

ADITI MAHAVIDYALAYA
University of Delhi

TEMPLATE FOR OUTCOME-BASED EDUCATION
(2019-2022)

DEPARTMENT: Education

COURSE/NAME OF THE PAPER: B.El.Ed.

COURSE CODE:

CREDITS: 2200

ANNUAL: 4 years

NO. OF TOTAL STUDENTS: 1st(56) + 2nd (58) + 3rd (50) + 4th (45) = 209

PERCENTAGE OF STUDENTS PASSED: 90% (44 +53+47+45 = 189)

STUDENTS WITH A+:

1. LEARNING OBJECTIVES:

Program Objectives

The Bachelor of Elementary Education- an integrated four year professional degree programme is a grass root attempt to rejuvenate, transform and establish an organic link between schools and the larger educational discourse. This programme is an attempt towards fulfilling the need for professionally qualified elementary school teachers. B.El.Ed. It is a bilingual (Hindi and English) programme that combines the best from the Indian and western pedagogical systems, thereby reaching out to the students who have been linguistically, culturally challenged. It is designed to address the constraints of the government school system, rather than reach out only to lucrative English medium schools. The strength of the programme lies in its potential to create the space for new pedagogic approaches in centres of higher learning.

Program Specific Objective

B.El.Ed. Programme integrates pedagogical preparation of future elementary school teachers with their own general education. The programme offers a unique combination of liberal and professional education, preparing students not only for becoming teachers, but also equips them with necessary background to pursue higher education. B.El.Ed. Curriculum amalgamates under graduate studies in different subjects with educational theory and pedagogical experience in a phased manner. Another important distinction of the programme is that it is intended to be offered in colleges of general education, rather than in specialised institutes of teacher training. The first of these two strategies permits the student to develop his or her knowledge of education and teaching along with the knowledge of chosen subjects in humanities and sciences, rather than as a separate layer of knowledge obtained after undergraduate studies are over. This mixture is designed to encourage the students to reflect on the content of different subjects from an evolving perspective of educational and pedagogical theory.

Within the syllabus of B.El.Ed., an attempt has been made to place emphasis on themes and concerns normally left out in programmes of teacher education. It is designed to integrate the study of subject knowledge, human development with pedagogy and communication skills. It offers compulsory as well as optional theory courses and a comprehensive school internship experience. Students are expected to cover

