



MOTHERHOOD UNIVERSITY, Roorkee

ENLIGHTENING WORLD

Syllabus

For

BACHELOR OF ELEMENTARY EDUCATION

(B. El. Ed.)

[W.e.f. Academic Session 2017-18 onwards]



**Faculty of Education
Motherhood University, Roorkee
Distt-Haridwar (Uttarakhand)**

STUDY AND EVALUATION SCHEME
of
BACHELOR OF ELEMENTARY EDUCATION
(B. El. Ed.)

SUMMARY

Programme	B. El. Ed.
Duration	8 Semester
Medium	English and Hindi
Credits	228

B. E. Ed. (SEMESTER-I)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL101	Child Development	4	1	-	5	30	70	100
2	MUBEL 102	Contemporary India-I	4	1	-	5	30	70	100
3	MUBEL 103	Nature of Language	4	-	2	5	30	70	100
4	MUBEL 104	Mathematics-I	4	-	2	5	30	70	100
5	MUBEL 105	Natural Sciences-I	4	-	2	5	30	70	100
6	MUBEL 106	Social Study-I	4	-	2	5	30	70	100
Total			24	2	8	30	180	420	600

B. E. Ed. (SEMESTER-II)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL 201	Learning & Teaching	4	1	-	5	30	70	100
2	MUBEL 202	Contemporary India& Education-II	4	1	-	5	30	70	100
3	MUBEL 203	Environment Science	4	1	-	5	30	70	100
4	MUBEL 204	Mathematics-II	4	1	-	5	30	70	100
5	MUBEL 205	Natural Sciences-II	4	1	-	5	30	70	100
6	MUBEL 206	Social Study-II	4	1	-	5	30	70	100
Total			24	6	-	30	180	420	600

B. El. Ed. (SEMESTER-III)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL 301	Knowledge & Curriculum	4	-	-	4	30	70	100
2	MUBEL 302	Gender, School & Society	4	-	-	4	30	70	100
3	MUBEL 303	Proficiency in English -I	4	-	2	5	30	70	100
4	MUBEL 304	Political Science-I	4	1	-	5	30	70	100
5	MUBEL 305	Drama & Art in Education	3	-	4	5	30	70	100
Total			19	1	6	23	150	350	500

B. El. Ed. (SEMESTER-IV)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL 401	Understanding Disciplines and School Subjects	4	-	-	4	30	70	100
2	MUBEL 402	Value Education	4	-	-	4	30	70	100
3	MUBEL 403	Proficiency in English-II	4	1	2	6	30	70	100
4	MUBEL 404	Political Science-II	4	-	-	4	30	70	100
5	MUBEL 405	Health & Physical Education	4	-	2	5	30	70	100
Total			20	1	4	23	150	350	500

B. El. Ed. (SEMESTER-V)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL 501	Understanding the Self	5	-	-	5	30	70	100
2	MUBEL 502	Language across the Curriculum	4	-	-	4	30	70	100
3	MUBEL 503	Guidance & Counselling	4	-	-	4	30	70	100
4	MUBEL 504	Education in India	4	2	-	6	30	70	100
5	MUBEL 505	Educational Technology & ICT-I	4	1	2	6	30	70	100
Total			21	3	2	25	150	350	500

B. El. Ed. (SEMESTER-VI)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL 601	Pedagogy of Environmental Sciences	4	-	-	4	30	70	100
2	MUBEL 602	Creating an Inclusive School	4	-	-	4	30	70	100
3	MUBEL 603	Educational Technology & ICT-II	4	-	2	5	30	70	100
4	MUBEL 604	Internship-I (Four Weeks)	-	-	12	6	30	70	100
Total			12	-	14	19	120	280	400

B. El. Ed. (SEMESTER-VII)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL 701	Pedagogy of Social Sciences	4	-	4	6	30	70	100
2	MUBEL 702	Pedagogy of Mathematics	4	-	4	6	30	70	100
3	MUBEL 703	Internship-II (8 Weeks)	4	-	10	9	30	70	100
Total			12	-	18	21	90	210	300

B. El. Ed. (SEMESTER-VIII)

Sr. No.	Subject Code	Subject Name	Effective Teaching			Credits	Evaluation Scheme		
			L	T	P		Internal Assessment	External Assessment	Total Marks
			Hours/week						
1	MUBEL 801	Pedagogy of English	4	-	4	6	30	70	100
2	MUBEL 802	Pedagogy of Hindi	4	-	4	6	30	70	100
3	MUBEL 803	Internship-III (8 Weeks)	4	-	10	9	30	70	100
Total			12	-	18	21	90	210	300

First Semester
B. Ed. Ed.

Child Development (MUBEL 101)

Objectives

- To understand general conceptions about child and childhood (specifically with reference to the Indian social context);
- To acquire a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To understand various theories of learning & cognition
- To develop the trainees as supporter, facilitator of knowledge rather than an instructor.
- To sensitize the trainees regarding developmental needs and capabilities and conceptual clarity within their socio cultural context.

Unit 1 : Perspectives in Development

- Introduction to perspectives in development - Concept of development (meaning, principles and objectives).
- Development through the life span (stages)
- Developmental ways as continuous and discontinuous.
- Childhood as modern construct (knowledge-creator) in the context of poverty, globalization and modern culture

Unit 2: Physical-Motor Development

- Growth and Maturation
- Gross and fine motor development skills in infancy, pre-school children and elementary children
- Role of parents and teachers in providing opportunities for physical-motor development, for example, play.

Unit 3: Social Development

- Concept of socialization: Family environment, Parent-child relationships, Child rearing practices
- Separation of parents: Children in crèches, orphanages etc.
- Schooling: peer influences, Teacher-child relationships, out of school experiences
- Development of children through socialization process

Unit 4: Self and Moral development

- A sense of self: Self-description, self-concept, self-esteem, social comparison, internalization and self-control
- Moral development: perspectives of Lawrence Kohlberg

References

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research.
- Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites 16
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.

