom practices
	:	Analysis and reflection of experiences
	:	Quality of development in the intern's reflection.
	:	Conceptual clarity and understanding of the linkages between classroom practice and theory.
	:	Summative report
Unit Plans	:	Appropriateness of the activities and materials used
	:	Organization and time allotment
	:	Method of introduction and summing up
	:	Use of various skills
Number of teaching Days	:	Deduction in marks (maximum:5) if less than 55

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Syllabus for B.El.Ed.-Year 4th
PJ 4.1 PROJECT

Time: 30 Hours

Maximum Marks: 100
(External Assessment: 100)

INTRODUCTION

Projects aim to further develop the process of reflective enquiry through classroom-based research. While enhancing skills of systematic observation, documentation and analysis, the overall aim is to equip the intern for reflective teaching.

- Every student is required to take up project work in specific areas of interest. Project work is designed to initiate students into a process of scientific enquiry, through classroom based research. Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken up.
- Each student is expected to undertake two or three small projects. These could be related to pedagogic studies specific to Language, Math's and Environmental Sciences, or be based on any of the foundation or specialized courses of fourth year.
- Student interns may use their experiences of teaching in identifying project themes, and undertake the task of data collection during internship. Each individual project will be conducted under the guidance of faculty member.
- It is expected that the research undertaken will enable students to cultivate skills of systematic observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes, with the objective of improving classroom practices. Students will be expected to submit a short report on each project.

Each project will be assessed by the external examiners appointed by the university using the following basis and criteria:

Basis		**Criteria**
Introduction of the concept Undertaken for research	:	Theoretical and research status
Data collection	:	Methodology
	:	Authenticity
	:	Richness and detail in records
Analysis and Interpretation	:	Framework used
	:	Link with theory
	:	Presentation
	:	Comprehensiveness
	:	Use of examples from raw-data
Implications	:	Inferences
	:	How do the research findings inform practice?

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Syllabus for B.El.Ed.-Year 4th
C 4.4 COLLOQUIA: CREATING A RESOURCE CENTRE

Time: 30 hours **Maximum Marks: 50**

(External Assessment: 50)

INTRODUCTION

In keeping with the true spirit of partnership between the colleges and the schools, the intern gives a part of herself to the school in terms of a rich resource of teaching learning ideas, activities and materials with the aim to lay seeds of innovation in schools and set in motion a process of thinking, discovering and doing amongst the school faculty.

- The objective of this colloquia activity is for students to culminate the process of school Internship into a centre for resources. It is envisioned that the subsequent batches of students would build the resources further. This would initiate the process of innovation in the internship school, thus creating possible changes in teaching learning practices. The Resource Centre should be located in a separate room easily accessible to teachers and interns. The room should have adequate facility for storage and work space.
- It is expected that each group of student interns, in a given school, would collate resources they have used during their teaching. Such resources would include the description of activities designed, materials required, teaching aids, supplementary learning materials, and a record of reflective insights into the transaction process.
- Interns will be required to collate teaching learning materials that they have used, including books, children's literature, problem-solving tasks and games. In addition, students need to spend time on identifying children's literature and other educational material that could serve well for an elementary school teacher.

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- The resource centre needs to be set up under the facilitation and guidance of faculty supervisors. Each student-intern's contribution will be assessed individually and in groups, using the following basis and criteria by the external examiner appointed by the university.

Basis		**Criteria**
Activities	:	Choice of activity
	:	Design of activity
	:	Use of activity
	:	Presentation and record
Materials	:	Link with activities
	:	Choice of materials
	:	Feasibility in terms of cost and use
Children's Literature	:	Choice in terms of age, rationale and relevance
	:	Use of books
	:	Links with activities
Children's games and	:	Choice in terms of age and relevance
Problem-solving tasks	:	Link with activities and pedagogy
Organization	:	Categorisation and a system of access and retrieval
	:	Space organization
	:	Local teachers involvement
	:	Individual initiative and involvement
Reports	:	Visits to existing Resource Centres
	:	Plan of process to be undertaken for future development

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