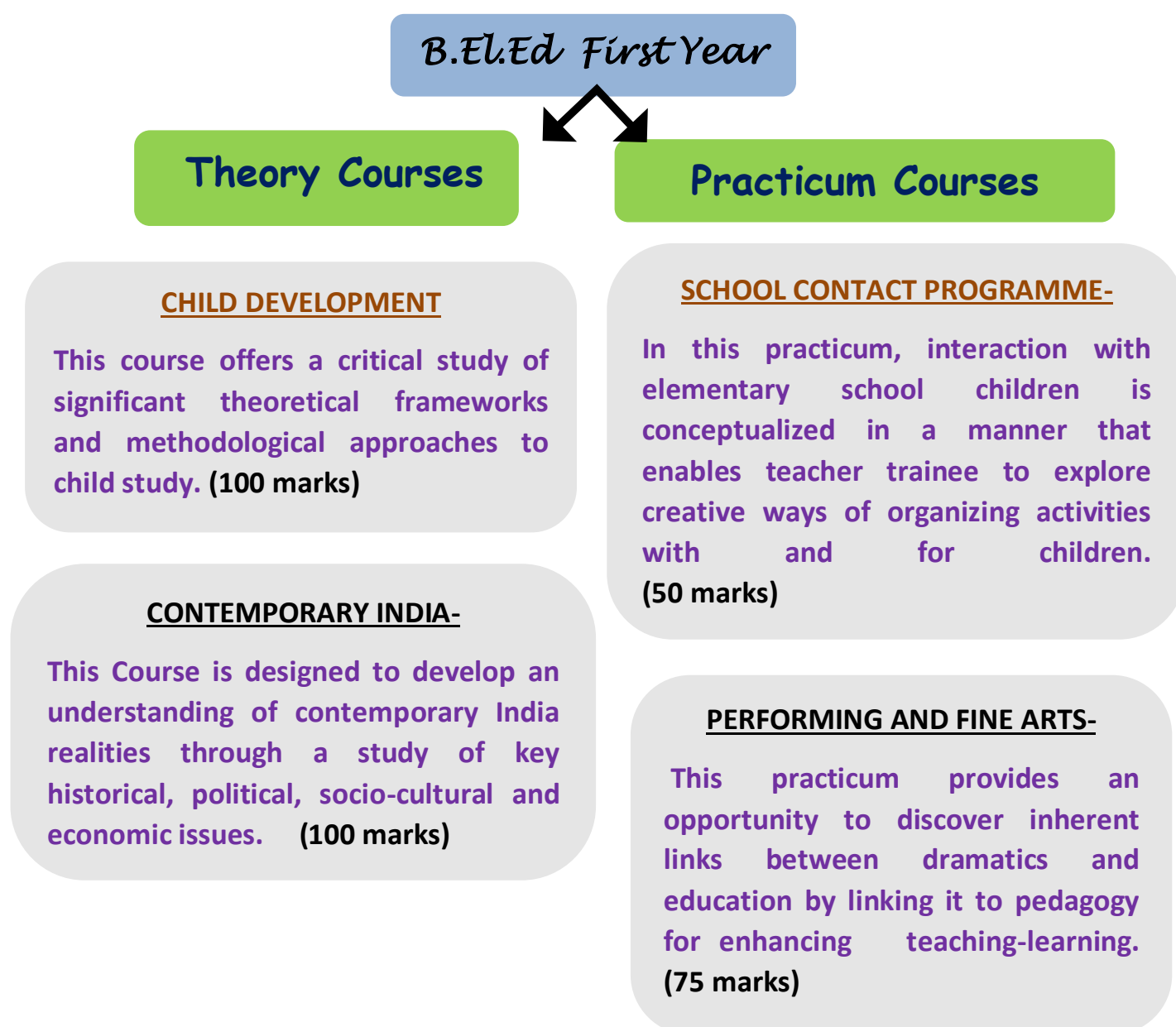
19 theory courses and seven practicum courses during the four year programme of study. Total weightage of the theory course over four year is 1250 marks and 950 marks for the practicum (2200 marks).

The programme gives high priority to motivate students to look deeply around and reflect on the immediate and the broader milieu, its dynamic aspects and potential. They are expected to get interested in the things that are likely to be of concern to present day children: things such as electronic media, the state of the natural environment, and so on. The knowledge of India's heritage in the arts and crafts has been incorporated in the general plan of the student's self development. Project work is included in every course, in order to ensure that students get an opportunity to develop initiative and the stamina for self study. Observation of children's life in the classroom is featured throughout the course.

Program Outcomes:

B.El.Ed .graduates is what an Indian university should be proud of: questioning, reflective, sensitive with a high level of professional commitment. B.El.Ed. Programme and its faculty have provided a unique framework and considerable practical exposure to enable these young enquiring minds to develop into self confident professionals. The strength of the programme lies in its potential to create the space for new pedagogic approaches in centres of higher learning. The practical engagement with the challenge of universalization of elementary education could well rejuvenate other processes within the university system.

2. SYLLABUS, LEARNING OBJECTIVES AND OUTCOMES



NATURE OF LANGUAGE-

This course aims to develop a deep understanding of language as a subject and as metalanguage. (50 marks)

CRAFT

Learning of a wide variety of art and craft skills has been meaningfully integrated in this practicum. (25 marks)

CORE MATHEMATICS

-This course aims to reconstruct mathematics concepts learnt at school and to enable reflection of one's own mathematical thinking and learning. (50 marks)

CORE NATURAL SCIENCE

-This course aims to review secondary school science content, with a focus on methods of science and the development of skills of scientific enquiry. (50 marks)

CORE SOCIAL SCIENCE

-The aim of this course is to make students familiar with the concept and nature of social science and to see the interlinkage between different branches of social science. (50 marks)

B.El. Ed Second Year

Theory Courses

Cognition and Learning

Course offers an in-depth study of processes of cognition and learning and their socio-cultural contents.(100 Marks)

Language Acquisition

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.(50 marks)

Human Relations And Communications

This course attempts to develop the conceptual basis for exploring and understanding students own self and the dynamics of identity formation.(50 marks)

Language Across the Curriculum

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. (50 marks)

Practicum courses

Observing Children

The practicum course on observing children provides opportunities for understanding systematic observations of children in various naturalistic and semi structured settings.