Contemporary India-I (MUBEL 102)

Objectives

- To be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- To familiarize with the socio-political economic dimensions of Indian Society and appreciating its diversity
- To develop an understanding of the trends, issues, and challenges facing contemporary Indian Society
- To understand the relationships between specific political institutions, economic policies, and social structures in order to comprehend the achievements, persistent problems and challenges facing contemporary Indian society

Unit 1: India: Emergence from the Freedom Struggle

- Impact of colonialism on Indian society, economy and polity
- Anti-colonial struggle and different visions about independent India
- Institutional structures of the Indian nation state: Continuities and Breaks with the colonial apparatus

Unit 2: Constitution of India and Education

- Constitutional vision of independent India: then and now
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference
- to their contexts (class, caste, tribe, religion, language and gender)
- Reservation as an egalitarian policy
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighborhood school
- Right to Education Act 2009

Unit 3: Democracy in India

- Institutional Structures: The centre and the State, the Judiciary, Legislature and Executive
- Democracy, Party system and Electoral Politics
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)
- Grassroot social and political movements and Indian democracy
- Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

Unit 4: Indian Economy

- Issues and Debates on Globalization, Liberalization and Privatization of economy
- Meaning and politics of development and its effects
- Development and Environmental concerns
- Agrarian economy: key features, land ownership, landlessness, agricultural production, market and credit
- Unorganised sector and migrant labor (to be studied with the help of a project based on locally done field work)

Practicum: Some Suggested Projects on Contemporary Indian issues (Any two projects)

- Critical appraisal of Constitutional values as practised in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements,
- Displacement and Development
- Educational debates and movements
- First generation learner in school
- Children with disability and inclusive education
- Role of Media in Democracy
- Understanding childhood in India

- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE act
- Language within school
- Tracing any farm/industrial product to its origin
- Role of state and international political economy in producing and addressing marginalization
- Linguistic and religious diversity of India
- Significance of minority rights
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

References

- NCERT (2006) Social and Political Life-I. Class VI Textbook. Unit 2 and 3.
- NCERT (2007) Social and Political Life-II. Class VII Textbook, Chapter 1 and 2.
- NCERT (2008) Social and Political life-III. Class VIII Textbook, Unit 1, 2 and 4.
- IGNOU Unit 10 Indian national movement in Block-3 Emergence of Independent India. In (FHS) Foundations Course in Humanities and Social Sciences.
- Kasturi, K. (2008). Of Public Purpose and Private Profit. Seminar No. 582, February (Special Economic Zones Issue)

Nature of Language (MUBEL 103)

Objectives : To help the students in understanding:

- the nature of language
- interplay of language and society
- the process of language acquisition
- function of Language and how children use them as a tool
- Significance and acquisition of early literacy in the larger context of school curriculum.
- ways of handling aspects of grammar not in isolation but by creatively integrating it with text.

Unit 1: Nature of language

- Rule governed system and language
- Relationship of Language and Society: Identity, power and discrimination

- Nature of multilingualism: Differential status of Indian language classroom
- Critiquing state policies on language and education

Unit 2: Language Acquisition

- Language Acquisition and Language Learning: pre-school and early school years Children's background and School Experience.

Unit 3: Language across the Curriculum

- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum
- Learning language and Learning through Language

Unit 4: The classroom practices and possibilities

- Perspectives on recording and writing
- Prevalent language teaching practices and their critique
- Connections between classroom instruction and theories
- Role of literature in language learning
- Learner's active role in understanding literature
- Using Children's literature across curriculum.

References

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemomm (Eds.) Multilingual education for South Africa.
- Butler, A. and Turnbull, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University, Chapter 2 and Chapter 3.
- Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.
- Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggard, M. Trika and Smith-Burke (eds.) Observing the language learner. Newark, DE: International Reading Association, 57-72.
- Rhodes, L. K. and Shanklin N. L. (1993). Windows into Literacy. UK: Heinemann, The University of Michigan. Chapter 4: Assessing Language Systems and Strategies in Reading.

Mathematics-I (MUBEL-104)

Objectives

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge

- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective childrens learning

Unit 1: Pedagogical Content Knowledge

- Numbers: Number Concept, Counting, Place value, Arithmetic operations, Fractions, Decimals
- Space and Shape: Geometric shapes , construction of geometric shapes through paper folding, Symmetry, Tessellations
- Measurement: The idea of unit, length, area, volume, weight, time, money, temperature
- Data Handling: Sorting, Classification, Tabling, Reading information from simple graphs

Unit 2: Perspective about Mathematical Knowledge

- Aspects of mathematical knowledge: Conceptual and Procedural
- Vergnaud?s framework for acquisition of concepts with respect to mathematical knowledge
- Effect of socio-cultural background of children on mathematical knowledge

Unit 3: Children's Conceptualisation of Mathematics

- Theories of mathematics learning : Piaget, Dienes, Skemp, Asubal, Bruner, Vygotsky
- Effect of socio-cultural background of children on mathematical knowledge
- Role of language of communication in a mathematics classroom

Unit 4: Aspects of Teaching Mathematics

- Beliefs about teaching-learning processes
- Planning for teaching
- Hidden curriculum: Social justice, gender differences, individual differences, Inclusive environment

References

- Carragher, T. N., Schliemann A. D. and Carragher, D. W. (1988). Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.).Children's mathematics. New Directions for Child Development. San Francisco: Jossey-Bass, 71-87.
- IGNOU, AMT - 01 Teaching of Primary School Mathematics. New Delhi: IGNOU.
- IGNOU, LMT - 01, Learning Mathematics. New Delhi: IGNOU.
- Wood, D. (1998). The Mathematical Mind. In How Children Think and Learn. UK: Blackwell Publishing, Chapter 8, 225-255.

Natural Sciences (MUBEL 105)

Objectives

- To encourage students to revisit their own conceptual understanding of science
- To engage students with various aspects of the nature of science.
- To help students understand children's ideas in relation to cognitive development and children understands of scientific concepts.
- To help students select and use appropriate teaching-learning and assessment strategies.
- To enable students to view science as an inclusive and a democratic enterprise.

Unit 1: Revisiting School Science Concepts

- Investigating different themes and interdisciplinary concepts using children's questions. How do clouds form?
- How do plants and animals utilize their food? How does an electric bell work?
- Where all does the rain water go?
- Why does a candle become short on burning? How do babies develop inside mothers?
- For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This
- exercise needs to be facilitated by their teachers.

Unit 2: Understanding what is Science and Children's Ideas in Science Nature of science

- Subject matter in physical sciences and life sciences
- Is inquiry in different domains of knowledge different?
- Science as information or inquiry.
- Children's ideas related to science concepts
- Probing, documenting and analyzing children's ideas related to science concepts.

Unit 3: Classroom Transaction and Assessment

- Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts
- Science- museums, field trips, projects and exhibition.
- Developing different assessment strategies including appropriate questions for paper pencil tests.
- Preparing Unit plans based on concept maps.
- Assessing teaching-learning materials such as books, films, multimedia packages for their relevance and age appropriateness.

References

- Bloom, J. W. (2006). *Creating a Classroom Community of Young Scientists*. New York: Routledge.
- Griffin, J. (2004). Research on students and Museums: Looking More Closely at the students in School Groups. *Science Education*, 88(suppl. 1), S59-S70.
- Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 - 12*. UK: Sage.
- Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT.
- Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*. Belmont CA: Thomson Wadsworth. 5th Edition.

Social Study (MUBEL 106)

Objectives : This course would help the learner to:

- develop knowledge and skills to critically understand and analyse the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
- build skills to gather, interpret and analyse data
- critically analyse social science school curriculum, syllabus and textbooks
- know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

Unit 1: Nature of Social Sciences

- Social sciences and social studies:
- Scope and nature;
- Role of social studies in developing children's understanding of their social context and social realities;
- different approaches to geography; different approaches to organize social sciences: discipline centered, issue-centered, integrated social studies and interdisciplinary social science.

Unit 2: Curriculum of Social Sciences and Important Concepts

- Understanding change and continuity, cause and effect, time perspective and chronology, socio-spatial interaction through the following :
- Society: social structure, social stratification, community and groups,
- State: authority, nation, nation-state and citizen,
- Region: resources, space and people
- Market: Exchange.

Unit 3: Childrens Under standing , Teaching-Learning Materials

- Cognitive development of and concept formation among the children with reference to their age and socio-cultural context;
- Significance of these factors for curriculum
- Children, construction of social science knowledge and classroom interaction;
- different types of teaching-learning materials for social sciences including community and local sources;

References

- Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India. *History Workshop Journal*.67(1), 99-110.
- Eklavya, (1994), *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.
- Teaching, *Contemporary Educational Dialogue* 1:2, 228-257.
- Jain, M. (2005). *Social Studies and Civics: Past and Present in the Curriculum*,
- *Economic and Political Weekly*, 60(19), 1939-1942.
- NCERT Social Science Textbooks for classes VI - VIII, New Delhi: NCERT. 6. Social

Second Semester **B.El.Ed.**

Learning & Teaching (MUBEL 201)

Unit 1: Psychology and Teaching, learning

- Educational Psychology: Meaning, Scope and Importance of educational Psychology.
- Various Methods: Case study, survey and experimental implication for curriculum and instructions.
- Education for exceptional children.

Unit 2: Intelligence and Creativity

- Intelligence: Meaning, theories of intelligence Spearman, Thurstone, Burt and Vernon.
- Measurement of intelligence (verbal, Non-verbal, performance test) uses and limitations of intelligence test.
- Creativity - concept, identification of creative potential, educational programme for developing creativity.

Unit 3: Learning and Motivation

- Nature of learning, process and factors affecting learning.
- Theories of learning: Trial and error theory, classical conditioning theory, skinner's operant conditioning, insight theory by Kohler.
- Motivation, its nature and educational implication.

Unit 4: Teaching and Learning

- Concept of teaching and learning, relationship between teaching and learning.
- Maxims and principles of teaching
- Communicative teaching skills.
- Role of teacher in teaching & learning.

Practicum/Work experience:

- Administration of intelligence test, creativity test.

References.

- Chauhan S.S. (2002) Advanced Educational Psychology, Vikash Publication, New Delhi.
- Dececco J.P. (1970) Psychology of learning and instruction Educational Psychology, Prentice Hall of India Ltd., Nw Delhi.
- Sharma R.A. (1996) Fundamentals of Educational Psychology, R. Lal Book Depot, Meerut.
- Flemings C.M. (1964) Teaching: A Psychological Analysis, University.
- Clayton T.E. (1965) Teaching Learning: A Psychological Perspective.
- Kulshrestha S.P. Educational Technology, VinodPustakMandir, Agra.

Contemporary India & Education-II (MUBEL 202)

Unit 1: The Indian Society and its Stratification

- Indian society; Basic trends and doctrines.
- Indian society through the ages - Ancient, medieval & modern age and Education.
- Impact of economic, social and political conditions on caste systems, social stratification and education in post independence period.
- d. Issue of equality and social justice in relation to education.

Unit 2: Concept of Education

- Meaning, Aims, Objectives and function of education.
- Education in the Indian context with reference to following:
- Sri Aurobindo, Swami Vivekanand, Mahatma Gandhi and Dr. Radha Krishnanan.

Unit 3: Educational Policy Perspectives

- Overview of Education commissions and Government bodies.
i. Kothari Commission, ii. NPE.1986, iii. NCERT, iv NCTE, v. UGC
- National knowledge commission report - Recommendations on school education. c. Education for national and emotional integration.

Unit 4: Issues and challenges of education in India.

- Vocationalization of education.
- Education for disadvantaged group.
- Value crisis and role models for students.

Practicium / Work experience

- Survey of educational data regarding enrolments, dropouts, facilities etc. at different levels of education.
- Visit of a few local schools to assess teacher's awareness regarding minimum levels of learning.

References.

- Agrawal J.C. & Agrawal S.P. (1992), Role of UNESCO in Education, Delhi, Vikas Publishing House.
- Chowdhry, N.K. (2009) Indian Constitution and Education, Delhi Shipra Publication.
- Dewey, J (2004) Democracy and Education, Courier Dover publication.
- GOI (1966) Report of the education commission education and national development, New Delhi Ministry of Education.
- GOI (1986) National Policy of Education, GOI.
- Kochhar, S.K. (1993) Pivotal Issues in Indian Education, Sterling Publisher's Pvt. Ltd.
- Mukharje, S.N. (1996) History of Education in India, Baroda Acharye Book Depot.

- Gupta M.P. & Mamta (2012) Bharat Main Siksha Ka Vikas, Sahitya Prakashan, Agra.
- Gupta S.P. & Alka. (2010), Adhunik Bhartiya Shikshaki Samaryaa, Sharda Pustak Bhawan, Allahabad.

Environment Science (MUBEL 203)

Objectives : Upon completion of the course, the student-teacher will be able to :

- Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
- Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
- Understand the role of governmental and non-governmental agencies in environmental education.
- Apply the methods of teaching and evaluation in environmental education.

Unit 1 : Introduction to Environmental Education

- Environmental Education - Concept , Importance and Scope
- Objectives and Principles of Environmental Education.
- Basic Concepts in Environmental Education: Ecology, Eco-System, Ecological Balance, Food Chain

Unit 2 : Environment and Pollution

- Meaning of Environment.
- Types of Environment
- Types of Environmental Pollution
 - Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act - 1981.
 - Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act 1977
 - Soil Pollution : Meaning, causes, Remedies
 - Sound Pollution : Meaning, causes , Remedies
- Ecological Imbalances
 - Deforestation
 - Soil Erosion
 - Extinction of Wild life
 - Depletion of Ozone layer

Unit 3 : Agencies in Environmental Education

- United Nations Environment Programme (UNEP)
- International Union for Conservation of Nature and Natural Resources (IUCN).
- Union Ministry of Environment and Forests.
- Central Pollution Control Board (CPCB).

- Centre for Environment Education (CEE).
- National Afforestation and Eco-Development Board (NAEB)
- Environment Protection Movements in India.
 - Chipko Movement
 - Appiko Movement
- NarmadaBachaoAndolan (NBA).
- Western Ghats Protection Movement

Practicum / Assignments (any one)

- Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
- Create a Garden in your college and document your experiences.
- Organizing environment education activities for school students (any two)
- Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.