Self Development Workshop(SDW)

SDW have been conceptualized to facilitate further the teacher trainees process of personal development The workshops aim to complement the Learnings of the theory course on Human relations and communications. The ability to communicate and relate with the children and adults and developing one's own personal aim and vision as a teacher and as a person.

Physical Education

Essential aim of this course is to impart knowledge about physical activity which is an important element in improving the quality of life. (25 marks)

Liberal Optional

It offers studies in a specific discipline with academic rigour.

Options offered: Hindi, Geography, Chemistry, Biology and Mathematics(100 marks)

Colloquia

Through this colloquia activity, students are trained to examine and develop a criterion of evaluating children's literature, develop skills of building resources for children and home through skills of storytelling. (50 marks)

B.El. Ed Third Year

Theory Courses

Basic Concepts in Education (100 Marks)

It attempts to introduce students to certain basic ideas in educational theory .It provides philosophical and sociological frameworks.

School, Planning and Management (50 Marks)

This paper attempts to expose students to the current education scenario to familiarize them with school as a system and its relationship with other institutions.

Practicum courses

SC 3.1 Classroom Management (75 Marks)

SC 3.2 Material, Development and Evaluation (75 Marks)

These two practicum courses 'Material, Development and Evaluation and Classroom Management are complementary with the aim to involve teacher trainees to explore curricular pedagogic and classroom organization issues the practicum would also include conceptualizing and evaluation within real classroom contexts.

Logico Mathematics Education (50 Marks)

This paper attempts students to gain insight into nature of children thinking in

Pedagogy of Environmental Studies (50 Marks)

This paper attempts to expose students to significance of EVS as a curricular area at primary level. Students also learn to develop insights of curriculum design and implementation.

Colloquia (50 Marks)

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.

Liberal Optional (100 Marks)

It offers studies in a specific discipline with academic rigour.

Options offered: Mathematics, Hindi, Chemistry, Biology and Geography

B.El.Ed Fourth Year



Theory Courses

CURRICULUM STUDIES

It offers a critical analysis of consideration in curriculum design including role of socio cultural and ideological factors. (50 Marks)

Practicum Courses

School Internship Programme (SIP)

SIP is envisioned to offer an intense and focused school experience structured to be a process in a partnership between the school and the intern in programme seeks to provide physical and psychological space for evolving innovations in teaching. (250 Marks)

Gender And Schooling

The objective of this course is to examine critically gender inequities in society using feminist theoretical frameworks. (50 Marks)

Project

School based internship programme aims to further develop the process of reflective enquiring through classroom-based research. (100 Marks)

Pedagogy Subject

It offers indepth understanding of a specific disciplinewith academic rigor.Pedagogy of Language; Pedagogy of Math; Pedagogy of natural science; Pedagogy of social science. (50 Marks)

Colloquia : Creating a resource center

The interns create a space in school in terms of a rich resource of teaching learning ideas, activities and materials with the aim to lay seeds of innovation in schools. (50 Marks)

3. COURSE CONTENT:

THEORY AND PRACTICUM COURSES : AN OVERVIEW

THEORY

The student is expected to study nineteen theory courses during the four-year programme of study. The different course types are: foundation courses, core courses, pedagogy courses, specialised courses in education and liberal options in the discipline of languages, mathematics, social sciences and sciences. The design of the theory courses includes study through projects and related field work. The total weightage of the theory courses in the B.El.Ed programme of study is 1,250 marks out of an aggregate of 2,200 marks.

Foundation courses

Foundation courses are designed to offer an indepth study of the process of child development and learning; how the education of children is influenced by the social, political, economic and cultural contexts in which they grow; techniques and processes of school organisation and management; educational theory, issues and concepts specific to elementary education. In addition to developing theoretical constructs and frameworks of analysis, these courses also aim to cultivate skills to relate and communicate as teachers.