References

- Government of India (2001) India - 2001 - A Reference Annual, New Delhi : Ministry of Information and Broadcasting.
- Dash, M. C. (1993) Fundamentals of Ecology, Tata McGraw Hill.
- Khopkar, S. M. (1995) Environmental Pollution Analysis, New Delhi : New Age International Pvt. Ltd.
- Krishnamacharyelu, V. and Reddy, G. S. (2000) Environmental Education, Hyderabad: Neelkamal Publications Pvt. Ltd.
- Purushotham Reddy and Narasimha Reddy, D. (2002) Environmental Education, Hyderabad :Neelkamal Publications Pvt. Ltd.
- Saxena, A. B. (1986) Environmental Education, Agra : National Psychological Corporation.
- Sharma, R. C. (1981) Environmental Education, New Delhi.
- Sharma, R. C. (1985) Inter Disciplinary Approaches in Environmental Education,
- Sharma R. K. and. Kaur, H (2000) Air Pollution, Meerat : Goel Publishing House.
- Sharma, B. K. and Kaur, H. (2000) An Introduction to Environmental Pollution, Meerat : Goel Publishing House.

Mathematics-II (MUBEL 204)

Unit 1: Mathematical Reasoning

- Processes of generalisation; pattern recognition and inductive reasoning process that enable formation of hypothesis.
- Structure of Mathematics: Axioms, Definitions, Theorems

- Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- Problem solving in mathematics - a process
- Creative thinking in Mathematics

Unit 2: Algebra Thinking

- Number Patterns that help in appreciating the use of unknowns in expressing the generalisation resulting from the pattern.
- Functional relations
- When and why we use variables
- Forming and solving simple linear equations
- Mathematical investigations/puzzles that rely on algebraic thinking

Unit 3: Practical Arithmetic and Handling Data

- Collection, classification and interpretation of data
- Presentation of collected data
- Elementary statistical techniques
- Time-tabling including railway time tables
- Percentage
- Ratio and proportion
- Interest
- Discount

Unit 4: Geometric ways of looking at space and shapes

- Simple two and three dimensional shapes - geometric Vocabulary
- Congruency and similarity
- Measurement and geometric shapes
- Construction of the geometrical shapes using geometric equipment.

References

- Haylock, D. (2006), Mathematics explained for Primary Teachers, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
- IGNOU (2007). Learning Mathematics (LMT)1-6, School of Sciences, New Delhi
- Post, Thomas R., (1992). Teaching Mathematics in Grades K-8: Research-Based Methods. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15
- Stewart, I. (1970). Making Mathematics Live: A hand book for primary teachers. Australia: Angus and Robertson. Chapters 2.
- Zevenbergen, R., Dole, R., Wright R. J. (2004). Teaching Mathematics in Primary Schools. Allen &Unwin; (First South Asian Edition). Chapter 12 and Chapter 14.

Natural Sciences-II (MUBEL 205)

Unit 1: Science for All

- Issues of gender, language, culture and equity in science classes Introduction to science and society interface
- Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices.
- Loss of habitat and endangered species
- Indigenous people and issues of survival
- Reasons of farmer suicides
- Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field.

Unit 2: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of Science textbooks.
- Content, approaches and methods of teaching Science - Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.
- Academic standards and indicators of learning.
- Learning resources for effective transaction of Science curriculum.

Practicum

- Preparing power point slides for any selected unit in VI or VII class.
- Preparing file of any five practicals from VI & VII Class.

Social Study-II (MUBEL 206)

Unit 1: Classroom Processes, Challenges

- Analysis of different textbooks of social sciences to understand the perspective about the subject that informs them and how do they position children (look at use of case studies, pictures, story/narration, dialogue and discussion, experiments, comparison, development of concepts);
- Observation of classrooms to understand and critically evaluate the transaction of the social science curriculum.

Unit 2: Pedagogy and assessment

- Teaching methods: project method, use of narration, comparisons, observations, dialogue and discussion in social science;
- difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for critical thinking; dominant method of evaluation in social sciences based on information recall;
- Alternative ways to evaluate learning: basis of evaluation, types of questions, use of open book examination etc.

Unit 3: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of Social Studies textbooks.
- Content, approaches and methods of teaching Social Studies - Interactive and participatory methods, teacher as facilitator.
- Learning resources for effective transaction of Social Studies curriculum.
- Teaching Readiness: Planning of Teaching Social Studies, Year plan, Unit plan and Period plan
- Evaluation of Planning
- Assessment and evaluation - Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) - Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

References

- Batra, P. (ed.) (2010). Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage.
- Chakravarty, U. (2006). Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India', New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
- Kumar, K. (1996). Learning From Conflict. Delhi: Orient Longman, pp. 25-41, 79- 80.
- NCERT, (2006). Position Paper National Focus Group on Teaching of Social Sciences. New Delhi: NCERT, 1-19.

Third Semester
B.El.Ed.

Knowledge & Curriculum (MUBEL 301)

Unit 1: Meaning and nature of knowledge

- Meaning and nature of knowledge in education.
- Difference between information, knowledge, belief and opinion.
- What are the different ways of knowing?
- What are the relative role of knower and the known in knowledge transmission and construction?

Unit 2 : Concept of Curriculum

- Meaning, definition and characteristics of curriculum.
- Scope of curriculum at secondary level and senior secondary level.
- Objectives of curriculum at secondary level and vocational courses.
- Relationship between curriculum and education.

Unit 3 : Organizational climate for transmission of knowledge

- School as organization - meaning, needs, types and principles of school organization, administration and management.
- Co-curricular activities - meaning, importance and principles of organizing co-curricular activities.
- School climate: conducive, learner - friendly, inclusive, vibrant.

Unit 4 : Role of Teacher and Principal for Construction of knowledge

- Leadership - Concept, need and development of leadership quality among teachers and students.
- Role of teacher in proper class management and learning environment, teachers self assessment and accountability.

Practicum/Work experience

- Review the school time-table planning and its effectiveness towards attaining academic expectations.
- Organize co-curricular activities.

References:

- UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).
- Plato (2009) Reason and persuasion three dialogues (Chapter) in J. Holloo (Ed) memorauson, persuasion in virtue person.
- Goodson I.F. & Marsh, C.J. (2005). Studying school subject a guide Rouldgo.
- Ghosh, S.C. (2009) History of education in India, Rawat Publications.

Objectives :

- To enable the Student Teacher to:
- To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
- To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
- To help student teachers to develop abilities to handle notion of gender and sexuality.

Unit 1: Gender Issues: Key Concepts

- The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
- Unequal access of education to girls; access to schools; gender identity construction at home and in society.
- Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

Unit 2: Gender Challenges and Education

- Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
- Representation of gendered roles, relationships and ideas in textbooks and curricula.
- Schools nurture or challenge creation of young people as masculine and feminine selves.

Unit 3: Gender Issues and Role of Teacher

- Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)
- Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
- Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)

Assignment :

- Group Discussion : The students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

References:

- Acker, S. (1994) Feminist theory and the study of gender and education; In S.
- Acker, Gendered Education: Sociological Reflections on women, Teaching and
- Feminism, Buckingham: Open University Press.
- Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
- Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.
- Lips, Hilary M. (1989) Sex and Gender an Introduction, California
- Mountainview, Mayfield Publishing Company.
- Shokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
- Crapo, H. (ed.) (1970) Family, Class and education, London: Longman
- David, Mirrian, E. (1980) State the Family and education, London: Routledge and kegan Paul Desai, 12. Tyler, W. (1977) The sociology of educational inequality, London : Methuen.
- Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of
- Girlchild in South Asia', Indian. Journal of Social Sciences.Vol 3 No. 1.
- Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', New frontiers in higher education, Vol.- XV No. 3.

Proficiency in English-I(MUBEL 303)

Unit 1 :

- Phonetic Symbols
- Primary and Secondary Stresses
- Rising and Falling Tools

Unit 2 :

- Time and Tenses
- Direct and Indirect Narrations

Unit 3 :

- Parts of Speech
- Use of Articles
- Use of Preposition

Unit 4:

- Common mistakes in English
- Letter writings
- Comprehensions
- Precise Writing
- Paragraph writing
- Report-writings-Business and Scientific

References:

- Daniel Jones: English Pronouncing Dictionary
- Remedial English Grammar, Macmillan, New Delhi
- Bhatnagar & Bell: Communication in English
- M.L. Tickoo: General English for Language Skills
- Norman Lewis: Word Power Made Easy

Political Science-I (MUBEL 304)**Unit 1**

- What is Politics?
- What is Political Theory and what is its relevance?

Unit 2

- Concepts :
 - Democracy,
 - Liberty,
 - Equality,
 - Justice,
 - Rights,
 - Gender,
- Citizenship,
- Civil Society and State.

Unit 3 :

- Debates in Political Theory
 - Is democracy compatible with economic growth?

- On what grounds is censorship justified and what are its limits?
- Does protected is criminating violate principles of fairness?
- Should the State intervene in the institution of the family?

References

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A.(eds.) Political Theory : An Introduction. NewDelhi : Pearson Longman, pp. 217.
- Bhargava, R. (2008)' Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory : An Introduction. NewDelhi : Pearson Longman, pp. 1837.
- Jha,M.(2001)' Ramabai : Gender and Caste', in Singh, M.P. and Roy, H.(eds.) Indian Political Thought: Themes and Thinkers, New Delhi : Pearson.

Drama & Art in Education (MUBEL 305)

Objectives

- Understanding basics of different Art forms - impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

Unit 1: Visual Arts And Crafts (Practical)

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit 2: Performing Arts: Dance, Music, Theatre And Puppetry (Practical)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the
- integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

Unit 3: Appreciation of Arts

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance

Project Work (Units 1 and 2)

- Students will be required to prepare different materials of visual art, such as pastel, poster, pen & ink, rangoli, materials, clay etc. paper framing and display of art works, participation and performance in anyone of the regional arts form keeping in mind the integrated approach, planning a stage - steeling for a performance/presentation by the student teacher.

References:

- Arya Jaides : Kala ke Adhyapan, Vinod Pustak Mandir, Agra.
- Ruth Dunneth : 'Art and Clired Personalty, Methleun and Co. Ltd, London, 1945.
- Kiya Shiksha. Vol. No 4, April 1966, Special Vender, Art education, Publication by department of Education, Rajasthan, Bikaner.

Fourth Semester
B.El.Ed.

Understanding Disciplines and School Subjects (MUBEL 401)

Unit I :Knowledge of disciplines

- Meaning, Nature and Scope of Disciplines at School Level.
- Importance of Disciplines.
- Correlation with other disciplines.

Unit 2 : Historical Aspects of disciplines

- Historical Aspects of different Disciplines science, social science, language, maths, commerce, home science & fine art.
- Critical justification of different Disciplines at School level (on the basis of philosophical and psychological).

Unit 3 : Modern aspect of discipline

- Modern aspect of Discipline on the basis of future needs and social ethics.
- Challenges of Disciplines in school curriculum.

Unit 4 : Framing of Disciplines

- Theory of content - Need theory and hygiene theory.
- Paradigm of framing disciplines at school level.

Unit 5 : Recommendation of disciplines

- Recommendation of disciplines by Kothari's Commission, Mudaliar Commission.
- Recommendation by National Educational Policy.

Practicum/Work experience

- Conduct seminar on Scheme of school curriculum.
- Workshop on any disciplinary area like criticism of a text book related to Social Science, Science, Math and Language in the light of present head.

References :

- Coodson, I.F. & Martha, C.J. (2005), Studying School Subjects : A Guide Rouldeg
- Ghose, S.C. (2007) History of Education in the India, Rawat Publication.
- Naik, J.P. & Nurullah, S. (1974). A Students - History of education in India (1800- 1973) Macmillan.
- NCERT (2005). National curriculum framework. NCERT.
- Armstroug, M. (1980). The Practice of art and the growth of understanding. In closely observed children: The diary of a primary classroom (PP131-170). Writers and Readers.
- Apple, M.W. & Beane, J.A. (2006) Democratic schools: Hessous in powerful education, Ekaluya, Retrived from http://www.arwindgupta_toys.com.

Value Education (MUBEL 402)

Objectives: Upon completion of the course the student-teachers will be able to:

- Understand the concept and types of values.
- Understand the meaning and basic-theories of axiology.
- Get an insight into the strategies of inculcation of values among children.
- Develop awareness about the different agencies working in the sphere of value education.
- Develop skills and techniques needed to teach value education.
- Understand the role of the teacher in value education.

Unit 1: Introduction to Values

- Values: Concept, Nature, Types and Significance
- Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values
- Contemporary Values in Indian Context
 - Panchakosha Theory of Values
 - Basic Human Values - Truth, Beauty, Goodness, Love, Peace, Non-Violence
 - Contemporary Values - Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2: Strategies of Inculcation of Values

- Sources of Value Education - Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- Techniques of Inculcating Values in Life
 - Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)
 - Role of Teachers in Value Education.

Unit 3: Role of Social Agencies in Value Education

- Family
- Religion
- Educational Institutions
- Community
- Mass Media (Print and Electronic)
- Information and Communication Technology (Computer and Internet)

Assignments (any one)

- Visit to religious institutions which are involved in Educational endeavor
- Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
- Selection of incidences/ episodes from the biographies depicting particular/ selected value

References :

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hallInc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
- Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishnabrothers.
- Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
- Russell, B. (1972) Education and the Good Life. New York: Leveright.
- Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporat

Proficiency in English -II (MUBEL 403)

Unit 1: Theory of communication, types and modes of communication

- Introduction, Definitions and function of communication, Need for effective communication, Process of communication, Barrier to communication, Kinds of communication: intrapersonal, personal, group and mass verbal and non-verbal communication.

Unit 2: Listening and speaking skills

- Types of listening, developing effective listening skills, Academic listening (Lectures), Listening to talks and presentation, Monologue, dialogue, group discussion, miscommunication, interview, public speech, Pronunciation, accent, and intonation and rhythm.

Unit 3: Reading skills

- Skimming, scanning, summary, paraphrasing, comprehension. Introductory English Grammar
- Parts of Speech, Tenses, punctuation, Common errors in English.