Individual weightage given to these courses vary, adding up to a sum total of 650 marks over the entire programme of study.

Core courses

Core courses prompt the student-teacher to reconstruct concepts learnt in school and to integrate them within multi-disciplinary perspectives. These also form the foundation for pedagogy courses. The core courses carry a total weightage of 200 marks.

Pedagogy courses

Pedagogy courses provide a study of pedagogical theory with the aim to develop skills specific to the teaching of young children. While developing perspectives in pedagogy, students also learn methodologies related to specific knowledge areas. Three courses focus on teaching-learning approaches at the primary stage (I to V) and carry a total weightage of 150 marks. Courses in pedagogy which focus on teaching-learning approaches at the upper-primary stage (VI-VIII) in language, mathematics, natural sciences and social sciences, are offered as optional courses in the fourth year. Students can either opt for a pedagogy course in Option A or a specialised course in Option B (refer other optional courses). In each case the weightage given is 50 marks.

Liberal courses

Liberal courses offer studies in a specific discipline with academic rigour. They are designed to enrich knowledge base to allow for further study in the discipline and in the pedagogy in which students opt to specialize. Offered as per the availability of faculty and demand in the concerned college, students are required to study liberal courses I and II of the chosen option in the second and third year respectively. Both courses carry a weightage of 100

marks each. The choice of the liberal optional course will necessarily determine the students' choice of the optional pedagogy course in the fourth year.

Specialised courses in education

Offered in the fourth year, Option B aims to provide specialised support to the student-teacher. Students can study either one of the two options given in option B or choose a pedagogy course given in option A.

PRACTICUM

Practicum courses carry a total weightage of 950 marks over the four years of study. These courses are designed to allow a variety of experiences with children within and outside elementary schools and opportunities for self-reflection and development. In addition, students acquire a wide range of professional skills including drama, craft, developing curricular material, classroom management, systematic observation, documentation and evaluation. The practicum input increases progressively as the programme advances to the final year. Each practicum input is described below :

Performing and Fine Arts, Crafts and Physical Education

Performing and Fine Arts, Crafts and Physical Education are integrated in the B.El.Ed. curriculum in the same spirit as it should be in the elementary school curriculum. This enables students to experience and understand the learning process in a holistic manner, rather than as one confined to the 'cognitive' domain. In addition, students develop a vast repertoire of skills in drama, craft, music and physical movement.

Participatory Work/School Contact Programme

This establishes the first contact of student-teachers with children. While initiating contact with elementary schools, students contend with issues of planning and organizing creative activities for children within the school. They also explore ways of organized and meaningful interaction with children outside the school. Students get the opportunity to develop the ability to relate, communicate and develop positive attitudes towards children and teaching.

Observing Children

Observing Children is designed to help establish crucial links between theoretical concepts and ground realities. Through systematic observation and study of children in varied structured and naturalistic settings, students evolve scientific ways of understanding children while also verifying theoretical constructs.

Self Development Workshops

Through a process of self-reflection and analysis, students sharpen their abilities to relate, communicate and develop positive attitudes towards children and teaching. They learn to be self-critical, questioning and reflective.

School-Contact Programme

The School-Contact Programme begins with systematized observations and analysis of pedagogic practices in conventional and innovative settings. Gradually the prospective teacher evolves pedagogic practices that address concerns of classroom management, design and choice of activities, material development and evaluation.

School Internship

Placement in schools, a major component in the fourth year of the B.El.Ed. programme, envisions an intense and focussed school experience. Student interns actively engage in teaching elementary school children with systematic feedback and evaluation under select supervisors. Functioning as a regular teacher the intern attempts to translate her knowledge-base and professional skills into reflective classroom practice. School Internship carries a weightage of 250 marks.

Project

Each final year student is expected to undertake short projects based on themes arising out of their school experiences, as interns. The project aims to initiate the trainee into a process of reflective enquiry through classroom-based research. While enhancing basic research skills of systematic observation, documentation and analysis, the overall aim is to develop skills for reflective practice. The projects are allotted 100 marks.