Unit 4: Writing Skills: Social and Official Correspondence

- Enquiries, complaints and replies, Letters to the editor, Social appeals in the form of letter/pamphlets, Standard business letter, Email drafting and etiquettes, preparing agenda and writing minutes for meetings.

References :

- Prasad, P. The Functional Aspects of Communication Skills, Delhi.
- Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
- McCarthy, Michael. English Vocabulary in Use, Cambridge University Press.
- Rajinder Pal and PremLata. English Grammar and Composition, Sultan Chand Publication.

Political Science- II (MUBEL 404)

Unit 1

- Approaches to the Study of Indian Politics
- Nature of the State in India: Liberal, Marxist and Gandhian.
- Indian Constitution: basic features
- Debates on Fundamental Rights and Directive Principles.

Unit 2

- Institutional Functioning: Prime Minister,
- Parliament and Judiciary.
- Power Structure in India: Caste, class and patriarchy.

Unit 3

- Religion and Politics
- Debates on secularism and communalism.
- Parties and Party systems in India.

Unit 4

- Strategies of Development in India since Independence:
- Planned Economy and Neo-liberalism.
- Social Movements: Workers, Peasants, Environmental and Women's Movement.

References :

- Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) Contemporary India: Economy, Society, Politics. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.
- Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.
- Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

Health & Physical Education (MUBEL 405)

Unit 1 : Health and Physical Education

- Health : Meaning, Aims and Objectives, Importance and Scope
- Physical Education : Meaning, Aims and Objectives, Importance and Scope
- Related fields - Recreation, Health Education and Education
- National and Emotional Integration through Sports and Physical Education
- Yoga - Meaning - Astanga Yoga - Significance in Modern Society.

Unit 2 : Health Service and Supervision

- Medical Inspection - Meaning, Procedure and Importance
- Personal Care - Skin, Eyes, Ears and Teeth
- Safety Education - Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes.
- First Aid - Meaning, Significance, principles of giving first aid
- Fatigue - Meaning, Causes and Remedies.
- Balanced DIET - Meaning and Benefits.

Unit 3 : Leadership, Discipline, Incentives and Awards

- Leadership
 - Qualities of good leader in physical education
 - Teacher leadership
 - Student leadership
- Discipline
- Incentives and Awards

Unit 4 : Organization of Physical Education Activities

- Intramural and Extramural Competitions: Meaning, Organization, Benefits
- Tournaments : Meaning, Types - Knock-out and league, Benefits.
- Sports meet : Meaning, Organization, Benefits.
- Camps and Hikes : Meaning, Organization, Benefits.

Practicum

- Participation in any one major game and one sports item
- Ground marking for selected games and sports
- Commands, line formation and marching, ceremonial parade

References :

- Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana :Tandon Publication,.
- Nadgir, K.G. (1998), Sharir Shikshanad Vidhanagalu, Dharwad : Mallesajj an Vyayama Shale.
- Nadgir, K.G.(1997) , Arogya Muttu Aragya Shikshana, Dharwad : Mallasajjana Vyama Shale. ?
- Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education, Ludhiana :Prakash Brother Publication.

Fifth Semester
B.El.Ed.

Understanding the Self (MUBEL 501)

Objectives:

- The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Unit 1: Exploring the Aim of Life Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Unit 2: Discovering one's True Potential

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Unit 3: Developing Sensitivity

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.

Unit 4: Peace, Progress and Harmony

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst

- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication

References

- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT. 7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.
- Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
- Gibran, K. (1996). The Prophet, Calcutta, India: Rupa& Co.

Language across the Curriculum (MUBEL 502)

Objectives

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Unit 1: Engaging With Narrative And Descriptive Accounts

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories. Suggested Activities
- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations - sharing interpretations and points of view (in a smaller group)

- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

Unit 2: Engaging With Popular Subject-Based Expository Writing

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Activities :

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

Unit 3: Engaging With Journalistic Writing

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information - as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

References :

- Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.

- Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
- Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979. 4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
- Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
- Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
- Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.

Guidance & Counseling (MUBEL 503)

Objectives: Upon completion of this course the student-teacher will be able to :

- Understand the principles, scope and need of guidance and counselling in schools
- Acquaint himself with nature of different problems faced by children in context of learning and development.
- Understand the acquisition and process of learning in children with special needs.
- Acquaint himself with learning disabilities of children and its remedies
- Take up minimum guidance programme at school level.

Unit 1: Guidance and Counselling

- Introduction to Guidance and Counselling
- Nature, Purpose and Scope of Guidance and Counselling
- Difference between Guidance and Counselling
- Counselling

Unit 2: Principles and Types of Guidance

- Principles
- Approaches
- Areas of Guidance
 - Educational Guidance
 - Vocational Guidance
 - Personal Guidance *
 - Principles of Guidance Services

Unit 3: Guidance for Children with Special Needs

- Meaning, definitions and types of exceptional children
- Gifted and Creative children
- Slow learners and backward children
- Strategies for helping exceptional children to overcome their problems.

Assignments (any one)

- Case study of a child with special problem.
- Organization of Counseling session for (Individual / Groups) students who are genuinely in need of Counseling.
- Organization of Guidance sessions about services and facilities available in a school or college.

References

- Adams, J.F.(1965) Counselling and Guidance : A Summary, New York : The Mc Millan company Ltd.
- Aggarwal. J. C. Educational & Vocational Guidance & Counselling. Delhi :Doaba House.
- Asha Bhatnagar (1999) Guidance and Counselling : Theoretical Perceptive. Vol-1. New Delhi :Vikas Publishing House.
- Berki B. G. & Mukhopadhy. B. ? Guidance & Counselling : A Manual, New Delhi: Sterling Publishers.

Education in India (MUBEL 504)

UNIT 1: Concept of Education

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System. Agencies of Education - Informal, Formal and Non-formal .

UNIT 2: Salient Features of Ancient Indian Education

- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.

Unit 3: Secondary Education

- General Aims and Objectives of Secondary Education and Structure.,
- Education during Post Independence Period.
- Constitutional provisions for education,
- Secondary School Teacher - Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

Unit 4: Teacher Education and Secondary School Curriculum

- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
- Professional organisation in the field of Teacher education

Reference:

- Anand C. L. et al., (1993) Teacher and Education in the emerging Indian society ?
- Coombs Philips H (1985) The World Crisis in Education. New York. Oxford University Press, New York
- Delors, Jaeques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO. ?
- Dewey I (1952) Experience in Education, Collier Macmillan. ? ? ? Dewey S (1956) Democracy in Education New York: Macmillan. ? ? ? Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban. ?
- Government of India (1952) Report of the Secondary Education Commission, New Delhi:- Ministry of Education. ?
- Government of India (1966) Report of Education Commission Ministry of Education,
- Government of India MHRD (1986) (Revised 1992) National Policy of Education. New Delhi.
- Government of India (1992) Report of Core Group on Value Orientation of Education

Educational Technology & ICT-I (MUBEL 505)

Objectives: Upon the completion of the course the student-teachers will able to:

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

Unit 1 : Fundamentals of Computer

- History and Generations of Computer
- Meaning, Definition and Characteristics of Computer
- Basic Functions of Computer - Input-Process-Output Concepts

Anatomy of Computer

- Classification of Computers:
 - Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)
 - Based on working principle (Analog, Digital and Hybrid Computers.)