Tutorial

An integral part of the B.El.Ed. programme, tutorials help students to build connections between theory, observations and classroom teaching. Students are expected to present term papers and participate in discussions.

Colloquia

Colloquia is structured to include concerted activity on children's literature, story telling, drama and music; organising teaching and learning resource centres and seminar presentations of school experiences. Colloquia is an essential part of all the four years of study carrying a weightage of 200 marks.

Academic Enrichment Activities

Academic Enrichment Activities, a structural provision within the programme of study for discussions, fora and seminars offers opportunity for interaction with faculty of diverse disciplines from within and outside the college.

In keeping with the vision of creating a bilingually proficient school teacher, teaching in the B.El.Ed. is done in a suitable combination of English and Hindi as per the requirements of the students. The B.El.Ed. faculty comprises of personnel drawn from a wide variety of academic disciplines and divergent work experiences. Known for its invigorating teaching approaches, the faculty imbues the programme with an ethic that fosters a stimulating learning environment, reasoned dialogue, sound scholarship and professional practice.

4. Program Outcome according to Bloom's Taxonomy

Course/ Name of the Paper		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1						
	CO2						
	CO3						
	CO4						
	CO5						

Note: details of PO1 and PO6 is explained at the end.

5. How paper in the course helped to become technologically updated and made aware?

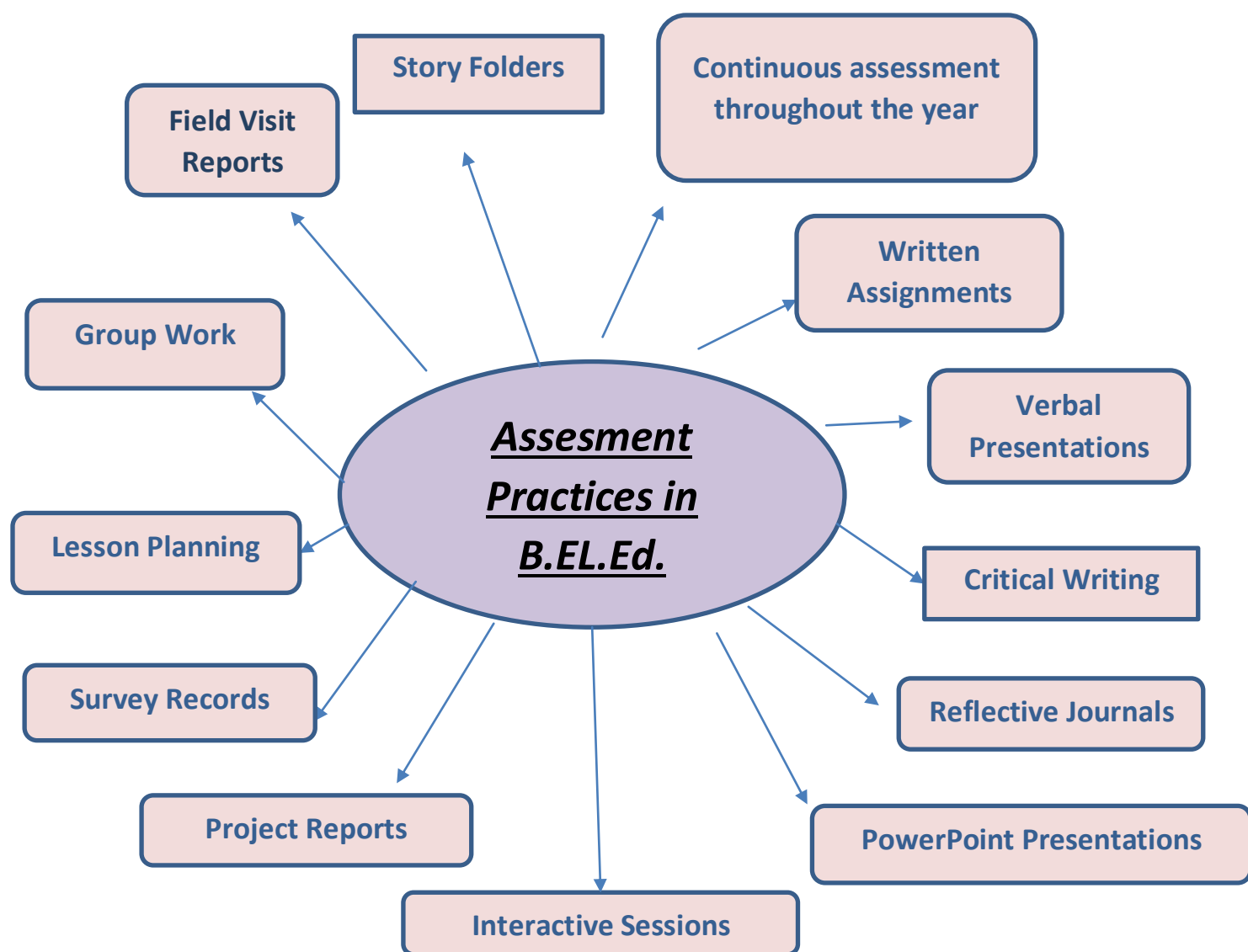
6. Average attendance of students in the Course?