Unit 2: Computer Organization

- Input Devices:
 - Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board
- Central Processing Unit:
Arithmetic and Logic Unit, Control Unit and Memory Units.
- Memory Devices (Storage devices):
 - Primary memory Devices: RAM, ROM, PROM, EPROM and EEPROM.
 - Secondary memory Devices: Hard Disk, CD-Rom, DVD, Optical Disk, Pen drive.
- Output Devices: Monitor, Printer, Plotter, Speaker

Unit 3: Operating System & other Software

- Operating System:
 - Needs and Functions of Operating System
 - Types of Operating System - single user and multi user
- Programming Languages: Types of Languages - LLL and HLL
- Computer Software: System Software, Application Software and Operating System 2.8 Computer Virus and its prevention.

Sixth Semester
B.El.Ed.

Pedagogy of Environmental Sciences (MUBEL 601)

Objectives:

- To prepare Teachers who understand Philosophical and epistemological basis of EVS as a composite area of study that draws upon Science and Social Science.
- The content related to Concepts in Science and Social Science is embedded within the Course.
- To help Student-Teachers understand the Scope of EVS and examine different perspectives of Curriculum organization.
- To prepare Student-Teachers to plan for and carry out classroom transaction in the light of various Theoretical and Practical viewpoints of learning and children's ideas.

Unit 1 : Basic Concept of EVS.

- Meaning, Nature and Characteristics of EVS.
- Process in EVS - representations, relations, reasoning, problem solving in day-to-day activities and communication in life skills.
- Goals of EVS Educations - Cognitive, affective and psychomotor domain.

Unit 2 : Aims and objectives of EVS

- Aims of Teaching EVS - Multi disciplinary, Utilitarian.
- Objectives of EVS in terms of Competencies/Learning outcomes in terms of contextualization, development of interest and appreciation.

Unit - 3: Curriculum Construction of EVS Learning

- Principles of Curriculum Construction
- Organization of Curriculum Construction.

Unit - 4: Approaches and Methods for Teaching - Learning of EVS

- Approaches - Transmission, Child - Centric, Discovery, Constructivism.
- Methods - Story telling, Observation, Discussion, Dramatization, Discovery, Local Field
- Study, Demonstration, Problem-solving, Project, Experimentation.

Unit 5 : Resource and Materials for Teaching - Learning EVS

- Preparation and use of Teaching-Learning - Materials (LTM) in EVS.
- Use of Local Resources in EVS Learning
- Organizing Resource Rooms in Schools for preserving Audio-Visual Teaching Aids (ET Lab)
- Organizing Library for preserving Text Books, Teachers' Hand Books, Reference Books and some periodicals.
- Organizing Laboratory as Science resource room.

Creating an Inclusive School (MUBEL 602)

Objectives : On completion of the Course the Student Teacher will be able to :

- Identify the children of special needs.
- Understand the nature of special needs their psycho educational characteristics and functional limitation.
- Familiarize with assessment and placement procedure for children with special needs.
- Develop understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

Unit 1: Special needs and education

- Concept and types of special needs.
- education of children with special needs and its implication for universalisation of elementary education.
- understanding and respecting diversity.
- trends of education for children with special need in india.
- policies schemes and legislations about the education of children with special educational needs.

Unit 2: Nature ,types and characteristics of children with special needs

- psycho-social and educational characteristics functional limitations with reference to-
- locomotor impairment
- visual impairment
- gifted and disadvantaged children
- hearing impairment
- learning disability
- mental retardation and slow learners.

Unit 3: Inclusive Education

- concept and philosophy of inclusive education
- teaching competencies required for inclusive education
- Roll of class teachers and Resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
- guidance and counselling in inclusive education.
- Specific roll of family and community participation.
- Support services needed for inclusive schools

Practicum : Any one of the following :

- Preparation of a report on importance of education for children with special needs
- Case study of children with special needs school in school situation.
- Observation of class room situation and identification of special needs.

References:

- Montgomery,D. (1990),special need in ordinary schools:children with learning difficulties,Cassel Educational limited ,london
- Ainscow,M.(1990)special needs in the classroom:A Teacher education resource pack UNESCO

- Hallahan and Kuffman J.M.(1984) exceptional children ,Prentice hall
- Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Meml Publishing Co. A Bell and Howell Co.

Educational Technology & ICT-II (MUBEL 603)

Unit I: Microsoft Windows (System Software)

- Introduction to MS-Windows
- Elements of MS-Windows,
- Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer

Unit 2: Application Programmes

- Microsoft Word
- Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.
- Starting Ms-Word, Opening a new document. Opening old document, naming the new document, saving the document using save and save as commands.
- Formatting the Document
- Microsoft Excel
- Microsoft Power Point

Unit 3: Applications Information and Communication Technology in Education

- Introduction to ICT: Meaning, Need and importance of ICT.
- Introduction to Multi Media :
 - Meaning of Multi media
 - Components of Multi media
 - Graphic Effects and Techniques
 - Uses of Multimedia for teaching
 - Developing a lesson plan using a multimedia package
 - Scope of Multi media
 - Pre-requisites of Multimedia PC
 - Sound and Music

Unit 4: Introduction to Internet

- Meaning of Internet
- Characteristics of Internet
- Uses of Internet
- Educational based applications of Internet
- Computer Application in Education
- Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits.
- Computer Assisted Testing : concept, characteristics, modes, merit and demerits
- Computer Managed Instruction : concept, characteristics, modes, merits and demerits
- Introduction to/ website -meaning and importance

Seventh Semester
B.El.Ed.

Pedagogy of Social Sciences (MUBEL 701)

Unit 1: Meaning, Nature and Importance

- Meaning, nature and importance of Social Sciences teaching.
- Essential elements in education for citizenship.
- Brief history of social science abroad and in India.
- Relationship with other school subject.

Unit 2: Aims and objectives of Social Sciences

- Aims and instructional objectives of the teaching history and civics at different school levels.
- Bloom's taxonomy and writing objectives in behavioral term.
- Curriculum and content of social studies concept and importance of curriculum, objectives of social science curriculum, principles of selection of content, social science syllabus prescribed by NCERT.
- Different kinds of techniques, traditional and modern teaching aids.

Unit 3: Approaches and Methods of teaching Social Sciences

- Various Methods of teaching.
Story telling Method, text book, Method, Lecture cum demonstration, Question answer method, Discussion method, Assignment method, project method, problem solving method socialized recitation method.
- Social science teacher and Professional growth.
- Meaning, importance, approaches and preparation of lesson plan and unit plan.