- Less than 67 percentage
- 68-80 percentage
- 80-95 percentage

7. Different pedagogical and Peer Learning used for Course Outcome

Group Discussion, Field Visits, observations, surveys, Movie screening and discussion, Group activities and presentations, hands on activities, workshops, projects, critical analysis and learning, reflective learning





8. Community Outreach Initiatives and Field Visits

Outreach Initiatives	Teaching in Municipal Cooperation Primary schools and Delhi Administration middle school
Field Visits	Visit to innovative schools, Visit to Biodiversity park, Visit to Heritage sites like Chandni Chowk, Visit to a slum
Workshop	Theatre, Craft, Self-Development, Storytelling, Performing and Fine Arts
Seminar/Webinar	Education Day (11 Nov), Children's Day (14 Nov), Teacher's Day (5 Sept), National Science Day (28 Feb), National Mathematics Day (22 Dec)
Practical Exercises	Practicum like Observing children, Classroom management and Material development and Evaluation in terms of school teaching
Group Activities	Theory courses like core natural science, contemporary india, core social science, pedagogy of environment studies, logico-mathematics education

9. Research, Technology Skills, and Project-based Learning Developed in Students

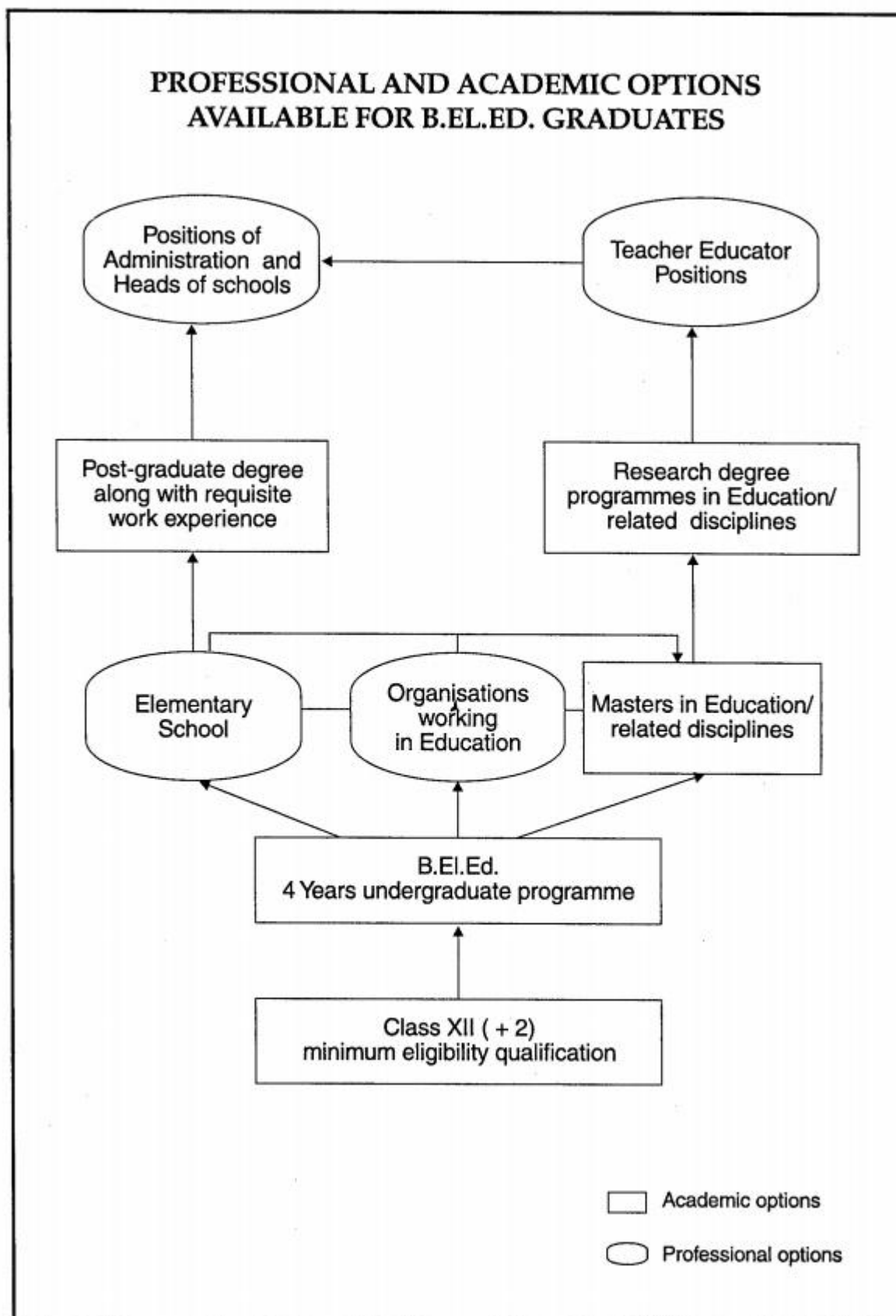
RESEARCH SKILLS	TECHNOLOGICAL SKILL	PROJECT-BASED LEARNING
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Students undertake projects in the final year wherein they plan, design and conduct research on school children. For instance a student undertook research on class 4 students to find out challenges related to classroom management, what are the probable reasons for children making noise in classroom, what are different classroom management strategies used by various teachers of the given school.

10. Skill, Knowledge and value-added after the Course

Analytical Competency				
Problem-solving competence				
Leadership				