Unit 4: Learning resources in social science

- Audio-visual aids-teaching aids, Need, uses, kinds and advantages.
- Co-curricular activities in social science and use of activities and play-way devices in social science.
- ICT materials in teaching learning of social science (History and civics) Use of ICT video clips, Power-point presentation etc.
- Text book - Meaning, importance and criteria of a good text book and evaluation of a social science text book.
- Social science laboratory and Museum, Library, Social science club, Wall-Magazines, Field trip or Educational tours.

Unit V: Evaluation in social science

- Meaning and importance of evaluation.
- Formative and summative evaluation.
- Types of Evaluation oral test, written test- Essay Type Test, (ii) Objectives Type Test.
- Construction of test items-unit test and Examination question paper at secondary level.

Pedagogy of Mathematics (MUBEL 702)

UNIT 1: Foundation of Mathematical Education

- Meaning, nature and structure of mathematics.
- Value of teaching mathematics.
- History of Mathematics with special reference to Indian Mathematics (Aryabhatta and Srinivas Ramanajum)

UNIT 2: Aims, Objectives and curriculum reform:

- General aims and objectives of teaching mathematics in different level of education.
- Bloom's Taxonomy and specification of objectives in terms of learning outcomes.
- Correlation of mathematics with other school subjects language, social science and science.
- Rationale, objectives, principles in the recent curricular reforms.

UNIT 3: Methods, Techniques and Lesson Planning of Mathematics:

- Different methods approaches and techniques of teaching mathematics.
- Teacher Centered and Child Centered Method of mathematics teaching.
- Meaning & approaches of lesson planning, preparation of unit plan and lesson plan.

UNIT 4 : Learning resources in Mathematics:

- Text books, teacher manuals - importance and characteristics.
- Co-curricular activities i.e. Mathematics field trip.
- Audio-visual aids.
- Print Media etc.

UNIT 5 : Evaluation in Mathematics:

- Meaning and purpose of evaluation.
- Types of test items - Objective, short-answer & essay types.
- Continuous and comprehensive evaluation:
 - Summative
 - Formative

Error analysis & conduct remedial teaching.

Eight Semester **B.El.Ed.**

Pedagogy of English (MUBEL 801)

Unit 1 : Language, Literature and Aesthetics:

- Need objectives and relevance of studying literature in school course.
- Translation: Importance and need of translation
- Text book
 - its characteristics and utility
 - Analysis and Evaluation of text books
- As a creative activities.

Unit 2 : Role and place of English Language in curriculum in India

- Role of English Language: - English as a -
 - Colonial language
 - Means of Learning & communications
 - Means of medium of Instruction
- Language of knowledge
- Language for Specific purposes
- Place of English Language in curriculums in India :
 - Second language
 - Constitutional Provisions for teaching of language
 - Kothari Commission (1964-66)
 - National curriculum Frame work 2005, 2009

Unit 3: Methods, Approaches and Techniques for teaching of English:

- Methods: Direct method, Grammar translation method structure-situational method, Audio-Lingual Method, Inductive- deductive method, Natural Method and Billiard Method.
- Approaches: Communicative approach, thematic approach and structural approach.
- Techniques:
 - Communicative Language Teaching (CLT)
 - Computer Assisted Language Learning (CALL)
 - Computer Assisted Language Teaching (CALT)

Unit 4 : Plan and Resources for Teaching of English Language:

- **Plan** : Make a plan for Prose, poetry, composition, grammar and drama according to prescribed course.
- **Resources** :
 - Boards-White, Black-board, smart board Flannel board, Roll-up board. (ii)
 - Audio-aids
 - Visual-aids
 - Language Lab
 - Audio-Visual aids
 - Other related material i.e. Magazines News papers, stories, anecdotes etc.

• **Types of Plan :**

- Micro Plan.
- Macro Plan.
- Unit Plan.

Unit 5: Evaluation :

- Its concept and meaning
- Type of Test-Achievement test, Proficiency test, Diagnostic Test, Prognostic test, Formative and Summative test.
- Concept of continuous comprehensive Evaluation. (iv) Various types of language test
- Concept and need of remedial teaching and remedial work.
- Criteria of a good language test.

Pedagogy of Hindi (MUBEL 802)

PEDAGOGY OF SCHOOL SUBJECTS : HINDI

प्रथम इकाई—आधार भूत संप्रत्यय, महत्व, उद्देश्य एवं सिद्धान्त

- भाषा अर्थ, आधार एवं प्रकृति
- देव नागरीक लिपि की विशेषताएं
- हिन्दी भाषा का महत्व—मातृभाषा एवं राष्ट्र भाषा के रूप
- भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र
- हिन्दी शिक्षण के उद्देश्य (सामान्य एवं विशिष्ट)

द्वितीय इकाई—हिन्दी भाषा की स्थिति एवं भूमिका

- स्वतन्त्रता से पहले और स्वतन्त्रता के पश्चात संविधान एवं शिक्षा समितियों की रिपोर्ट में हिन्दी भाषा
- धारा 343,351,350 (1), कोठारी आयोग (1964—66) राष्ट्रीय शिक्षा नीति 1986 पी0ओ0ए0 1992, राष्ट्रीय पाठ्यचार्य 2005
- **भूमिका**
 - हिन्दी के विविध रूप अन्तराष्ट्रीय स्तर पर हिन्दी ज्ञान की भाषा के रूप में हिन्दी माध्यम भाषा के रूप में
 - शिक्षक शिक्षार्थी सम्बन्ध के पहलू के रूप में

तृतीय इकाई—भाषा शिक्षण की प्रमुख विधियां, प्रविधियां/प्रणालियां एवं पाठ्य पुस्तक

- व्याकरण अनुवाद विधि, प्रत्यक्ष विधि, प्राकृतिक प्रणाली उद्देश्य परक
- पाठ्य—पुस्तक
- **गुण एवं उपयोगिता**
 - पाठ्य की विशेषताएं
 - पाठ्य पुस्तक का विश्लेषण एवं आलोचनात्मक मूल्यांकन

चतुर्थ इकाई—(क—पाठयोजना)

- पाठ योजना निर्माण के उपागम इकाई योजना एवं उसकी उपयोगिता

- गद्या, पद्य, कहानी, निबन्ध, नाटक एवं व्याकरण की पाठ योजना तैयार करना (पाठ्यक्रम के अनुसार)
- शिक्षण सहायक सामग्री दृश्य—श्रव्य सामग्री का प्रयोग दृश्य साधन
- श्रव्य—दृश्य सामग्री भाषा प्रयोगशाला

पंचमईकाई—मूल्यांकन

- भाषा शिक्षण में मूल्यांकन
- मौखिक एवं लिखित मूल्यांकन
- भाषिक कौशलों को जाँचने एवं मौखिक लिखित प्रश्नों के स्वरूप और अभ्यास वस्तुनिष्ठ एवं निबन्धात्मक मूल्यांकन/परीक्षण
- त्रुटि पहचान एवं उपचारात्मक शिक्षण।



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