Time management				
Team Work/ Collaboration Skills				
Communication Competence				
IT Skill				
Critical Thinking				
Entrepreneurial/ Job				
Any Other, Specify				
Overall Development after Course				

11. Employment and Placement Opportunities after Course Completion



12. Overall Analysis

(Course learning outcomes based on learning outcomes mentioned in the beginning of each course)

13. Action Taken Report

14. Mentor and Mentee for Overall Course Outcome

15. Does the Outcome support the Program Goals?

Yes

No

16. Does the outcome describe what the program intends for students to know (Cognitive), think (Affective, Attitudinal), or (Behavioural, Performance)?

17. Do you have or can you create an activity to enable students to learn and demonstrate the desired outcome?

18. Can the results from assessing this outcome be used to make decisions on how to improve the program?

Yes _____ **No** _____

19. Extra Remarks and Students Feedback

20. Attach the Students List of the Course

S.NO	Course	Roll No.	Name	Email ID
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Note:

PO1- I feel the program has helped to develop skills and attitudes needed for critical thinking and adopting a comprehension-solving approach.

PO2- The teaching-learning pedagogies used in the program have made me capable enough to deliver and communicate information effectively with a mark.

PO3- The program has helped me to inculcate the qualities to teamwork, cooperation and Solidarity.

PO4- The program has made me capable of comprehending international frameworks keeping in view research aspects in consideration.

PO5- The program has trained me to check unethical behaviour, falsification and manipulation of information in order to avoid debacles which can be seen rising persistently over the period of time.

PO6- I feel my mental horizon has broadened due to understanding of the intricacies of the paper.

NAME OF THE TEACHER

DATE: